# HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

# English as a Second Language

## March 2, 2015

## July 1, 2013 to June 30, 2014

# Initiator: Carrie B. Mospens
# Writer(s): Carrie B. Mospens

*Program/Unit Review at Hawaii Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.*

<u>Program Review Outline</u>

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# Program Description

Currently, there is no official description of the ESL Program in the HawCC catalog.

The English as a Second Language Program (ESL) is intended to develop academic English proficiency for speakers of other languages. Courses are designed specifically to support degree seeking students in the areas of reading, writing, grammar, speaking, and listening skills. Placement is determined by the ESL COMPASS test, and course levels are divided into high intermediate and advanced.

In order to align with the English courses designed for native English speakers, the ESL track parallels pre-college level ENG courses in name and number. All courses are semester length and carry three credits, with the exception of the reading courses which are 4 credits.

# 3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed* explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.

The ESL Program was completely revamped in the summer of 2012. At that time, the curriculum was redesigned and rewritten by Annie Maeda and Carrie Mospens, with assistance from Jeanne Ryan.

In terms of design, where the original program separated courses into reading, writing, and listening/speaking skills, the program was rewritten to also offer grammar. By pulling the grammar component out of the writing classes, 1) the credit load was more manageable, and 2) if students were stronger in one skill over another, they would not have to repeat both aspects of the course. Additionally, the courses were renumbered to mirror the ENG track. The rationale for this was to illustrate to students that ESL courses were equivalent to the ENG track levels. Therefore, students could feel confident in choosing ESL courses without feeling marginalized.

The curriculum of the ESL program changed from a more prescriptive philosophy to one grounded in current best practices and task-based learning. Moreover, courses were designed to encourage students to become autonomous in vocabulary development, proofreading skills, and the writing process. Materials were to be contextualized, authentic, and culturally relative.

Previous ESL course numbers, names and credits were:

ESL 7 Reading and Study Skills (3)
ESL 9 Reading and Study Skills (4)
ESL 11 Basic Grammar and Writing (5)
ESL 13 Grammar and Writing (7)
ESL 15 Introduction to Expository Writing (5)

This course remained the same
ESL 25 Academic Listening and Speaking (3)

Experimental ESL course numbers, names, and credits were:

ESL 97R  Reading and Learning Skills (4)
ESL 97G  College Grammar (3)
ESL 97W  College Writing (3)

ESL 98R  Developmental Reading (4)
ESL 98G  Grammar for Expository Writing (3)
ESL 98W  Introduction to Expository Writing (3)

(ESL 25 Academic Listening and Speaking – 3 credits)


Once approved, the course names  and credits remained the same, but the course numbers changed to the following:

ESL 20R  Reading and Learning Skills (4)
ESL 20G  College Grammar (3)
ESL 20W  College Writing (3)

ESL 21  Developmental Reading (4)
ESL 22G  Grammar for Expository Writing (3)
ESL 22W  Introduction to Expository Writing (3)

(ESL 25 Academic Listening and Speaking – 3 credits)


Beginning in spring 2013, the Intensive English Program (IEP) added a level 4 to its course offerings.  The IEP level 4 was equivalent to the ESL 20 level.  Therefore, it was agreed between the ESL program and the IEP that students graduating from level 4 could articulate seamlessly into the ESL 22 level without having to take the ESL COMPASS.

In December of 2013, Annie Maeda retired from Hawai`i Community College.  As a result, all duties related to ESL fell to Carrie Mospens.  Duties included: coordinating the ESL lab; reviewing, determining, documenting, and notifying placement for all students taking the ESL COMPASS; interviewing and recommending ESL lecturers; observing ESL lecturers; coordinating ESL lecturers; preparing semester schedules for ESL courses; being able to teach any ESL course; advising for ESL students; coordinating final exam and grading sessions for ESL writing courses; participating in ESL final exam grading sessions; working closely with the coordinator of the Intensive English Program; working closely with the counselor for international students; coordinating and realizing outreach efforts; designing, creating, and disseminating information related to ESL program details; providing support/advocating for Hawai`i Community College ESL concerns at the campus, UHCC and System levels; and preparing the annual program review.

## CERC Comments and Feedback --

*CERC Comments as listed in most recent Comprehensive Review.*

Not applicable.

*CERC provided recommendations intended as suggestions for improvement.  Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid?  What change(s) were made as a result of the suggestion(s)?, etc.*
- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*

Not applicable.

# Part I: Quantitative/Qualitative Indicators

## A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:
http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW
Print for convenience since you will need to use information to discuss your Program's indicators.

