

# 2025-2026 Instructional Program Review - English as a Second Language Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2025-2026. Review period: 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, and 2024-2025

## Instructional Program Review Overview

### Section 1. Instructional Program Overview

#### B. Degrees and Certificates

Degree	Type (Cert., AA, AA-T, AS, AS-T)	Units or Courses Required
undefined	undefined	undefined

#### A. Mission Alignment : Version by Mcllroy, Lee Anne on 11/04/2025 00:21

1. **Explain how your program supports the College's Mission and Students First Framework** (<https://www.cerritos.edu/students-first-framework/default.htm>).

Addressing the needs of non-dominant English speaking students supports the college's Mission to provide a comprehensive program which keeps in mind the linguistic diversity of our students. The department meets the Students First Framework to ensure equitable access for every learner regardless of first language background. The department offers an accelerated pathway to completion, and we have recently removed pre-requisites for courses to help reduce excess units for students. Our program ensures institutional health by fostering a "people first" culture and faculty emphasize flexible, caring practices with our students and each other.

### Section 2. Instructional Program Trends

#### A. Program Data : Version by Mcllroy, Lee Anne on 12/05/2025 01:51

1. **Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:**

- *How do the demographics of your program and its related courses compare with the college as a whole?*
- *Have they changed over time?*

In comparison with the college as a whole, the largest demographic of our program includes students who are older (35-49) than the college as a whole, and most of our students are Hispanic. Data shows increasing Asian diversity over time along with a steady Hispanic majority.



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## UNIT PLANNING & PROGRAM REVIEW 2.0



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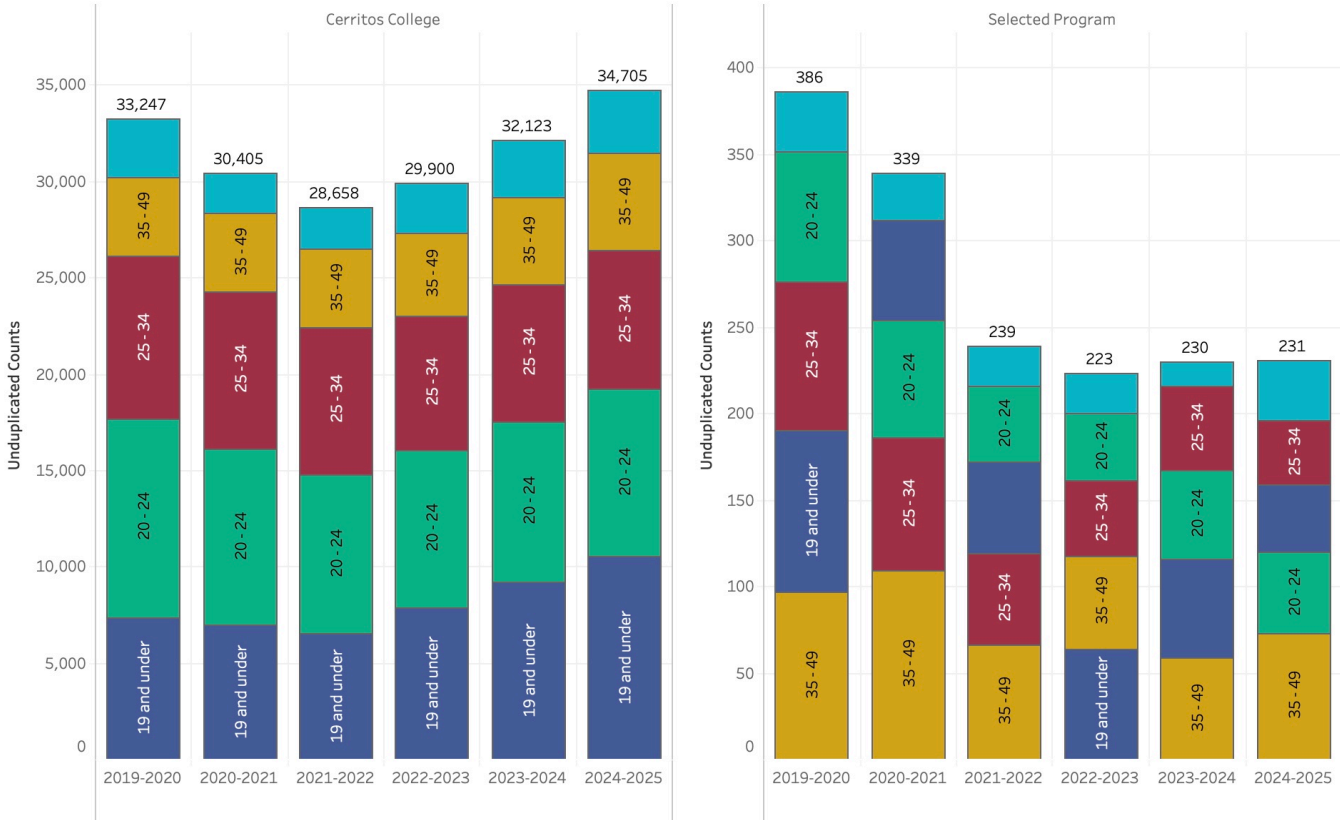
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### Overall Enrollment Trends

- Total enrollment appears to peak around 2019–2023, especially in 2022–2023, with the highest counts in *Hispanic, Filipino, and Asian groups (Chinese, Korean, Vietnamese, and Asian Indian)*.
- After Fall 2023, enrollment shows a steady decline, consistent with the deactivation of the Guided Self Placement (GSP) and Self-Reporting Tool (SRT) tool for credit ESL. We were informed these were deactivated in Spring 2024 over one year after deactivation. We were not consulted or informed of this decision, not do we know who made it. We have brought this to the academic senate to learn more about why this decision was made and why we were not included or informed.
- Students have been reporting that shifts in federal immigration policies make them apprehensive to come to campus and may also be negatively impact out enrollment in addition to the affective domain.
- The average age in ESL classes differs from Liberal Arts and college overall. The largest percentage (30%) of our students fall in (35-49 years) vs. Liberal Arts largest percentage (30%) is (19 and under), suggesting our older population may have more work and childcare obligations and may have more challenges with technology.

### Demographic Composition

#### Hispanic Students

- Hispanic students dominate enrollment throughout the years, with Mexican, Central American, and South American subgroups making up the majority.
- Mexican students alone account for over 1,100 total placements, showing strong and consistent representation.
- There is a rise in "Other Hispanic" students between 2021–2023, suggesting diversification within the Hispanic population.

