

De Anza College

Instructional Annual Program Review 2021-22

Instructions: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

	Information Requested	Explanation of Information Requested.	Enter your answers here
	Department Name:		ESL
	Program Mission Statement:	How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (https://www.deanza.edu/about-us/mission-and-values.html).	In accordance with the college’s institutional core competencies (ICC), the mission of the ESL Department is to provide immigrant, international, and other students whose first language is not English with a strong foundation in English language skills, critical thinking, information literacy, and multicultural understanding that will promote their success and enhance their lives academically, professionally, socially, and personally.
I.A.1	What is the Primary Focus of Your Program?	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	General Education

I.A.2	Choose a Secondary Focus of Your Program.	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer
I.B.1	# Certificates of Achievement Awarded	State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Certificates of Achievement please state “none offered”.	None offered (We are offering Certificates of Competency for our non-credit courses)
I.B.2	# Certificates of Achievement-Advanced Awarded:	State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html If you do not offer Certificates of Achievement” please state “none offered”.	None offered
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	State the number of Associate Degree Transfer awarded by your department during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Associate Degree Transfer, please state “none offered”.	None offered
I.B.4	# AA and/or AS Degrees Awarded:	State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please	None offered

		refer to https://www.deanza.edu/ir/AwardsbyDivision.html .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”.	
I.B.5.	Trends in # Total Awards	If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?	N/A
I.B.6.	Strategies to Increase Awards	What strategies (1, 2, 3. . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.)	N/A
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes. Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx	N/A https://www.calpassplus.org/LaunchBoard/Home.aspx
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:	Review and summarize statewide and regional labor market (LMI) data for occupations that are	N/A

		<p>closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.</p> <p>California EDD LMI Info: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj</p>	
I.D.1	Academic Services and Learning Resources: # Faculty Served	<p>Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.</p>	N/A
I.D.2	Academic Services and Learning Resources: # Students Served	<p>Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the</p>	N/A

		extent possible, specify what data you used to arrive at this number.	
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	N/A
I.E.1	Full Time Faculty (FTEF)	For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: https://www.deanza.edu/ir/program-review.20-21/index.html .	16.8%
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years.	None
I.E.3	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool.	Full-time load as percentage: 48.2%

I.E.4	# Staff Employees	If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	N/A
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges? (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.)	Our FT % has increased 3.3% since the previous year. However, the department has experienced a few retirements: 2 faculty in 2020-21, 1 faculty in fall 2021 and one more faculty expected to retire this spring 2022. Our program has not been impacted by these changes. In addition, additional support for students continues to be offered through the Listening and Speaking Center, the Writing and Reading Center, the Cross-Cultural Program and through our EPS counselors.
	Enrollment		
II.A	Enrollment Trends	What changes in enrollment have you seen in the last three years? Refer to https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or	Over the last 3 years, there has been a reduction due to a lower number of international students due to Trump's immigration policies and covid related circumstances. In addition, ESL – a language program – tends to benefit students from in-person instruction more so than online instruction which might have also affected enrollment since the college's move to online instruction. <ul style="list-style-type: none"> From 2018-2021, our enrollment has decreased 25%. However, the five-year decrease was 40%, so we are improving

		<p>maintain current enrollment trends?</p>	<p>over the last three years. We are trending down, but we are making gains in enrollment.</p> <ul style="list-style-type: none"> We have completely revised our curriculum. We have combined reading and writing classes; we have implemented enhanced mirrored non-credit courses at all of our levels up to the advanced level; we are offering up to three certificates of competencies; and we have offered classes in different modalities (hybrid, online synchronous, online asynchronous). <p>We closely partner with our student success programs (WRC, CCP, LSC) to ensure that our students are being supported and succeeding.</p>
<p>II.B.</p>	<p>Enrollment Trends for disproportionately impacted student groups</p>	<p>Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans</p> <ol style="list-style-type: none"> 1. What could be contributing to the differences? 	<p>While we do not serve a large population of the student groups listed, the ESL department does serve non-native English speakers and immigrants within the African, Latinx and Filipinx communities. However, overall, non-native English language learners and immigrants are often another overlooked and underserved population which requires basic instruction to be able to succeed.</p> <p>Language learners specifically benefit more with in-person instruction and prefer to meet face to face.</p> <p>Several of our lower income and/or immigrant populations (specifically those who also intersect in the marginalized communities such as Latinx) don't have equitable resources to succeed in online instructions as</p>