## B. ARPD Data Analysis

*Based on the data from the ARPD, analyze the program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.*
*If this Program is scheduled for Comprehensive Review, analyze program over 3 years.*

| Demand Health | Efficiency Health | Effectiveness Health |
|---|---|---|
| No report available | No report available | No report available |

| Overall Health |
|---|

### Demand

Comparing the academic years, 2012-2013 and 2013-2014, the ESL program increased in student participation:

Fall 2012: 30 students

Spring 2013: 33 students
**Total: 63 students**

Fall 2013: 40 students

Spring 2014: 34 students
**Total: 74 students**

### Efficiency

| Fall 2012 fill rate: 58% Faculty: 2 | Spring 2013 fill rate:63% Faculty: 2 | Fall 2013 fill rate: 67% Faculty: 2 | Spring 2014 fill rate:63% Faculty: 1 Lecturers: 2 |
|---|---|---|---|
| ESL 97R = 50% | ESL 97R = 30% | ESL 97R = 45% | ESL 20R = 55% |
| ESL 97G = 70% | ESL 97G = 55% | ESL 97G = 60% | ESL 20G = 60% |
| ESL 97 W = 60% | ESL 97W = 70% | ESL 97W = 60% | ESL 20 W = 65% |
| ESL 98R = 65% | ESL 98R = 75% | ESL 98R = 65% | ESL 21 = 60% |
| ESL 98G = 50% | ESL 98G = 85% | ESL 98G = 75% | ESL 22G = 75% |
| ESL 98W = 50% | ESL 98W = 65% | ESL 98W = 95% | ESL 22W = 65% |

## Effectiveness

Of the 30 students who took ESL classes in fall 2012, 25 completed the courses with a "C" or better. (83%)

Of the 33 students who took ESL classes in spring 2013, 24 completed the courses with a "C" or better. (73%)

Of the 40 students who took ESL classes in fall 2013, 28 completed the courses with a "C" or better. (70%)

Of the 34 students who took ESL classes in spring 2014, 22 completed the courses with a "C" or better. (65%)

Of the 12 students in the advanced level for fall 2012, 10 students went on to take college level English. Nine completed all English requirements for his/her major and passed with a "C" or better. (75%)

Of the 20 students in the advanced level for spring 2013, 7 students went on to take college level English. Six completed all English requirements for his/her major and passed with a "C" or better. (30%)

Of the 18 students in the advanced level for fall 2013, 14 students went on to take college level English. Eleven completed all English requirements for his/her major and passed with a "C" or better. (61%)

Of the 20 students in the advanced level for spring 2014, 7 students went on to take college level English. Three completed all English requirements for his/her major and passed with a "C" or better. (15%)

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In conclusion, several concerns are made apparent by these data. For example, there is a noticeable difference in persistence between the Fall to Spring semesters as compared with the Spring to Fall semesters. In the case of spring to fall, for both 2013 and 2014, only 35% of students went on to pursue college level English. Whereas, 80% of students in the fall semesters continued with ENG 100/102 or both. Additionally, it is troubling that the percentage of students passing with a "C" or better has been consistently decreasing. While it seems encouraging that the number of students increased, this is likely not a trend, for the overall student population of the college has been declining since its peak in fall 2013.

**Distance Education: Completely Online Classes --** *List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)*

Not applicable

**Perkins IV Core Indicators --** *Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were __not__ met and specify action strategies.*

Not applicable

**Performance Funding** (**Graduation, Native Hawaiian, STEM, Transfer, Degree**) -- *Describe how your program contributed to performance funding in these areas?  If not, why and how do you plan to contribute in the future?*

> The ESL Program contributes to the number of degrees awarded by preparing English language learners for college level courses.

## C. Trends & Other Factors -- *Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc.  Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc.  Describe any external factors affecting this program or additional program changes not included elsewhere.*

> New legislation has been introduced at the state level to appropriate funds for the recruitment of international students to the state of Hawai`i as an education destination.
>
> HB775 states, "There is a growing trend in education of international study and educational travel." This bill recently passed through the committee on Higher Education and will now go to the Finance Committee.  If this legislation is realized, it will mean an influx of funds will be available to off-set marketing, travel, and other recruiting expenses related to international education outreach efforts. Such efforts have already been spearheaded by the education consortium, Study Hawai`i, with which Hawai`i Community College is a member.  Therefore, this bill is a strong indicator of growing support for international education.  In turn, school programs need to be prepared for increases in the number of international students pursuing higher education in Hawai`i.
>
> For more information on the increased enrollment of international students nationwide, see:
> http://languagemagazine.com/?page_id=123083

# Part II: Analysis of the Program

## A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

### 1) College Mission Alignment

> *Hawai`i Community College (HawCC) promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai`i Island community.*

*Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.*

> By providing English language learners with the academic, communicative, and cultural skills necessary to succeed in higher education at Hawai`i Community College, the ESL Program prepares students to become autonomous learners and contributing members of our community.