#### Asian Subgroups

- Asian representation is diverse**—not dominated by a single subgroup.
- Korean and Asian Indian students** increase noticeably between **2020–2023**, particularly in higher-level ESL courses (ESL 152 and 120).
- Chinese and Vietnamese students** show more consistent but smaller participation, averaging 1–5 students per term.
- Japanese and Cambodian students** remain very small in number.

#### Filipino Students

- Strong and steady participation from 2019 onward, with peaks around 2022 and 2023.
- Frequently among the top three non-Hispanic groups.

#### Black and Other Asian Students

- Black student enrollment** remains fairly constant, around 3–7 per term, showing neither major growth nor decline.
- Other Asian** (unlisted) grows gradually, especially from 2021–2023, suggesting more international diversity.

### Term-by-Term Observations

- 2018–2019:** Enrollment begins modestly; Hispanic and Filipino groups already strong.
- 2020:** COVID-19 year shows minor dip in enrollment diversity but overall stability.
- 2021–2022:** Enrollment rebounds sharply; multiple Asian subgroups (especially Korean and Asian Indian) increase.
- 2023:** Possibly the peak year for overall participation most demographic categories show activity.
- 2024–2025:** Noticeable decline in total placements across nearly all groups, reflecting the de-activation of GSP/SRT.

## Course-Level Trends

- Higher-level ESL placements (ESL 120, ESL 152) see more consistent and larger enrollment than lower levels (ESL 3, 104).
- Suggests that many students are progressing successfully through the ESL sequence.
- Some diversification is noticeable at advanced levels — e.g., Asian and Black students more represented in ESL 152 by 2022–2023.

## Summary of Key Patterns

### Trend Observation

- Dominant group** Hispanic (especially Mexican) students remain the majority throughout.
- Growing groups** Korean, Asian Indian, and Other Asian populations expanded notably post-2020.
- Stable groups** Filipino and Black students maintain consistent participation.
- Declining trend** Drop in total enrollments from 2024 onward.

**Advancement trend** Enrollment more concentrated in higher-level ESL classes over time, suggesting retention and progression.

## Interpretations

- Post-pandemic rebound (2021–2023) may reflect resumed immigration, in-person instruction, variety of teaching modalities, and community re-engagement.
- 2024–2025 downturn indicates impact of de-activation of SRT/GSP and no longer having any guidance or placement for credit ESL..
- The steady Hispanic majority suggests sustained local demand and community ties to ESL programming.
- Increasing Asian diversity points toward broader regional demographic shifts and outreach effectiveness.

## 2. Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- *Identify enrollment trends.*
- *Have there been an increase or decrease in enrollment in the last year?*
- *Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?*
- *How will enrollment trends affect staffing decisions?*

Headcount has declined drastically from 386 in 2019-2020 to 231 in 2023-24. There has been a marked decrease in enrollment this last year, coinciding with the deactivation of the Guided Self Placement (GSP) and Self-reporting Tool (SRT). After the pandemic and with the creation of the GSP/SRT, we observed steady enrollment, and once the GSP/SRT was deactivated, there was a drastic decrease in enrollment in all courses, modalities, and demographics. There were no statistically significant trends noted when the data was disaggregated. The recent enrollment trend has affected the loss of most of our part-time faculty.

## 3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- *How have the success and retention rates changed over time?*
- *Are there particular courses that have particularly low rates and may prove a barrier to program completion?*

## Overview of Changes Over Time

In 2024–2025, the program experienced a notable decline in both success and retention outcomes after the de-activation of the GSP/SRT for credit placement and fraudulent enrollment of bots. This data is skewed by the presence of fraudulent bot enrollments in online sections, which inflated course caps but resulted in mass drops/failures.

Metric	2019–2020	2024–2025	Change
Success Rate	72%	56%	↓ 16 percentage points
Completion Rate	82%	67%	↓ 15 percentage points
Number of Successful Students	386	231	↓ 155 students

This downward trend suggests a decline in both academic performance and student persistence across the program over the last five years.

## Interpreting the Trends

### Early Strength (2019–2020)

- Success and completion rates above 70–80% indicate that the program was previously performing well, with most students successfully completing coursework.
- These years coincide with strong enrollment numbers and steady participation across demographic groups, particularly within Hispanic and Asian student populations.

### Decline by 2024–2025

- The 16% drop in success rate and 15% decline in completion suggest increasing challenges corresponding with the deactivation of the GSP/SRT with student persistence, course engagement, and/or academic support.
- External factors (e.g., pandemic disruptions, economic pressures, return-to-work patterns, federal immigration practices, or reduced in-person support) may have also contributed.
- The demographic analysis shows declines in total enrollment after 2023 which correlates with the de-activation of the SRT/GSP.

## Equity and Disproportionate Impact

Hispanic students, particularly Mexican and Central American, make up the majority of the ESL population. Therefore, any decline in enrollment, success or retention disproportionately affects this group.

- Historically, language learners from lower-income or first-generation backgrounds experience higher barriers in persistence, especially at higher course levels (e.g., ESL 120, 152).
- Asian subgroups (Korean, Asian Indian, Filipino) have generally shown steady retention, but smaller populations mean fluctuations have less overall effect on aggregate outcomes.
- If the success gap is widening between these groups, the program may need to focus on targeted academic and non-academic supports, such as tutoring, advising, and culturally responsive pedagogy.

## Course-Level Barriers

- **Lower-level ESL (ESL 3, 104)** courses often see higher attrition: many students test in but do not continue through the full sequence. Higher attrition in ESL 3 also due to large number of fraudulent enrollment of bots.
- **Mid-level courses (ESL 105, 120)** tend to have mixed outcomes, as students adjust to academic English and new instructional modes.
- **Upper-level courses (ESL 152)** show more consistent enrollment but may still present barriers to completion, particularly if writing or academic literacy demands increase faster than available support.

These transitional points (between ESL 104 → 105 and 120 → 152) may act as bottlenecks to program completion.

## Recommendations for Improvement

### Strengthen Early-Level Support

- Expand orientation, mentorship, technological support, and tutoring in foundational ESL courses.
- Provide embedded language learning support and clearer pathways to higher levels.

### Increase Culturally Responsive Retention Efforts

- Implement outreach and intervention strategies for disproportionately impacted groups, especially Hispanic and lower-income students.
- Pair data tracking with student voice (surveys, focus groups) to identify real barriers. We will conduct this data tracking beginning in Fall 2026 and use it to refine the placement recommendation process and guidance.

## Summary

The ESL program experienced a significant reduction in success (~16%) and completion (~15%) rates, alongside an enrollment decline associated with the de-activation of the GSP/SRT

and any credit ESL placement which disproportionately impacted Hispanic students at Cerritos College.

