ESL Department
January 28, 2025

De Anza College

Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

   The overall feedback from RAPP was very positive, stating that our Program Review was thorough and clear. There was no request for change but just a couple of thoughts to consider. We appreciated the affirmation from the group.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review submissions)

   Please see #3 below.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review)

   Goal 1: Improve success rates of struggling students
   To support this goal, the department hosted two ESL Share Fairs (Winter 2024 and Fall 2024), where part-time and full-time instructors collaborated to revise and standardize course outlines for core ESL classes. In addition, instructors shared resources such as sample assignments, student examples, and rubrics, which have been uploaded to our department's Canvas page. We have scheduled a third Share Fair for the Winter 2025 quarter to ensure our department is aligned with curriculum, student success criteria, and pedagogical best practices.

   Another step we've taken is piloting an embedded tutoring program this fall in four lower-level classes. Embedded tutors have been providing individualized support to struggling students in and out of the classroom. The program will continue in the Winter 2025 and Spring 2025 quarters, as well as into the next academic year 2025-2026.

   Finally, our department encouraged all faculty to participate in RSI training, regardless of whether they regularly teach asynchronous classes. As of now, about 70% of instructors have completed RSI training Part 1. Although only 25% of our sections are asynchronous, instructors can apply RSI principles to all other modalities to further bolster student engagement and success.

   Goal 2: Listening/speaking/pronunciation class
   This fall, instructors confirmed the need and demand for an advanced listening and speaking course. We will move forward with developing an advanced-level elective that increases student confidence and proficiency in academic listening and speaking. In particular, this class will incorporate more extemporaneous speaking assignments and critical thinking discussions.

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In the winter quarter, department chair Linda Yee will call on faculty to form a taskforce to build this curriculum. The taskforce will review the curriculum for our low-advanced listening and speaking course (ESL 261/461) and transfer-level Communication Studies classes (COMM 1 and COMM 10) to create a course that bridges these two levels.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

   We are not changing our goals.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

   The ESL Department's request for software codes has been approved, for which we are grateful. We haven't used the funds yet because we were able to use funds from the previous program review to make our most recent purchase. The codes are being used in most of our classes, from the lowest-level class ESL 200/400 all the way to our low-advanced 260/460 A and B, 261/461 and 265/465 classes. We will use the most recently approved funds to purchase more software once the existing codes are used up.

   Our request for a new full-time faculty, on the other hand, was denied so our impact remains the same. Enrollment for ESL continues to increase. In order to fully and successfully meet the needs of our ALL students and help them succeed, we need more full-time instructors to not only teach the credit and noncredit courses we offer, but to also assist in departmental work. The department has suffered significant losses from retirements as well as several faculty taking PDL and other assignments that require release time. Although the current ESL Chair, Linda Yee has appealed the denial for our request, the fact remains that the department needs more full-time instructors.

   We have recently found out that another full-time faculty will be retiring at the end of this academic year. This means that from 2018-2019 to 2024-2025, we will have had a total of **5 retirements** but only one replacement in that same period, which is **a loss of 36%** of our full-time faculty! It is not sustainable to continue to lose full-time faculty at this rate without replacing them nor is it reasonable to expect the remaining full-time faculty to continue to carry the increasing workload. It is imperative that we hire more full-time instructors so that we can teach more classes, develop and revise curriculum, participate in shared governance, and engage in other important duties that only full-time faculty can fulfill.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

    We identified low-income students (35% of our ESL population) as the most disproportionately impacted students and providing free ESL software has been tremendously helpful. Many of our low, intermediate and low-advanced level courses give free access to different kinds of ESL software, depending on the skills taught – grammar, reading, writing, listening and speaking, pronunciation. Because students receive free access to the software, some instructors are not requiring many textbooks because students are able to learn and practice the skills online. This greatly alleviates the financial pressure that low-income students can experience due to high cost of textbooks.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (https://www.deanza.edu/slo/) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	ESL 265/465 SLO 1: Write well-developed, connected, analytical paragraphs in response to reading materials.
Method of Assessment of Learning Outcome (please elaborate)	Fall 2024, ESL 265/465, Students 2nd Writing Assignment: Students had already read, discussed, and wrote a summary for one of the two articles on technology in education. The method of assessment was a demonstration, a two-hour in-class writing assessment. Students wrote a one to two paragraph composition in which they responded to a writing prompt related to the technology in education articles. To develop and support their positions/points, students used at least one quotation and paraphrase from either or both of the articles.
Summary of Assessment Results	**SLO Results:** • Number of students exceeding expectations: 14 • Number of students meeting expectations: 5 • Number of students approaching expectations: 1 • Number of students who do not meet this/these outcome(s): 3 • N/A Not Applicable (withdrew, absent, ...): 1

Reflection on Results	The majority of the students either met or exceeded expectations for this writing assessment. The reasons for this success might have been due to the scope and sequence of writing and reading courses offered in De Anza's ESL program. Also, the scaffolding of reading and writing skills that were introduced and refined from previous reading, summary and composition assignments earlier in the course might have been another reason for the success. Another factor may have been the earlier conferencing/tutoring classroom activities with the instructor and the tutors in the WRC and LSC. Finally, credit is given to the attention and intention of the students themselves who worked hard to learn and demonstrate the writing and reading skills as well as the learning goals of the assignments.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Results from the SLO assessment show the importance of the student support services offered by the Academic Skills Center. With the guidance of the instructors, the one-on-one tutoring from the tutoring sessions can pinpoint areas where students need assistance in their assignments in class. In addition, the tutors can build a strong rapport with students and help build their confidence in writing. It is recommended that the College continue to support tutoring in the WRC or LSC.

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

Over the past year, the ESL Department has seen tremendous growth in noncredit enrollment and in the three primary entry courses for local students (ESL200/234/244). They have invested significant time and effort in understanding the success rates of these students and seeking to close equity gaps between noncredit and credit as well as local and international students. They have established quarterly norming events, which nearly all faculty, full- and part-time attend, and they are committed to improving the outcomes for all students. The have recently proposed new advanced listening and speaking curriculum, which has the potential to serve a new population of students, including those already in the workforce. I commend them for the work they have done and fully support their equity and growth plans, as well as the request for additional faculty.