### 2) ILO Alignment

**a) ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

*Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO1"*

> The ESL Program is designed to encourage negotiated meaning through interaction to promote language development and effective communication. In turn, students engage in task based activities requiring discussion and decision making as well as whole class discussions guided by the Socratic method. Students also refine writing skills through reflections, summarization, and essay writing.

**b) ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

*Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO2"*

> Students in the ESL Program are introduced to research methodology which requires source retrieval, evaluation and synthesis. Thus, students learn to critically analyze information for bias, credibility, reliability, audience, relevance, patterns, and applicable support.

**c) ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

*Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"*

> No direct alignment to ILO3

## B. Program Mission – *Write Official Program Mission*

The mission of the ESL Program at Hawai`i Community College is to academically prepare English language learning students for the expectations of college level course work.

## C. Strengths and Weaknesses

### 1) Strengths (Top 3 defined)

| State Strength | Using supporting evidence, describe why this is a strength |
| --- | --- |
| Networking across the curriculum | The ESL Program provides assistance to College staff and faculty in terms of how to support speakers of other languages. |
| Language support for underserved populations | There are currently no other credit programs on the island of Hawai`i that support academic English literacy. |
| Student satisfaction | Evaluations of ESL courses consistently indicate high student satisfaction. |

### 2) Weaknesses (Top 3 defined)

| State Weakness | Using supporting evidence, describe why this is a Weakness | Proposed solution |
| --- | --- | --- |
| Lack of MOU with the Intensive English Program (IEP) | As it stands now, the IEP and ESL Program only have a verbal agreement that IEP students graduating from level 4 may seamlessly articulate with the ESL Program.  This presents a problem in updating the catalog progression chart, because there is no formal agreement, and it presents a problem should current personnel change. | Create an MOU between the IEP and ESL Program stipulating that the two programs articulate. |
| Lack of ESL options for students studying in West Hawai`i | Although West Hawai`i has a significant number of English language learners, these students have no access to ESL support. | Collaborate with the Dean of Liberal Arts to develop ESL support for West Hawai`i students. |
| Low utilization of the ESL COMPASS | Due to a desire to acculturate, unpleasant experiences with ESL programs in the past, or a lack of awareness between the differences of the COMPASS exam for native | Develop a means of communicating the benefits of the ESL COMPASS exam to ELLs prior to test-taking. |

| | speakers and the COMPASS exam for ELLs, many students who could benefit from taking the ESL COMPASS choose not to. | |
|---|---|---|

# Part III: Course/Program Assessment

## A. Course(s) Assessed -- *List the course(s) (Alpha/#) assessed during this reporting period.*

Course: ESL 97W
PLO #1: Communication - Speak and write to communicate information and ideas in professional, academic and personal settings.

## B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."*

Exceeds Expectations  (90-100)
Student demonstrates exceptional command of:
-essay content by addressing the prompt with logical, relevant, and ample support which exhibits critical thinking and unity;
-organization by writing a clear introductory paragraph with a thesis, developing body paragraphs with an appropriate method, providing a comprehensive conclusion and utilizing effective transitions throughout;
-grammar/structure by applying basic grammar rules and incorporating complex and compound sentences;
-word choice and form by harnessing well suited vocabulary and appropriate word forms; and
-mechanics by using punctuation accurately and spelling correctly.

Meets Expectations (70-89)
Student demonstrates developed command of:
-essay content by addressing the prompt with logical, relevant, and ample support which exhibits critical thinking and unity;
-organization by writing a clear introductory paragraph with a thesis, developing body paragraphs with an appropriate method, providing a comprehensive conclusion and utilizing effective transitions throughout;
-grammar/structure by applying basic grammar rules and incorporating complex and compound sentences;
-word choice and form by harnessing well suited vocabulary and appropriate word forms; and
-mechanics by using punctuation accurately and spelling correctly.