The data suggests the need for renewed focus on student placement, support, course sequencing, and equity-focused interventions to reverse the downward trend.

**4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:**

- **Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?**

To address the aforementioned negative trends in success and retention rates, we are implementing several changes. Most significantly, we have worked with the accreditation coordinator and other stakeholders to rectify the issue of a lack of any placement process for credit ESL. Lee Anne McIlroy created guidance recommendations and documents related to placement recommendations and guidance for counselors as part of sabbatical work. This guidance is now posted on the college's placement website for use beginning in Spring 2026.

We will continue to collaborate with counselors and other stakeholder to ensure complete implementation of California AB 705/1705 to ensure students are aware of available resources. AB 705 was passed in 2017 and states colleges must still use evidence-based placement practices for credit ESL. This includes the use of multiple measures such as high school transcripts, prior ESL coursework, guided or self-placement tools, and other indicators of language proficiency to ensure students are placed into courses that best match their skill levels. The law's goal is to create streamlined, data-informed ESL pathways which support timely progression to transfer-level English. In 2019-2020, we created a multiple measures protocol including the GSP/SRT, and we also ensured full compliance with AB 705 which states ESL pathways can be up to 3 years. We have created a 2.5 year pathway depending on student need.

The deactivation of the GSP/SRT and the fraudulent enrollment of bots in on-line classes coincide with a steep decline in student enrollment, success, and completion, and the changes we have made to address these gaps were implemented in fall 2025. We have also added an equivalent course to ENGL C 1000 to address linguistic student equity.

With the exception of ESL 3, the first course in our sequence, on-line success and completion rates are lower than hybrid or in-person classes. For this reason, we are scheduling more classes to be in-person or hybrid with night classes scheduled in the future.

**5. Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.**

#### **Conclusions Drawn from the Data**

Analysis of enrollment, success, and retention data from **2019–2025** reveals several key trends:

- Enrollment peaked between 2021–2023 but declined after Fall 2023, corresponding with the deactivation of the GSP/SRT for credit ESL placement.
- 0% SLO performance for ESL 57 is due to that course being cancelled/ de-activated.
- Fraudulent enrollment of bots has skewed some of the data.
- Success rates dropped from 72% (2019–2020) to 56% (2024–2025), while completion rates fell from 82% to 67%, reflecting challenges in student persistence and academic outcomes, also corresponding with the deactivation of the GSP/SRT and fraudulent enrollment.
- Hispanic students, particularly Mexican and Central American, remain the largest demographic group served. As such, decreases in overall performance are most likely to disproportionately impact these students.
- Course-level data and SLO assessments indicate that students perform well in higher-level ESL courses (ESL 120 and 152) once they persist beyond foundational levels, but lower-level courses (ESL 3, 104, 105) continue to be barriers to progression. However, not all ESL students who enroll in these classes are on a transfer pathway. Some students take ESL classes on as needed basis for work or personal pleasure.
- SLO results show strong achievement in listening and reading skills, while academic writing, speaking, and critical thinking outcomes lag slightly behind. This aligns with trends in retention data, where students often stall before advancing to the highest ESL level or transfer-level English.

#### **Interpretation and Equity Perspective**

The data suggests that while the program continues to meet its mission of serving multilingual and immigrant populations, retention and success have declined since the deactivation of the GSP/SRT, most sharply among disproportionately impacted groups, particularly first-generation Hispanic students.

Persistent success in higher-level ESL courses demonstrates that students who reach advanced coursework can and do succeed. The challenge, therefore, lies in retaining and supporting students through the early stages of the sequence.

#### **Programmatic Responses and Actions Taken**

In response to these findings, the ESL program has implemented and/or planned several targeted strategies.

##### **Ensuring Equitable Placement for Curriculum Streamlining**

- With the support of our dean and the faculty accreditation coordinator, credit ESL is now included in all placement guidance.
- The program has fully reviewed placement and progression pathways to reduce redundancy and make transitions between ESL levels more seamless.
- Pre-requisites have been removed from all of our courses, and we offer accelerated models to allow motivated students to progress faster and avoid attrition between levels.

##### **Enhanced Student Support and Communication Efforts**

- Increased tutoring, workshops, peer mentoring, and embedded ESL support in general education courses.
- Expansion of multilingual student services and culturally responsive engagement strategies to better serve Hispanic and Asian students.
- Enhanced technological support for students

##### **Instructional Improvements Based on SLOs**

- Faculty have increased focus on timed writing, verb tenses, and critical reading in response to lower SLO attainment in these areas.
- Greater use of integrated reading/writing assignments and contextualized learning that connects language instruction to students' academic and career goals.
- Based on SLO data, we need to focus on instructional interventions related to timed writing, reading skills, verb tense structure, MLA format, and a complete review of ESL 152.

#### **Summary**

Overall, the ESL program remains a vital access point for diverse multilingual students but faces challenges with retention and equitable success following the deactivation of the GSP/SRT for credit ESL and the incomplete implementation of AB 705 for credit ESL. The new placement guidance, the department name change, and enhanced communication with stakeholders are expected to improve outcomes and close performance gaps over the next review cycle.

