

De Anza College

Program Review – Annual Update Form – Fall Quarter 2025

1. Department/Area Name: **English as a Second Language**
2. Name of individual(s) completing the form: **Iva Tracey**
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

Most recent feedback from RAPP committee about the ESL program review was positive. There were no suggestions for changes, as our program review was detailed and supported with facts and data.

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

Changes and updates are stated in the summary below.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal 1: Improve success rates of struggling students

***To support this goal, the department hosted two ESL Share Fairs, 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.**

***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 started in 2024-25 academic year and continues in 2025-2026.**

***All ESL faculty have been encouraged to participate in RSI training, regardless of whether they regularly teach asynchronous classes.**

Goal 2: Listening/speaking/pronunciation class

***ESL instructors have confirmed the need and demand for an advanced listening and speaking course.**

***The department is moving 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.**

*** ESL faculty have created a taskforce that is currently reviewing 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.**

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. **If new goals require resources, please list requested resources that were not included in your last program review.**

N/A=> Our goals are not changing at this time.

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

ESL Department's request for software codes has been approved, which has been very helpful since this has given us an opportunity to provide free learning resources for ESL students. 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 classes. With the codes, we have been able to minimize students' expenses since the codes provide access to not only interactive practice exercises, but also to tutorials and online lectures that support students' independent learning and enhance classroom instruction. We plan to continue requesting funds to purchase more software in the future since they are very beneficial to ESL students.

We continue to request a new full-time faculty and genuinely hope that our request will be approved for 2026-27 academic year. Enrollment in ESL classes continues to increase. Our mirrored non-credit program has been experiencing rapid growth and success: in 2021-2022, only 25 students enrolled in non-credit classes, in 2022-2023, the number increased to 1372, and enrollment has been growing every year. The data also clearly shows that we are meeting the needs and demands of the populations served by offering mirrored non-credit classes because they are tuition-free, eliminating financial barriers for students who face economic challenges, and, thereby, we are increasing access and equity. While we have been experiencing growth in enrollment, we have also been dealing with the decrease in full-time faculty numbers to the point where most of our courses are taught by part-time faculty.

The department has suffered significant losses from retirements as well as several faculty taking PDL and other assignments that require release time. We had five retirements between 2018 and 2025 but only one position got filled in Fall 2023, while our enrollments have increased significantly in the past three years. We expect the numbers to increase even more in the future. 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, develop and revise curriculum and participate in shared governance of De Anza College.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

Low-income students who represent 35% of our ESL population are students who enroll in our non-credit classes. As they are most disproportionately impacted students, having access to free resources is essential for them to continue attendance and to successfully complete ESL classes. Most of our low, intermediate and low-advanced level courses provide free access to ESL software, ranging from grammar, reading, and writing to listening and pronunciation programs. Because students receive free access to software programs that incorporate tutorials, online lectures, and interactive practice, many instructors have been able to low-cost classes to ESL students.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). 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 (Student Learning Outcome, Administrative Unit Outcome, Student Services Learning Outcome)

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.

<p>Summary of Assessment Results</p>	<p>SLO Results:</p> <ul style="list-style-type: none"> • 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
<p>Reflection on Results</p>	<p>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.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>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.</p>

Please email this form to your dean/manager.

10. Dean Manager Comments:

The ESL Department continues to make meaningful progress in strengthening student success and closing equity gaps. Their work on Share Fairs, embedded tutoring, and faculty participation in RSI training reflects a coordinated effort to improve consistency and directly support students who benefit from additional instructional scaffolding. I also recognize the thoughtful development of the new advanced listening and speaking curriculum, which reflects the department's responsiveness to both student needs and evolving workforce demands.

The department's rapid growth in mirrored noncredit enrollment underscores the strong demand for accessible, tuition-free pathways, and highlights the critical need for additional full-time faculty to sustain this momentum. With rising enrollment, increased curricular work, and significant departmental responsibilities falling on a shrinking full-time team, staffing limitations have a clear impact on the department's capacity to serve students equitably. I fully support the request for a new full-time faculty position and commend the department's ongoing dedication to equity, access, and high-quality instruction.

11. Vice President/Associate Vice President Comments: Ram sub....

The ESL Department continues to demonstrate strong leadership in advancing equity, access, and student success through innovative instructional practices and expanded support services. The department's Share Fairs embedded tutoring pilot, and broad faculty participation in RSI training reflect a coordinated and data-informed approach to improving outcomes for struggling students. The rapid growth of mirrored noncredit enrollment underscores the strong demand for tuition-free pathways that remove financial barriers for low-income and immigrant students. At the same time, significant retirements and increasing enrollment have placed strain on a shrinking full-time faculty cohort. Hiring an additional full-time faculty member is essential to sustain program growth, support curriculum development, and ensure equitable, high-quality instruction across credit and noncredit offerings.