Does Not Meet Expectations (0-69)
Student does not demonstrate command of:
-essay content by addressing the prompt with logical, relevant, and ample support which exhibits critical thinking and unity;
-organization by writing a clear introductory paragraph with a thesis, developing body paragraphs with an appropriate method, providing a comprehensive conclusion and utilizing effective transitions throughout;

-grammar/structure by applying basic grammar rules and incorporating complex and compound sentences;
-word choice and form by harnessing well suited vocabulary and appropriate word forms; and
-mechanics by using punctuation accurately and spelling correctly.

70% of students will achieve meets expectations or exceeds expectations in the assessed activity.

## C. Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

What: Final writing exam
Why: To assess student ability to communicate effectively in writing
Where: K101 and K103
When: December 13, 2013
Who: 11 ESL 97W students

## D. Results of Course Assessment - *Provide a summary of assessment results.*

55% (6/11) students met or exceeded expectations
45% (5/11) students did not meet expectations

| Changes Implemented as a result of Assessment | Evaluation of the changes that were implemented |
|---|---|
| *Change 1:* Students provided with more scaffolding, guidance, and opportunities to sufficiently develop ideas.<br><br>1)  Warm up daily with free-writing exercises by providing or soliciting prompts<br>2)  Scaffold the development of ideas based on the results of free-writes<br>    a.  Identify the purpose of the writing<br>    b.  Identify the audience of the writing<br>    c.  Generate questions about one's ideas as if you were the reader<br>      i.  Who are my readers?<br>      ii.  What background information about the topic do they need?<br>      iii. What do my readers need to know first?<br>      iv. What other details will my readers need to know?<br>      v.  Ask who, what, where, when , why, and how<br>3)  Guide the development of ideas based on the results of free-writes | *Evaluation of Change 1:* In reviewing the final exams, many of the students that did not pass were lacking sufficient development of their ideas. This should be an area of emphasis in instruction.  Also of consideration would be the effectiveness of writing prompts for the final exam.  Due diligence should be given to the level of writing that the prompt elicits. |

| | |
|---|---|
| a.  Have students work in pairs to ask questions about each other's free-write ideas<br>b.  Work as a class to ask questions about selected free-write ideas<br>c.  Work independently to generate questions and answers that will need to be addressed in one's writing.<br>d.  Review independent work with a tutor<br>e.  Have students practice converting their questions and answers into main ideas and supporting details. | |

## E. Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments.  For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

The next step is to re-assess the next round of writing finals to ensure that the proposed changes are effective.

## F. Evidence of Industry Validation for CTE Programs -- *Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession.  If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program's advisory council can be submitted.  Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.*

Not applicable

## Part IV Action Plan

## A. 20% Course Review

### a) Courses Reviewed -- *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

| Course Alpha Number | Course Title |
|---|---|
| ESL 20W | College Writing - ESL |

## b) 20% Course Review Schedule

*Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy ([http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf](http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf)) to create a new schedule.*

| Course Alpha Number | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---|---|---|---|---|---|
| ESL 22W | x | | | | |
| ESL 20R | | x | | | |
| ESL 21 | | | x | | |
| ESL 20G | | | | x | |
| ESL 22G | | | | | x |
| ESL 25 | | | x | | |

## B. Previous Goals (Program Actions) & Planning

*All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.*
- *List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. ([http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf](http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf))*
- *Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.*
- *Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.*
- *Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.*

| AMP Program Actions | Progress Evaluation & Evidence of Achievement |
|---|---|
| Not applicable | |

## C. New Goals (Action Strategies) and Alignment – *Describe New Goals, if any*

## Define Goal (Action Strategy) 1

| |
|---|
| *Example: Establish AA Degree in SUBS* |
| Increase recruitment of ELLs from local high schools. |

## Alignment of Goal 1 to ILO(s)

| Explain how Goal 1 aligns with ILO(s) and provide supporting rationale |
|---|
| Not applicable |
| |

## Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

| **Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.** |
|---|
| Goal 1 aligns with SP Action Strategy A2.1, "*Increase enrollment by 2015, particularly in regions and with groups who are underserved (as identified in the UH Second Decade Project)*" by providing access to higher education for underserved populations, such as Filipino and Pacific Islander students. |

| **Proposed New SP Action Strategy/Strategies (if applicable)** – *If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.* |
|---|
| Not applicable |

## Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf
AMP Appendix: http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf

| **Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.** | | | | | | |
|---|---|---|---|---|---|---|
| | STEM | Graduation Remediation Workforce | Student Transfer | Underserved Populations | Green Curricula | Program Development |
| | | | | X | | |

| **UH System Collaboration (if applicable)**<br>● *Include collaboration efforts w/other campuses.*<br>● *Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).* |
|---|
| *Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.* |
| Not applicable |

## Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

| Activity | When will the activity take place |
|---|---|

| Meet with the VCSA to propose an effective and ongoing recruitment strategy to recruit ELLs from local high schools. | Spring 2015 |
|---|---|
| Collaborate with the VCSA to develop an effective and ongoing recruitment strategy to recruit ELLs from local high schools. | Spring 2015 |
| Execute recruitment strategy | Fall 2015 |

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## Define Goal (Action Strategy) 2

Offer ESL 100E

## Alignment of Goal 2 to ILO(s)

*Our graduates will be able to communicate effectively in a variety of situations.*
Goal 2 aligns with ILO 1 by preparing ELLs to communicate academically in written English.

*Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*
Goal 2 aligns with ILO 2 by providing instruction in research methodology which requires that students access, evaluate, analyze and synthesize information for the purpose of supporting their written arguments.

## Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

**Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.**

Goal 2 aligns with SP Action Strategy A2.5, "*Increase the number and diversity of programs offered in underserved areas by increasing the number and types of programs by at least one every two years that can be completed through on-site instruction, or distance learning technologies*" by addressing the language development needs of English language learners. Additionally, offering ESL 100E will potentially decrease student attrition between the Spring and Fall semesters.

**Proposed New SP Action Strategy/Strategies (if applicable)** – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Not applicable

## Alignment of Goal 2 to Academic Master Plan (AMP)

*Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf*
*AMP Appendix: http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf*

| Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning. | | | | | | |
|---|---|---|---|---|---|---|
| | STEM | Graduation Remediation Workforce | Student Transfer | Underserved Populations | Green Curricula | Program Development |
| | | | | X | | X |

| UH System Collaboration (if applicable) –<br>● *Include collaboration efforts w/other campuses.*<br>● *Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).* |
|---|
| Not Applicable |

## Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

| Activity | When will the activity take place |
|---|---|
| Discuss ESL 100E proposal with the English department | Fall  2015 |
| Collaborate with ENG 100 colleagues to create curriculum for ESL 100E | Fall 2015 |
| Implement ESL 100E | Fall 2016 |

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## Define Goal (Action Strategy) 3

| Not applicable |
|---|

## Alignment of Goal 3 to ILO(s)

| Not applicable |
|---|

## Alignment of Goal 3 to Strategic Plan (SP)

*http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf*

| Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP).  Include SP Reference(s) |
|---|

| **and provide supporting rationale.  If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.** |
|---|
| Not applicable |


| **Proposed New SP Action Strategy/Strategies (if applicable) –** *If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan.  New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.* |
|---|
| Not applicable |

## Alignment of Goal 3 to Academic Master Plan (AMP)

*Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf*
*AMP Appendix: http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf*

| **Indicate which Academic Master Plan (AMP) Action Priorities Goal 3 aligns with and provide supporting reasoning.** | | | | | | |
|---|---|---|---|---|---|---|
| | **STEM** | **Graduation Remediation Workforce** | **Student Transfer** | **Underserved Populations** | **Green Curricula** | **Program Development** |
| Not applicable | | | | | | |


| **UH System Collaboration (if applicable) –** <br> ● *Include collaboration efforts w/other campuses.* <br> ● *Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).* |
|---|
| Not applicable |

**Calendar of planned activities for Goal 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3**

| **Activity** | **When will the activity take place** |
|---|---|
| Not applicable | |

# Part V: Resource Implications

## A. Cost Item 1

| Description | Type<br>● Personnel<br>● Facilities<br>● Equipment<br>● Health/Safety<br>● Others (Define) | Estimated Cost |
|---|---|---|
| Annual International TESOL Conference | Professional Development | $3500.00 |

## Alignment of Cost Item 1 to Strategic Plan (SP)

| **Explain how Cost Item 1 aligns with the Strategic Plan (SP).  Include SP Reference(s) and provide supporting rationale** |
|---|
| Cost Item 1 aligns with SP Action Strategy A2.5, "*Increase the number and diversity of programs offered in underserved areas by increasing the number and types of programs by at least one every two years that can be completed through on-site instruction, or distance learning technologies,*" by providing professional development in program development, best practices in TESOL, networking, and access to the latest research, technology, and materials in the field. |

## Alignment of Cost Item 1 to Academic Master Plan (AMP)

| **Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.** |
|---|
| Cost Item 1 aligns with Action Priority Program Development because professional development is vital to program progression. |