## **B. Career Technical Education (CTE) Supplemental Questions**

**1. How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.**

No Value

**2. How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.**

No Value

**3. What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.**

No Value

4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

No Value

## Section 3. Instructional Program Learning Outcomes Assessment

### A. SLO Assessment Report : Version by McIlroy, Lee Anne on 11/26/2025 18:15

Course By SLO	Expected Performance	Performance
ESL3 - ESL Grammar, Reading, and Writing 3		
Students write a short composition on one topic. (Active from 2013 FA)	100.00%	80.70%
Students correctly use the verb "to be" in writing and speaking. (Active from 2013 FA)	100.00%	91.23%
Students usually correctly use simple present, past, and future in writing and speaking. (Active from 2013 FA)	100.00%	79.65%
Students correctly use the present progressive in writing and speaking. (Active from 2013 FA)	100.00%	85.96%
Students correctly use adverbs of frequency in writing and speaking. (Active from 2013 FA)	100.00%	83.33%
Students write simple sentences and questions with correct word order and punctuation. (Active from 2013 FA)	100.00%	80.53%
Students identify subject and verb in a sentence. (Active from 2013 FA)	100.00%	81.42%
Students ask and answer yes/no and wh-questions with correct word order, form, and verb tense. (Active from 2013 FA)	100.00%	70.80%
ESL10 - ESL Speaking and Listening 1		
Students prepare and give a short speech. (Active from 2013 FA)	100.00%	79.75%
Students take notes on student speeches, and on main idea and supporting ideas in short listening passages. (Active from 2013 FA)	100.00%	74.63%
Students sometimes share ideas and opinions in a small group. (Active from 2013 FA)	100.00%	78.26%
Students share ideas and opinions during a classroom discussion. (Active from 2013 FA)	100.00%	75.36%
Students speak loudly enough for the class to hear when giving a speech. (Active from 2013 FA)	100.00%	78.48%
Students look at people when speaking in front of class.  (Active from 2013 FA)	100.00%	84.00%
Students speak slowly enough for class to understand when giving a speech. (Active from 2013 FA)	100.00%	88.61%
Students use correct intonation in sentences and questions. (Active from 2013 FA)	100.00%	70.89%
Students understand and use basic everyday vocabulary. (Active from 2013 FA)	100.00%	79.75%
Students use correct grammar when giving a prepared speech. (Active from 2013 FA)	100.00%	72.15%
Students use correct word and sentence stress. (Active from 2013 FA)	100.00%	64.56%
ESL20 - ESL SPEAKING AND LISTENING 2		
Students prepare and give short understandable speeches on personal and/or academic topics. (Active from 2013 FA)	100.00%	76.12%
Students understand and take notes on main ideas and supporting ideas in student speeches, short listening passages, and academic lectures. (Active from 2013 FA)	100.00%	79.41%

Course By SLO	Expected Performance	Performance
Students plan, prepare, and present a group presentation. (Active from 2013 FA)	100.00%	73.33%
Students often share ideas and opinions in a small group. (Active from 2013 FA)	100.00%	74.63%
Students sometimes share ideas and opinions during a classroom discussion. (Active from 2013 FA)	100.00%	80.60%
Students look at people when speaking in front of class. (Active from 2013 FA)	100.00%	85.71%
Students speak loudly enough for the class to hear when giving a speech. (Active from 2013 FA)	100.00%	79.10%
Students speak slowly enough for class to understand when giving a speech. (Active from 2013 FA)	100.00%	77.61%
Students often use correct intonation in sentences and questions. (Active from 2013 FA)	100.00%	67.65%
Students understand and use basic everyday vocabulary. (Active from 2013 FA)	100.00%	72.06%
Students often use correct grammar when giving a prepared speech. (Active from 2013 FA)	100.00%	62.69%
ESL35 - EDITING FOR ADVANCED GRAMMAR AND SYNTAX		
Students use guided questions to help find grammar errors in a sentence. (Active from 2013 FA)	100.00%	77.03%
Students explain rules of studied grammar points. (Active from 2013 FA)	100.00%	64.86%
Students identify errors of studied grammar points in a sentence. (Active from 2013 FA)	100.00%	60.81%
Students correct errors of studied grammar points in a sentence. (Active from 2013 FA)	100.00%	60.81%
ESL57 - TOEFL Preparation Course (Distance Education)		
Students employ strategies to comprehend college level reading materials. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate the comprehension of spoken material. (Active from 2013 FA)	100.00%	0.00%
Students give a three-minute speech with 80-90% listener comprehension. (Active from 2013 FA)	100.00%	0.00%
Students write sentences, paragraphs, and essays with minimal errors. (Active from 2013 FA)	100.00%	0.00%
Students take a sample TOEFL test with a passing score. (Active from 2013 FA)	100.00%	0.00%
ESL104 - ESL Grammar, Reading, Writing 4		
Students demonstrate engagement with various short texts through the exploration of digital resources, writing, discussions, pair/group activities, and presentations. (Active from 2022 FA)	100.00%	66.67%
Students employ a writing process in order to successfully complete various academic writing tasks including writing paragraphs that have a specific purpose in response to a writing prompt. (Active from 2022 FA)	100.00%	70.00%
Students correctly use simple, compound, and some complex sentences. (Active from 2022 FA)	100.00%	60.00%
Students demonstrate some control of word forms and emerging awareness and use of academic vocabulary in written and spoken language. (Active from 2022 FA)	100.00%	51.61%
Students demonstrate reasonable control of verb forms and verb tense shifts in take-home paragraphs and show some control of subject-verb agreement, fragments, capitalization, and punctuation. (Active from 2022 FA)	100.00%	58.06%

Course By SLO	Expected Performance	Performance
Students write a timed paragraph with a clear topic sentence, appropriate development, logical organization, and correct grammar and sentence structure at the intermediate level (Active from 2022 FA)	100.00%	58.06%
ESL105 - ESL Grammar, Reading, and Writing 5		
Students demonstrate engagement with authentic and adapted texts through the exploration of digital resources, annotation, writing, discussions, and presentations. (Active from 2022 FA)	100.00%	70.97%
Students employ a writing process in order to successfully complete various academic writing tasks, including take-home and in-class timed paragraphs. (Active from 2022 FA)	100.00%	69.35%
Students correctly use simple, compound, complex sentences. (Active from 2022 FA)	100.00%	65.57%
Students demonstrate reasonable control of word forms and some awareness and use of academic vocabulary in written and spoken language. (Active from 2022 FA)	100.00%	64.52%
Students demonstrate correct use of verb forms and verb tense shifts in a paragraph and show reasonable control of subject-verb agreement, fragments, comma splices, capitalization, and punctuation. (Active from 2022 FA)	100.00%	62.90%
Students write a timed paragraph with a clear topic sentence, appropriate development, logical organization, and correct grammar and sentence structure at the high-intermediate level (Active from 2022 FA)	100.00%	61.67%
ESL120 - Preparation for College Writing for Non-Native English Speakers		
Students demonstrate engagement with a variety of authentic texts through the exploration of digital resources, writing, discussions, and presentations. (Active from 2022 SU)	0.00%	66.14%
Students write a grammatically correct five paragraph narrative timed essay. (Active from 2022 SU)	0.00%	55.12%
Students demonstrate correct use of vocabulary related to their personal, academic, and professional goals in written and spoken language. (Active from 2022 SU)	0.00%	60.63%
Students demonstrate correct use of verb tenses and verb forms and demonstrate reasonable control of punctuation and grammar. (Active from 2022 SU)	0.00%	55.91%
ESL152 - Introduction to College Composition for Non-Native English Speakers		
Students demonstrate critical engagement with college-level readings through the evaluation of digital resources, use of annotation, paraphrasing, in-text citation, discussions, and presentations. (Active from 2022 SU)	0.00%	42.77%
Students increase their use of vocabulary related to their personal, professional, and academic goals in written and spoken language. (Active from 2022 SU)	0.00%	67.50%
Students correctly use MLA format (Active from 2022 SU)	0.00%	45.28%
Students write a cohesive, grammatically correct 5+ paragraph timed essay. (Active from 2022 SU)	0.00%	40.25%
ESL4 - ESL Grammar, Reading, Writing 4		
Students write a paragraph with a topic sentence, support, and conclusion. (Active from 2013 FA)	100.00%	77.42%
Students use the writing process, including pre-writing, revising, and editing to understand and complete a writing. (Active from 2013 FA)	100.00%	66.67%
Students develop and support topic sentence with relevant facts, examples, explanation, and details. (Active from 2013 FA)	100.00%	61.29%

