De Anza College Office of Institutional Research, Planning & Accreditation

To: ESL Department
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Subject: ESL Faculty Survey Results, Fall 2025

Overview and Methodology

The ESL Department wanted to survey its faculty to obtain feedback on the recent changes that have occurred over the past few years. The Office of Institutional Research, Planning and Accreditation collaborated with the ESL Department to gather feedback on course modalities, unit load for listening/speaking classes, placement assessment effectiveness, and departmental operations. An online survey was administered October 6-24, 2025 and a total of 22 faculty responded. Some respondents did not answer every question; and therefore, results presented in this report will not always total 22.

Summary of Findings

Teaching and Learning Modality

- Most faculty respondents have taught ESL courses in person (N=19), followed by online (N=18) and hybrid (N=16).
- Most respondents *prefer* to teach ESL in person, followed by synchronous hybrid. The same finding was observed for the modality faculty respondents think is best for student learning.

Unit Load for Listening/Speaking Course

- Nearly all respondents (N=21) showed strong support for increasing units for ESL listening/speaking courses, with the majority favoring a 3- to 4-unit increase (N=19). Clarifying responses indicated the additional unit; and therefore, class time would allow for more instructional time as well as practice and skill development.

Guided Self-Placement

- 11 faculty respondents gave feedback on the self-guided placement, and most expressed concerns about misplacement and mixed competency skills level observed in the classroom.
- Some suggestions offered, which may need further exploration, includes the following: offer placement testing again; better guidance mechanisms to steer students toward appropriate placement levels; implement level restrictions to prevent students from self-placing into a higher level as well as prevent students from enrolling in a lower level as this reduces the available seats for students who need that level

[Departmental Strengths](#)
- 13 faculty respondents shared strengths of the ESL department such as faculty commitment to academic rigor, faculty support and community through mentorship and share fairs, and communication within the department.

[Departmental Concerns](#)
- 9 faculty respondents shared their concerns about low or non-attendance in non-credit ESL courses, better onboarding for new faculty, stable instructional load for adjunct instructors and more scheduled face-to-face, synchronous interaction to develop communication competencies essential for ESL learners.

Survey Results

ESL Courses Taught
- There were 14 ESL courses listed on the survey, and the top 3 courses taught by most of the faculty respondents were ESL 265/465, ESL 255/455 and ESL 273/473.
- Fewer respondents have taught ESL 200/400, ESL 274/474, ESL 260A/460A, ESL 260B/460B or ESL 6.

1. ESL 265/465: 82% (N=18)
2. ESL 255/455: 73% (N=16)
3. ESL 273/473: 73% (N=16)
4. ESL 244/444: 68% (N=15)
5. ESL 261/461: 68% (N =15)
6. ESL 251/451: 64% (N=14)
7. ESL 234/434: 55% (N=12)
8. ESL 272/472: 55% (N=12)
9. ESL 5: 50% (N=11)
10. ESL 200/400: 32% (N=7)
11. ESL 274/474: 28% (N=6)
12. ESL 260A/460A: 18% (N=4)
13. ESL 260B/460B: 14% (N=3)
14. ESL 6: 5% (N=1)

Teaching and Learning Modalities

Modalities Taught
Most faculty respondents (N=19) have taught at least one class in person. Beyond this, they taught online (N=18) and hybrid (N=16), with the online and hybrid modalities likely to have a synchronous component.

- Online teaching: N=18 (distinct count)
  - 100% synchronous (Zoom) = 17
  - 100% asynchronous = 7
  - 50% synchronous, 50% asynchronous = 4
- Hybrid teaching: N=16 (distinct count)
  - 50% on campus, 50% synchronous (Zoom) = 13
  - 50% on campus, 50% asynchronous = 9

Preferred Teaching Modality

When asked to rank their *preferred* teaching modality, faculty respondents indicated a clear preference for synchronous teaching. The top 1 and 2 ranked choices were in person (N=14) and synchronous hybrid (N=11) modalities. For more details on the teaching modality rankings, see Appendix A.