		<p>2. What strategies does your department have in place to increase or maintain enrollment of these student groups?</p> <p>Are there other trends that you see when drilling into the data that may be important to explore?</p>	<p>well (e.g., lack of quiet space at home, lack of decent wifi connection, lack of computers, etc.).</p> <p>One thing to note that although our enrollment has decreased, there has been a slight increase in the African, Latinx and Filipinx communities along with a small percentage increase in success.</p> <p>To increase the enrollment of the aforementioned groups, we need to continue to do outreach to the high schools and adult schools that serve these populations. We also plan to outreach to local Intensive English Programs in the South Bay, work with outreach to update our flyers and upload our promotional video to our website. We also continue to discuss, as a department, how to streamline/simplify our registration and placement processes. We also believe our new enhanced mirrored non-credit classes and certificates of completion will attract these students who are typically lower income because they can take these courses for free.</p> <p>Many of our lower income and/or immigrant students cannot afford to live nearby campus nor can they afford to commute to and from, so we are also discussing strategies to better support students with regard to this issue.</p> <p>A final note: our non-credit course offerings and certificates were implemented in the fall and we have seen better enrollment trends in these courses, but it's still too early to calculate these trends.</p>
II.C.	Overall Success Rate	What changes in student success rates have you seen in the last	Success rates have increased overall. We suspect that non-credit classes are contributing to student success.

		<p>three years? You do not need to list success rates, rather reflect on trends in success rates.</p> <ol style="list-style-type: none"> 1. What could be factors that influence success rates? Please refer to: https://www.deanza.edu/ir/program-review.20-21/index.html 2. What strategies does your department have in place to increase or maintain current success rates? 	<p>To maintain current success rates and continue the upward trend, our department will continue to provide excellent support by assisting students in and out of the classroom. Faculty will continue to give students individual help as determined and assessed in class.</p> <ul style="list-style-type: none"> • Our rates of student success have been consistently high, 85%, over the last three years. • Our department will continue to provide excellent student support by assisting students in and out of the classroom and making use of our support services (LSC, CCP, and WRC). We will also partner with our counselors in EPS to help guide and support our students. • We have also modified our placement test process to ensure proper placement so students will be placed at the correct level of classes to ensure their success.
II.D.	Success, Non-Success and Withdraw Rates for disproportionately impacted student groups	Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):	<ul style="list-style-type: none"> • According to the Tool, we have a gap value decrease for African American students, but we don't have any African American students. Our program only serves non-native English speakers. Kathy Flores has met with Mallory Newell several times about this issue, and it continues to be unresolved. • We do have a negative 6% gap value for male students. This has been the trend over the years. We have fewer male students than female students. We have hypothesized that this is because more males claim head of

		<p>1. What differences do you see in successful course completion rates?</p> <p>2. What are your thoughts on these differences?</p> <p>What strategies might be helpful in closing gaps in successful course completion?</p>	<p>household and therefore have to work and don't have time for their education.</p> <ul style="list-style-type: none"> • We have a negative 3% gap value for low-income students. Given the pandemic, we think this is because many students had to work multiple jobs in person, and many might have gotten COVID. • We believe our enhanced mirrored non-credit courses will be helpful in addressing these discrepancies.
II.E.	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.)	<ul style="list-style-type: none"> • Due to AB705, our department had to undergo significant curriculum revisions. We had to completely revise our curriculum. We combined reading and writing classes; we implemented enhanced mirrored non-credit courses at all of our levels up to the advanced/transfer level; and we added certificates of competency. • We also had to restructure our placement test process to adhere to AB705 regulations. • These major program changes have led to significant faculty stress and increased workload. This may be one reason why we have had so many FT faculty retire over the last three years.
	Equity	In order to meet the goals within our State Equity Plan , Institutional Metrics , and Educational Master Plan , the following section asks	