<b>Course By SLO</b>	<b>Expected Performance</b>	<b>Performance</b>
Students use transition signals to link ideas together in a paragraph. (Active from 2013 FA)	100.00%	73.12%
Students analyze and use simple, compound, and some complex sentences in a paragraph. (Active from 2014 FA)	100.00%	55.91%
Students demonstrate some control of perfect tenses in writing. (Active from 2014 FA)	100.00%	62.37%
Students analyze and correct sentences for sentence errors, including fragments, run-on sentences, and comma splices. (Active from 2014 FA)	100.00%	37.63%
<b>ESL5 - ESL Grammar, Reading, and Writing 5</b>		
Students will identify, analyze, and use correct paragraph organization, including topic sentence, support, and conclusion. (Active from 2013 FA)	100.00%	80.00%
Students will use techniques of the writing process, including pre-writing, revising, and editing. (Active from 2013 FA)	100.00%	71.64%
Students will develop and support topic sentence with relevant support, details, examples, facts, and explanation. (Active from 2013 FA)	100.00%	73.13%
Students will use transition signals to link ideas in paragraph writing. (Active from 2013 FA)	100.00%	79.10%
Students will use simple, compound, and complex sentences in writing. (Active from 2013 FA)	100.00%	64.93%
Students will use general vocabulary and try to use more academic vocabulary in writing. (Active from 2013 FA)	100.00%	67.91%
Students will use simple, continuous, and perfect tenses with regular and irregular verbs in writing. (Active from 2013 FA)	100.00%	58.96%
Students will demonstrate control over the present and past perfect tenses in writing. (Active from 2013 FA)	100.00%	49.24%
Students will analyze and correct most sentences for fragment, run-ons, and comma splices. (Active from 2013 FA)	100.00%	51.64%
Students will read, analyze, and discuss readings as they relate to writing assignments. (Active from 2013 FA)	100.00%	73.13%
<b>ESL7 - ESL BEGINNING SPEAKING AND LISTENING</b>		
Students demonstrate understanding of North American body language and gestures. (Active from 2013 FA)	100.00%	71.79%
Students identify and apply appropriate idioms, phrases, and expressions for different social and cultural contexts. (Active from 2013 FA)	100.00%	69.23%
Students create and perform short dialogues with language and cultural gestures learned in class. (Active from 2013 FA)	100.00%	76.92%
Students apply speaking and listening strategies appropriate for small and large group discussions. (Active from 2013 FA)	100.00%	76.92%
Students demonstrate listening comprehension by taking notes or answering questions on student speeches or listening passages. (Active from 2013 FA)	100.00%	76.92%
Students compare North American culture, customs, and attitudes with their own country. (Active from 2013 FA)	100.00%	76.92%
Students demonstrate appropriate tone of voice, eye contact, posture, gestures, and rate of speaking when delivering a short speech. (Active from 2013 FA)	100.00%	64.10%
Students assess their tone of voice, eye contact, posture, gestures, and rate of speaking by listening to a recording or viewing a video of themselves. (Active from 2013 FA)	100.00%	66.67%
<b>ESL11 - ESL READING 1</b>		
Students identify the main ideas of a short reading passage. (Active from 2013 FA)	100.00%	43.90%
Students identify the details that support the main ideas in a short reading passage. (Active from 2013 FA)	100.00%	43.90%

Course By SLO	Expected Performance	Performance
Students scan a reading passage for specific information. (Active from 2013 FA)	100.00%	43.90%
Students skim a reading passage for general information. (Active from 2013 FA)	100.00%	43.90%
Students write a summary of a short reading passage. (Active from 2013 FA)	100.00%	43.90%
ESL12 - ESL PRONUNCIATION		
Students identify vowel and consonant sounds through listening. (Active from 2013 FA)	100.00%	82.35%
Students demonstrate understanding of vowel and consonant sounds by pronouncing individual sounds and words. (Active from 2013 FA)	100.00%	74.51%
Students identify and apply some basic word stress rules when pronouncing multisyllabic words. (Active from 2013 FA)	100.00%	76.47%
Students identify and apply some basic sentence stress rules. (Active from 2013 FA)	100.00%	76.47%
Students recognize intonation patterns at the end of sentences and questions. (Active from 2013 FA)	100.00%	86.27%
Students demonstrate understanding of some pronunciation rules for linking. (Active from 2013 FA)	100.00%	54.90%
Students demonstrate understanding of pronunciation of --ed and -s endings. (Active from 2013 FA)	100.00%	78.43%
Students recognize pronunciation symbols for word stress and syllables in a dictionary. (Active from 2013 FA)	100.00%	88.24%
ESL14 - PRONUNCIATION PLUS		
Students analyze their own speeches for correct application of pronunciation rules learned in class. (Active from 2013 FA)	100.00%	62.26%
Students self-monitor for correct articulation of vowel and consonant sounds. (Active from 2013 FA)	100.00%	60.38%
Students distinguish through listening the difference between similar sounding vowels. and similar sounding consonants. (Active from 2013 FA)	100.00%	62.26%
Students understand pronunciation rules that govern word stress, sentence stress, intonation, linking, and word endings (-s, -ed). (Active from 2013 FA)	100.00%	60.38%
Students pronounce words and sentences with accurate stress, intonation, and rhythm. (Active from 2013 FA)	100.00%	50.94%
Students deliver short presentations and make short recordings applying pronunciation rules learned in class. (Active from 2013 FA)	100.00%	62.26%
ESL31 - ESL READING 2		
Students identify the details that support the main ideas of a paragraph and essay. (Active from 2013 FA)	100.00%	48.39%
Students identify the main ideas of a paragraph and essay. (Active from 2013 FA)	100.00%	48.39%
Students scan a reading passage for specific information. (Active from 2013 FA)	100.00%	48.39%
Students skim a reading passage for general comprehension. (Active from 2013 FA)	100.00%	48.39%
Students write a summary of a reading passage. (Active from 2013 FA)	100.00%	48.39%
Students write a short personal critique of a children's book or book adapted for ESL students. (Active from 2013 FA)	100.00%	48.39%
ESL120 - Preparation for College Writing for Non-Native English Speakers		
Students develop a writing process to complete assignments. (Active from 2013 FA)	100.00%	67.87%