## Alignment of Cost Item 1 to Strength(s)

| **Explain how Cost Item 1 aligns with program Strength (From Part II. Section C).  Address and provide supporting rationale.  If there's no alignment, write "No Alignment."** |
|---|
| Cost Item 1 aligns with program strength #2 which delineates that the ESL Program provides language support for underserved populations.  One consideration for maintaining an effective program is continued professional development in the areas of best practices, significant research findings, software applications, and resources/materials in the field. |

## Alignment of Cost Item 1 to Weaknesses(s)

| **Explain how Cost Item 1 aligns with Weakness (From Part II. Section C).  Address and provide supporting rationale.  If there's no alignment, write "No Alignment."** |
|---|
| No alignment |

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

## B. Cost Item 2

| Description | Type<br>● Personnel<br>● Facilities<br>● Equipment<br>● Health/Safety<br>● Others (Define) | Estimated Cost |
|---|---|---|
| Annual Subscription to Language Magazine | Professional Development | $30.00 |

## Alignment of Cost Item 2 to Strategic Plan (SP)

| **Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale** |
|---|
| Cost Item 2 aligns with Action Priority Program Development by providing timely articles on TESOL matters and trends, grant information, materials updates and resources, and software. |

## Alignment of Cost Item 2 to Academic Master Plan (AMP)

| **Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.** |
|---|
| Cost Item 2 aligns with Action Priority Program Development to identify information and trends that inform the program. |

## Alignment of Cost Item 2 to Strength(s)

| **Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."** |
|---|
| Cost Item 2 aligns with program strength #2 which delineates that the ESL Program addresses the language needs of underserved populations. An effective curriculum is enhanced through the awareness TESOL news and trends and can lead to pursuing grant opportunities and/or cutting edge resources. |

## Alignment of Cost Item 2 to Weaknesses(s)

| **Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."** |
|---|
| Not applicable |

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

## C. Cost Item 3

| Description | Type <br> ● Personnel <br> ● Facilities <br> ● Equipment <br> ● Health/Safety <br> ● Others (Define) | Estimated Cost |
|---|---|---|
| None | | |

## Alignment of Cost Item 3 to Strategic Plan (SP)

| **Explain how Cost Item 3 aligns with the Strategic Plan (SP).  Include SP Reference(s) and provide supporting rationale** |
|---|
| Not applicable |

## Alignment of Cost Item 3 to Academic Master Plan (AMP)

| **Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.** |
|---|
| Not applicable |

## Alignment of Cost Item 3 to Strength(s)

| **Explain how Cost Item 3 aligns with program Strength (From Part II. Section C).  Address and provide supporting rationale.  If there's no alignment, write "No Alignment."** |
|---|
| Not applicable |

## Alignment of Cost Item 3 to Weaknesses(s)

| **Explain how Cost Item 3 aligns with Weakness (From Part II. Section C).  Address and provide supporting rationale.  If there's no alignment, write "No Alignment."** |
|---|
| Not applicable |

# Part VI: Justification for Program Existence

**Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.**
(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)

The ESL Program plays a significant role in supporting the language development needs of not only international students attending Hawai`i Community College, but also resident immigrants and underserved populations, such as Pacific Islanders.

Noteworthy are two recent developments which position the state to attract increased numbers of international students. The first development pertains to the creation of Study Hawai`i, an educational consortium that has been "established to promote the State of Hawai'i as a study destination." (studyhawaii.org)   Additionally, a new legislative bill has been introduced to the state House of Representatives for the purpose of funding the recruitment of international students to Hawai`i. As a result, it behooves the college to provide an ESL program that prepares English language learners with the academic, communicative, and cultural skills necessary to succeed in college level course work.

In terms of local community demographics, Hawai`i County boasts a whopping 18.7% of residents who speak a language other than English at home. (quickfacts.census.gov)  While this figure does not accurately predict how many potential students exist for Hawai`i Community College, it does illustrate the linguistic diversity of the county and suggests that English language skills for speakers of other languages is a need in the community.  In fact, there are currently no other resources in the community for individuals who desire literacy skills.

Lastly, many of our current ELL students have been marginalized by the Department of Education. By not providing adequately trained and educated professionals to teach English language learners, schools have left students to "sink or swim".  Moreover, ELLs have been given only limited access to the benefits of a high school education.  For this reason, I am adamant that the college offer our ELL students the opportunity to develop the language skills they so desperately deserve to succeed in college and in the community.

For these paramount reasons, I believe the ESL Program is justified and sustainable.