Figure 1:

Preferred Teaching Modality: Top 1 and 2 Ranked Choices

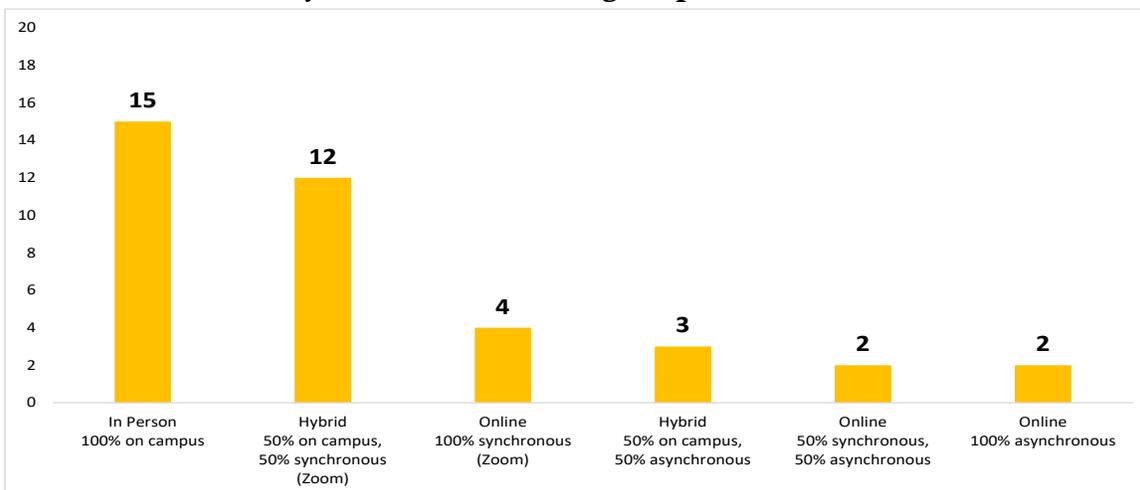| Modality	Count
In Person 100% on campus	14
Hybrid 50% on campus, 50% synchronous (Zoom)	11
Online 100% synchronous (Zoom)	5
Hybrid 50% on campus, 50% asynchronous	5
Online 100% asynchronous	4
Online 50% synchronous, 50% asynchronous	1
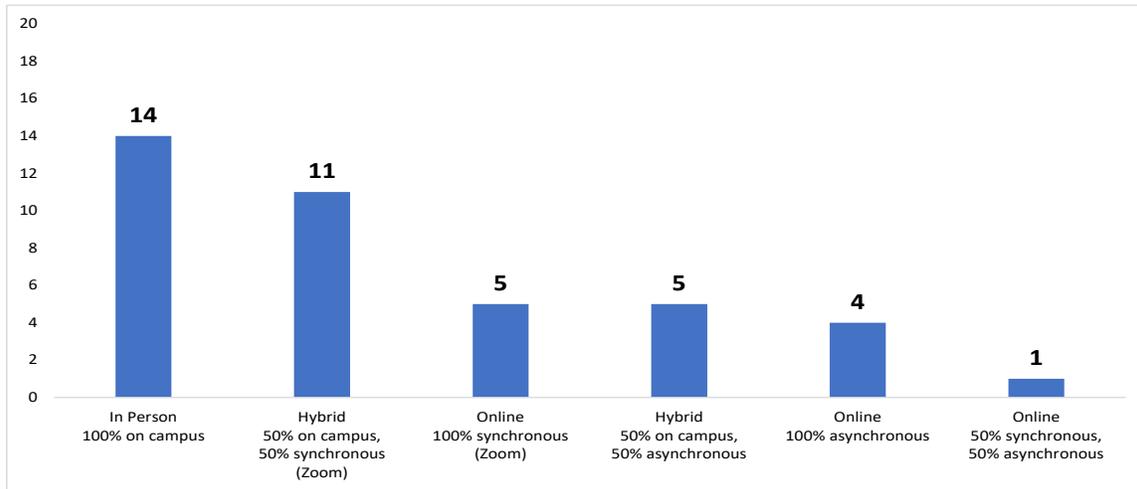
Best Modality for Student Learning

When asked to rank the modality most effective for student learning, faculty respondent indicated preference for synchronous learning. The top 1 and 2 ranked choices were in person (N=15) and synchronous hybrid (N=12) modalities. For more details on the teaching modality rankings, see Appendix B.

Figure 2:

Best Modality for Student Learning: Top 1 and 2 Ranked Choices

Modality	Count
In Person 100% on campus	15
Hybrid 50% on campus, 50% synchronous (Zoom)	12
Online 100% synchronous (Zoom)	4
Hybrid 50% on campus, 50% asynchronous	3
Online 50% synchronous, 50% asynchronous	2
Online 100% asynchronous	2

Unit Load for Listening/Speaking Courses

- An overwhelming majority of faculty respondents (95%, N=21) think the department should increase the number of units for listening/speaking courses (ESL 251/451, ESL 261/461, ESL 271/471).
- Supporters suggested increasing course units by 3 or 4 (N=19), with most skewing towards 4 units. Other units proposed were 1 to 2 (N=1) or 6 (N=1).