Course By SLO	Expected Performance	Performance
Students correctly use simple, compound, complex, compound-complex sentences with prepositional, adverbial, and adjective phrases. (Active from 2013 FA)	100.00%	52.13%
Students will analyze, discuss, and evaluate methods of development and strategies that writers use in academic discourse (Active from 2013 FA)	100.00%	66.10%
Students will evaluate and create an effective thesis statement, introduction, supporting paragraphs, and a conclusion. (Active from 2013 FA)	100.00%	69.66%
Students will maintain focus, develop and organize ideas with specific details, examples and illustrations in a paragraph and expository essay. (Active from 2013 FA)	100.00%	65.17%
Students will create cohesion and coherence in an essay using relevant connecting words and grammar. (Active from 2013 FA)	100.00%	51.12%
Students will summarize academic texts. (Active from 2013 FA)	100.00%	62.29%
ESL152 - Introduction to College Composition for Non-Native English Speakers		
Students analyze, discuss, and evaluate methods of development, themes, tone, and author's point of view in written texts. (Active from 2014 FA)	100.00%	35.09%
Students will analyze, evaluate, and determine proper use of standard American English grammar, sentence structure, punctuation, and vocabulary in model and peer essays. (Active from 2014 FA)	100.00%	38.82%
Students will create cohesion and coherence in an essay using complex transitions and grammar. (Active from 2014 FA)	100.00%	35.29%
Students will write multi-paragraph essays and a research paper using two or more outside sources and incorporating paraphrases and direct quotes with MLA citation to logically support a thesis. (Active from 2014 FA)	100.00%	31.18%
Students write essays with a clear thesis, logical support, specific details, examples, and illustrations. (Active from 2014 FA)	100.00%	27.81%
Students employ a writing process to successfully complete various academic writing tasks. (Active from 2014 FA)	100.00%	46.36%
Students write with sentence correctness, clarity, complexity, and variety and demonstrate control of grammar errors. (Active from 2014 FA)	100.00%	38.48%
ESL21A - INTERMEDIATE VOCABULARY		
Students know the meaning of some of the words studied in class. (Active from 2013 FA)	100.00%	61.36%
Students know the parts of speech for some of the words studied in class. (Active from 2013 FA)	100.00%	61.36%
Students choose the correct word to complete a fill-in-the-blank sentence. (Active from 2013 FA)	100.00%	61.36%
Students match words studied in class with correct definition. (Active from 2013 FA)	100.00%	61.36%
Students sometimes know the meanings of prefixes, suffixes, and roots studied in class. (Active from 2013 FA)	100.00%	61.36%
Students sometimes correctly use new vocabulary in short sentences when writing and speaking. (Active from 2013 FA)	100.00%	61.36%
Students know how to find the definition, number of syllables, and stress of a word using an English dictionary. (Active from 2013 FA)	100.00%	61.36%
Students sometimes correctly guess the meaning of a new word from its context. (Active from 2013 FA)	100.00%	61.36%

Course By SLO	Expected Performance	Performance
Students sometimes know the synonyms and antonyms of words studied in class. (Active from 2013 FA)	100.00%	61.36%
ESL21B - ESL Advanced Vocabulary (Distance Education)		
Students know the meaning of most words studied in class. (Active from 2013 FA)	100.00%	61.29%
Students identify the part of speech of words in context. (Active from 2013 FA)	100.00%	62.50%
Students choose the correct word for a fill-in-the-blank sentence. (Active from 2013 FA)	100.00%	62.50%
Students match studied words with correct definition. (Active from 2013 FA)	100.00%	62.50%
Students often know the meaning of prefixes, suffixes, and roots studied in class. (Active from 2013 FA)	100.00%	62.50%
Students often correctly use new vocabulary in sentences when writing and speaking. (Active from 2013 FA)	100.00%	62.50%
Students often correctly identify synonyms and antonyms of words studied in class. (Active from 2013 FA)	100.00%	62.50%
Students often correctly guess the meaning of a new word from its context. (Active from 2013 FA)	100.00%	62.50%

## B. SLO Assessment Analysis : Version by **McIlroy, Lee Anne** on **12/05/2025 01:52**

**1. Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.**

Some of the data generated in this report are inaccurate, and we are working with the current SLO coordinator to address these issues. The department chair was the SLO coordinator until Fall 2024 and regularly runs CSLO reports each year in eLumen which are more accurate and are used to create action plans.

Some of the issues in the data above include the reported "expected performance" of 0% for ESL 120 which is not our goal. Expected performance for all CSLOs should be set at 100%, and this seems to be a technical issue with eLumen. Deactivated CSLOs appear in some of the generated data. Courses like ESL 21A in the data above show 9 SLOs which is not accurate whereas 8 SLOs are identified for that course in the SLO data assessment data reports. As part of our SLO cycle, we regularly revise CSLOs, 9 CSLOs are currently identified for ESL 21A in the COR, but there should only be 4 based on recent change in curriculum. These issues are consistent with the persistent challenges with SLOs in curriculum not accurately populating to eLumen for SLO assessment. These issues with eLumen skew some of the data presented above.

With that in mind, we still have an effective SLO process. We assess all CSLOs every semester. CSLOs results are discussed and reviewed at the beginning of every fall semester in department meetings. We begin our departmental process by reviewing all of the CSO data and asking each other what we noticed in the data. If we notice an area where CSLOs are weak, we design activities which can enhance those skills. Next in our process, we describe our qualitative experiences which often includes a discussion of how we assess CSLOs, and based on these discussion, we have created rubrics and activities to ensure authentic assessment of SLOs. We also evaluate our CSOs and revise them when necessary. We use an iterative cycle and process for CSLOs assessment to ensure students are learning targeted language skills and view this process as a way to consistently improve the learning environment.

**2. Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.**

The current ESL department chair served as the college's SLO coordinator for 4 years ending in 2023, and we have a meaningful SLO process which includes the implementation of changes and closing the loop. We have reviewed and revised our CSLOs every year for the past 3 years.

### **Ongoing Assessment**

All Course Student Learning Outcomes (CSLOs) are assessed every semester, including student self- assessment through final portfolios or projects, to ensure consistent data collection and analysis of student learning.