		you to reflect on questions focused on student equity to help inform our goals._	
III.A.	Equity Plans for groups other than the acknowledged disproportionately impacted groups	Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for.	All the students that our department serves are non-native speakers - international and immigrant students. This means we directly and exclusively serve this disproportionately impacted group. Non-native English speakers often struggle to fit in, find jobs, and carry out basic life skills as new residents. These students often suffer prejudice and encounter barriers to fit in their new country due to their limited language skills. The ESL department's main goal is to help those students overcome these barriers and succeed both in their personal, career, and academic life by teaching them the language skills they need to navigate success.
III.B.	Program Success	Describe any events/program changes/successes that you would like to share relative to your equity efforts?	Nearly all of the classes now offered by the ESL program are mirrored credit and non-credit courses. Non-credit programs have attracted a new population to our program. We now serve more low-income students who may not have been able to afford our classes in the past alongside our credit students. Both groups have been succeeding in our program while taking classes together. The ESL department is very proud to be able to serve both credit and non-credit students and continue our mission to serve the whole community, regardless of their socio-economic status.
III.C.	Equity Planning and Support	Has equity work generated any need for resources? If so, what is your request? Include staff/position needs.	Our equity work has created a need for additional full-time faculty positions so we can replace three retired faculty and continue to develop programs to support both our credit and non-credit students. It's important to note that although ESL's enrollment numbers have been declining, ESL still comprises the top 5 departments with the largest number of students.

III.D.	Departmental Equity Planning and Progress	<p>Identify which of the following resources you need? How would the resource help?</p> <ul style="list-style-type: none"> • Professional Development – what areas? • Enhanced support for students • Departmental Collaborations • Best Practices • Coaching/Consultation 	<p>The department would like to request funds for professional development so that we can organize retreats and training sessions for both full time and part time faculty in the areas of non-credit support, best practices, hybrid, asynchronous and hyflex teaching modalities.</p>
III.E.	Assistance Needed to close Equity Gap	<p>Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success?</p>	<p>The ESL department always welcomes assistance and collaboration with other faculty and staff on campus to increase student success. Because we've just implemented our non-credit offerings this past fall 2021, we would like to give it a little more time so we can measure success and better determine whether specific assistance is needed.</p>
	Assessment Cycle	<p>Navigate to https://www.deanza.edu/slo/ and click "TracDat is gone" which will take you to accordion listing SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division:"</p>	
IV.A	SLOAC Summary	<p>Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.</p>	<p>Two accomplishments that were the result of SLO assessment and enhancement are the coordination of the noncredit classes throughout the ESL sequence.</p> <p>We combined our high intermediate reading and writing classes and streamlined this new course from 7 units to 6 units; our listening/speaking classes from 3 to 2 units</p>

			and our advanced reading and vocabulary classes from 5 units to 4 units.
IV.B	Assessment	List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.	Currently, ESL 244/444 is up for revision and will be assessed.
	Resource Requests		
V.A	Budget Trends	Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with (eg COVID demands) upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.	There have been no changes to B-budget and lottery funds have remained consistent, so ESL has not been impacted by budget trends.
V.B	Funding Impact on Enrollment Trends	Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information:	Not much has impacted ESL's enrollment or its ability to serve our students based on the external/internal funding.
V.C.1	Faculty Position(s) Needed	Describe each request as: "Replace due to Vacancy", "Growth", or if none state "None Needed Unless Vacancy"	Replace due to Vacancy
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for	Within the last two years, 2 full-time faculty have retired (with an additional retirement at the end of this

		a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	spring quarter). We hope to replace at least one of these positions.
V.D.1	Staff Position(s) Needed	Choose: "Replace due to Vacancy", "Growth", "None Needed Unless Vacancy" Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	N/A
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	N/A
V.E	Equipment Requests	List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns.	Please see the excel spreadsheet.
V.F	Facility Request	List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	See spreadsheet.
V.G	Other Needed Resources	List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	See spreadsheet.

V.H.1	Staff Development Needs	Based on what you have written above, what professional development support/resources do you need to achieve your goals?	Funding for more outreach and marketing work (visiting high schools, Adult Education centers, IEP programs, etc., working with ISP office, working with marketing). Funding for part-time faculty to attend department retreats/training.
V.H.2	Staff Development Needs Justification	Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need.	To continue to boost enrollment, we need support for faculty to plan and implement outreach and marketing for our program, especially now that we offer non-credit classes and certificates. We would specifically like to outreach to more immigrant populations, particularly within underserved communities such as Latinx, Filipinx and Black immigrant English language learners.
VI.	Closing the Loop	Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year	With the implementation of our non-credit courses and certificates this academic year, we will review and assess how enrollment has increased and how our non-credit offerings will have benefited student performance and success.
	Submitted by:	APRU writer's name	Christine Chai
	Last Updated:	Give date of latest update	May 18, 2022