Clarification on Modality and Unit Increase (open-ended response)

Faculty respondents could clarify their responses regarding course modalities or unit increases to the listening and speaking courses, and 9 respondents provided optional explanations. Some key themes observed are as follows:

- **More Time (N=5)**: Faculty respondents shared they need more time to prepare and evaluate class projects/videos; students have requested for more time to practice listening/speaking

- **In-person modality (N=4)**: Repeated emphasis on in-person format for creating community and enabling communication practice, and providing more effective support for struggling learners

- **Subject matter considerations (N=1)**: Recognition that different ESL skill areas (listening/speaking vs. reading/writing) may benefit from different modalities

Guided Self-Placement (open-ended response)

Most faculty respondents had concerns about the effectiveness of the ESL Guided Self-Placement (GSP). There was a total of 11 respondents and the following findings were noted:

- **GSP scope limitations (N=4)**: The prior writing assessment helped accurately placed students into ESL; there was uncertainty about how effective GSP helped students placed into ESL listening/speaking classes

- **Misplacement/Mixed competency levels in classroom (N=6)**: Multiple respondents noted that students placed themselves at inappropriate levels, with some students placing too high and struggling with course content; faculty respondents experienced wider ranges of student competency within single classrooms that posed challenges to adequately support, for example, students who can draft well-developed paragraphs and students who are learning to draft grammatical sentences

- **Positive Feedback (N=1):** One faculty respondent shared they like GSP and noted that students seem happy with it

Departmental Strengths (open-ended response)

A total of 13 faculty respondents identified several areas where the ESL Department is excelling.

- **Faculty Support and Community**
  - Dedicated faculty who prioritizes student learning
  - Faculty commitment to academic rigor
  - Mentorship and support among faculty members
  - Recognition of increased compensation for adjunct faculty at share fairs and opening days

- **Communication/Information Sharing**
  - Effective communication and prompt response to emails
  - Well-organized ESL Department Resource Page and Canvas site

- **Academic and Curricular Strengths:**
  - Strong, consistent curriculum with clear learning objectives being met
  - Clear guidelines about course content and expectations for each level
  - Regular "Share Fair" sessions fostering consistency and norming across course levels

- **Student-Centered Initiatives**
  - Classes consistently full with waitlisted students each quarter; strong student enrollment and engagement
  - High-quality student resources: computer labs, reading/writing labs, listening/speaking labs

Departmental Concerns

A total of 8 faculty respondents identified concerns for departmental attention.

- **Non-Credit Classes**
  - **Attendance and completion**: Students not taking non-credit courses seriously; increase in students in non-credit listening/speaking classes who sign up and miss more than half of the class; limited accountability mechanisms
  - **Student perception/peer messaging**: Peer students sharing messages that non-credit courses have no consequences for non-attendance

- **Faculty Onboarding and Assignments**
  - **New faculty support**: Need for more consistent and comprehensive onboarding for new ESL faculty

- **Unstable workload**: Limited and inconsistent workload for adjunct faculty creates employment instability; desire for guaranteed and stable workload to focus time on teaching and serving students rather than constantly seeking employment

- **Modality**
  - **Insufficient in-person classes**: Desire for increased on-campus instruction
  - **Online course challenges**: AI usage in online writing courses creating new instructional challenges

Appendix

A. Preferred Teaching Modality (N=20)

Rank	In Person 100% on campus	Hybrid 50% on campus, 50% synchronous (Zoom)	Hybrid 50% on campus, 50% asynchronous	Online 100% synchronous (Zoom)	Online 50% synchronous, 50% asynchronous	Online 100% asynchronous
	N	N	N	N	N	N
1	8	5	1	3	1	2
2	6	6	4	2	0	2
3	4	3	4	6	1	2
4	0	6	4	5	5	0
5	1	0	6	1	10	2
6	1	0	1	3	3	12
Score*	4.85	4.50	3.35	3.60	2.40	2.30

B. Best Modality for Student Learning (N=19)

Rank	In Person 100% on campus	Hybrid 50% on campus, 50% synchronous (Zoom)	Hybrid 50% on campus, 50% asynchronous	Online 100% synchronous (Zoom)	Online 50% synchronous, 50% asynchronous	Online 100% asynchronous
	N	N	N	N	N	N
1	13	2	1	2	1	0
2	2	10	2	2	1	2
3	1	5	5	6	1	1
4	0	2	6	6	4	1
5	2	0	4	2	11	0
6	1	0	1	1	1	15
Score*	5.11	4.63	3.32	3.63	2.63	1.68

*Weighted average of responses; most preferred choice is denoted with highest score.