### **Data Review and Discussion**

At the beginning of each fall semester, faculty hold departmental meetings to review and discuss the CSLO assessment results from the previous academic year.

The discussion begins with a review of all CSLO data, focusing on identifying trends, strengths, and areas needing improvement.

Faculty collaboratively analyze the data, asking: *What do we notice? Where are students excelling? Where are CSLOs weak?*

Examples include identifying weaknesses in CSLOs related to specific grammatical structures, annotations, and speaking skills.

### **Targeted Improvement Strategies**

When areas of weakness are identified, faculty design new learning activities or modify existing ones to strengthen the specific skills or outcomes that need improvement. These activities may include enhanced instructional practices, new assignments, or revised assessment methods aimed at improving student achievement. For example, we created an annotation rubric, added in more instructional time for targeted and applied grammar, and piloted Rosetta Stone in fall 2025 to enhance speaking skills and practice.

### **Qualitative Reflection and Assessment Refinement**

Faculty share qualitative experiences from the classroom to provide context to the data.

This discussion often includes a review of current assessment practices and leads to the creation or revision of rubrics to ensure authentic assessment of CSLOs.

During this process, we also discuss and share the experiences of students and consider students needs and CSLOs. For example, we have removed using MLA as an SLO from several of our courses because it is not a prioritized skill for language learning and student needs.

### **Review and Revision of CSLOs**

CSLOs themselves are evaluated and revised as needed to maintain alignment with program goals, institutional outcomes, and student needs. For example, all of our CSLOs have been revised within the last academic year.

### **Iterative Continuous Improvement Cycle**

The department follows an iterative assessment cycle, using each semester's data and faculty feedback to inform instructional improvements.

This process ensures that students are consistently developing targeted language skills and that teaching and assessment methods evolve to foster a dynamic, effective learning environment. Examples: We have revised all of our CSLOs within the recent academic year, created rubrics, piloted Rosetta Stone for speaking skills, and included students in the CSLO process through self- assessment as part of our CSLO assessment process.

### **Summary of Faculty Plan**

Our faculty plan is to continue to use CSLO data to refine our teaching, resources, and assessment practices. We plan to continue to include students in the SLO process to ensure a focus on language learning. Based on the data here, we will target timed writing skills, reading strategies, verb structures, MLA format, and a full review of ESL 152. We will request imbedded tutors and offer my technological support.

## C. Curricular Course Review : Version by **Mcllroy, Lee Anne** on **11/26/2025 18:15**

### **1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.**

We have completed a full curriculum review which includes a departmental name change and updates to all courses beginning in fall 2026. Our new name will be English for Multilingual Students (EMLS). All of our courses have been updated and approved by the curriculum committee and will be shared with the Board of Trustees on November 5, 2025. As part of our SLO cycle, we review and update CSLOs every year.

### **2. Explain any course additions to current course offerings.**

In Fall 2025, the addition we have made and offered is ESL 180 which is a course equivalent to ENG C1000.

### **3. Explain any course deletions and inactivation's from current course offerings.**

We no longer offer ESL 57/TOEFL preparation class.

### **4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:**

- **Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**
- **How has degree and/or certificate completion changed over time?**
- **Are there sufficient completers compared with the size of your program?**

We do not offer a certificate program and do not have data yet on ESL 180.

### **5. Are any licensure/certification exams required for program completion or career entry?**

- **If so, what is the pass rate among graduates?**
- **Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

N/A

## Section 4. Instructional Program Reflection

### A. Six-Year Program Reflection : Version by **Mcllroy, Lee Anne** on **12/05/2025 01:52**

#### **1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.**

##### **Program Overview and Demographic Trends (2019–2025)**

Over the past six years, the ESL program has served a highly diverse and multilingual student population, with consistent representation from Hispanic, Asian, and Filipino communities. Hispanic students, particularly Mexican and Central American learners, continue to make up the majority of enrollment, reflecting the program's strong connection to the local community. At the same time, there has been a steady increase in Asian subgroups, especially Korean, Asian Indian, and Vietnamese students, indicating growing linguistic diversity and outreach success.

Enrollment peaked between 2021 and 2023, likely influenced by post-pandemic recovery and renewed interest in educational advancement. However, a decline in enrollment and completions has been observed from 2024 onward, corresponding with the deactivation of the GSP/SRT we developed in 2021. Despite these fluctuations, the program continues to play a crucial role in providing college credit pathways for immigrant and multilingual students to achieve academic and career goals.

##### **Program Strengths and Challenges**

###### **Strengths**

- Diverse student body and strong community engagement.
- High persistence among students who reach advanced ESL levels (ESL 120 and 152).
- Faculty collaboration and commitment to student success through SLO-driven course improvements.

###### **Challenge**

- Declining success and completion rates without any placement (from 72% to 56% success and 82% to 67% completion).
- Lower retention in foundational courses (ESL 3, 104, 105), suggesting barriers in early language development and student transition.
- Disproportionate impact on Hispanic and first-generation students, who represent the largest portion of the ESL population.

##### **Vision for the Next Six Years (2025–2031)**

Looking ahead, the program seeks to strengthen equity, retention, and progression by focusing on placement, advising, access, innovation, and orientations. Specific goals include:

###### **1. Increase Student Retention and Success**

- Ensure linguistic equity by ensuring credit ESL is included in all communications, placement guidance, and services per AB 1805
- Expand early intervention and case management for at-risk students.
- Remove prerequisites to reduce drop-off between ESL levels.
- Add dual enrollment courses

###### **2. Enhance Culturally Responsive and Contextualized Learning**

- Integrate career and academic themes into ESL coursework to improve motivation and relevance.
- Continue professional development in equity-minded and inclusive teaching practices.

###### **3. Deepen Data-Driven Continuous Improvement**

- Use SLOs and disaggregated data to track success across subgroups and identify achievement gaps. For example, SLO data and other data indicate the need for refinement of the placement process, enhanced focus on timed writing, reading strategies, verb structure, and digital literacy.
- Foster collaboration among faculty to share strategies that enhance language acquisition and persistence.

##### **Conclusion**

Over the last six years, the ESL program has made significant progress in serving a broad, multilingual population and supporting students toward English proficiency and academic readiness. The next six years will focus on re-branding our services, revitalizing enrollment, strengthening early-level retention, and ensuring equitable success for all students through targeted, data-informed, and culturally responsive practices.

#### **2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?**

N/A

#### **3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?**

The most significant event impacting program viability was the administrative decision to deactivate the GSP and SRT for credit ESL in Spring 2024. This action, taken without prior consultation with the ESL department, removed the primary entry mechanism for multilingual students, resulting in an immediate and severe decline in enrollment and student access. Furthermore, the subsequent AB 705 consultation process excluded ESL credit, despite its inclusion in AB 705 mandates. This procedural oversight created a barrier to access which

directly correlates with the statistical downturns observed in this report. This has been addressed, and we look forward to continuing to refine the placement guidance for credit ESL/ EMLS.

With the support of Dean Rothstein, we have successfully advocated for the re-inclusion of credit ESL in college placement processes. Moving forward, strict adherence to shared governance and Title 5 consultation requirements is essential to prevent future disruptions to student access.

Between Fall 2020 and Fall 2024, the program experienced a high volume of fraudulent enrollments ("bot" students) in online sections. These enrollments inflated class rosters initially but resulted in mass drops or non-passing grades when the fraudulent accounts were identified and removed. This external factor heavily skewed success and retention data downward, particularly in courses without prerequisites (e.g., ESL 3), and does not accurately reflect the academic performance of legitimate students.

The transition to online modalities following the COVID-19 pandemic presented specific challenges for our student demographic. As noted in Section 2, our population skews older (35-49) compared to the general college population. Many of these students struggle with the "digital divide," lacking personal laptops or reliable access to technology. While all faculty achieved online teaching certification to maintain instructional continuity, the lack of technical resources for students remains a barrier to retention. Additionally, the program saw a decline in high school student enrollment correlated with broader AB 705 implementation shifts.

Many students report that recent federal immigration laws and practices have made them feel unsafe to come to campus, and several students have reported dropping for this reason.

**4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.**

Both full-time faculty members attended the Teachers of English as a Second Language (TESOL) International Conference in 2025, and regularly attend regional and state-wide California Teachers of English as a Second Language (CATESOL) conferences. Collectively, ESL faculty know languages which include Farsi, French, German, Korean, Irish, Japanese, Spanish, Swahili, and Tongan.

In Fall 2024, Lee Anne McIlroy has a one semester sabbatical to address incomplete implementation of AB 705 and to research culturally (specifically linguistically) responsive pedagogy. This has resulted in the new GSP/SRT we recently implemented and the new curriculum and rationale for department name change. During her sabbatical, she was also a member of the UCLA Women's Community College Leadership Academy. In the last 6 years, Lee Anne McIlroy has served on the Curriculum Committee, the SLO Committee, and the ACE Committee. She has also served as the Endowed Scholar of Jain Thought Leadership, the Faculty Accreditation Coordinator and the SLO Coordinator. Professor McIlroy is also a doctoral candidate and will be defending her dissertation on English-Swahili bilingual practices in Tanzanian higher education in February 2026. Her peer reviewed article "Anekantevada and English as a Global Language" was published in 2024. She was also a moderator at the African English Language Teacher's International Conference in Tanzania in 2025.

To remain updated in the field of ESL, Joann regularly attends TESOL and CATESOL workshops. At the last TESOL 2025 conference, she attended many workshops pertaining to AI usage in ESL material development and in classroom instruction and assessment, as well as research-based practice sessions on teaching reading, writing, pronunciation, and metacognitive instruction. She also keeps informed on changing policies and legislation affecting ESL in higher education by attending webinars offered through CCCC (California Community Chancellor's Office). With emerging technologies in education, she continuously strives to learn about new programs and tools to use in the classroom by attending workshops by *VoiceThread* and completing the *CTX Summer Institute: Revising Online Courses for Equity and Effectiveness*. On campus, over the last six years, she has served on the Faculty Hiring Prioritization committee and led a Faculty Inquiry Group (FIG) with the English Department.

**5. Provide a status update on goals from the last program review cycle.**

**Increase course completion rates for on-line classes:** This was achieved as a consequence of the Covid pandemic. However, now we see the need to prioritize in-person offerings to ensure successful SLOs.

**Comply with AB 1805 by providing placement instructions:** We had initially complied with this by creating a Guided Self Placement (GSP) and Self-Reporting Tool (SRT) which was deactivated in Spring 2024. Once we learned about this in Fall 2025, we worked with Enrollment Services and Counseling to create new placement instructions based on the work product from Professor McIlroy's sabbatical project.

**Increase awareness of AB 705/1705:** In 2019, we created and implemented multiple measure placement and accelerated pathways for credit ESL. We continue to work with stakeholders and face a persistent challenge of the misconception that AB 705 only applies to English and Math. Our focus continues to address the incomplete implementation and picture of AB 705.

**Continue to collaborate with the English Department:** Collaboration with the English department have gone well and included the development of our ESL 180 course and discussions about course offerings and students needs.

**Ongoing PD activities:** We continue to complete FLEX requirements, all faculty are certified to teach on-line, and regularly attend conferences including TESOL International.

**Develop ESL Guided Pathway Certificate:** This is where we need to improve. We have not yet developed a certificate pathway, but we are working on a certificate of oral language proficiency and a certificate for academic English language proficiency.

**Make curricular changes especially ESL 4 and 5:** We have updated all of our curriculum including ESL 4 and 5 which are now called ESL 104 and 105.

**Create credit ESL handbook for students/ counselors:** We created, distributed, and posted handouts for students and counselors.

**Revise SLOs:** All CSLOs for all classes have been reviewed and updated where needed.

**Increase PT involvement on SLO process:** During department meetings, PT faculty are invited to participate in the SLO action plan development and are compensated for this work. All PT faculty are now involved in SLO assessment and discussions.

**Secure new FT hire:** We lost several of our PT faculty, so this was out of the question.

**Increase student enrollment:** Our student enrollment has decreased, and this will be a rollover goal.

**Learn about DHH needs:** Our major work with SAS has concerned deaf students and the recognition that ASL is a distinct language. We now ensure ASL contrastive analysis and linguistic identity are included in our course content.

**Provide more opportunities for PTers:** Our PT faculty are now also eligible to work in the Success Center.

**Review and Assess Language Lab materials:** We completed a full review of workshops and language lab materials. Several new workshops were created and are being implemented, and we have added Rosetta Stone to our language lab materials.

**Teacher TRAC:** We identified several of our courses as Teacher TRAC, but there was not much interest.

**6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?**

The main resource we have received has been a pilot program for Rosetta Stone. Initial results indicate an increase in student confidence when speaking, and we are working with our dean to integrate Rosetta Stone into our lab requirements. We are also requesting modular furniture for LA 110 and a marketing budget to promote our new department name.

## Section 5. Instructional Program Goals and Resource Requests

### A. Six-Year Program Goals and Resource Requests