

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

The mission of the ESL Department is to provide non-native English speakers with a strong foundation in English language skills, critical thinking, information literacy, and multicultural understanding. In doing so, students build confidence to succeed in their personal lives, academic goals, professions, and local as well as global communities.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

Our program mission statement relates to the college's mission, vision, and values by affirming to provide students of every background, including non-native English speakers, a multicultural learning environment that develops their intellect, character, and abilities. By providing a strong foundation in English language skills, we help students to be competent in communication and expression, information literacy, and critical thinking so that they can achieve their personal, educational, and professional goals, thus becoming socially responsible and confident leaders in their communities, the nation, and the world.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Improve success rates of struggling students	Identify reasons why students in some of our courses have lower success rates (234, 434, 444, 272/472, 273/473) and identify ways to support them.	FT ESL faculty	Institutional Research, PT ESL faculty	Encourage students to meet with instructors who have office hours in Guided Pathways village centers	Class surveys, Student success rates (Precision Tool)	We will compare the student success rates in 2-3 years and if they have increased, then we'll know that we've achieved our goal.
Listening/speaking/pronunciation class	Develop and offer an elective listening/speaking and/or pronunciation course by Fall 2027 to meet student demand for more listening/speaking/pronunciation classes.	FT ESL faculty	Curriculum	Students can meet with instructors who have office hours in Guided Pathways village centers. A possible class assignment might be for students to explore different village centers and interview the staff manning the centers.	Submission of a course outline to Curriculum by Winter 2026.	A course offering in the schedule of classes.

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

- 2020-present - A worldwide pandemic, which has led to a decrease in enrollments at the district, college, and department levels. For the ESL department, the most dramatic decrease occurred between 2019-20 and 2020-21, with a loss of 812 students.
- Changes in foreign policies that have made it more difficult for international students, particularly from China, to study at De Anza, and a significant portion of them take ESL classes.
 - According to Lisa Ly, senior research analyst from the Office of Institutional Research, the F1 enrollments comprised about 18% of ESL's total enrollment (credit + noncredit) over the past 5 years (source: email to Linda Yee on 10/9/2023).
 - According to the data put out by the Office of Institutional Research, the drop in enrollment for international students (including all visa holders) was the greatest at 56% between spring 2019 and spring 2022 (source: <https://www.deanza.edu/ir/deanza-research-projects/enrollment/Spring2019toSpring2022EnrollmentShifts.pdf>)
- Fall 2021 - Many of our courses went through major curriculum revisions (reduced units and number of courses) because of AB 1705. At the 250/450 and 260/460 levels, the required courses were reduced from 3 courses to 2 courses, which has resulted in a decrease in enrollments by 33%. These are the levels that most new students place into.
- Fall 2020 - We began offering mirrored noncredit classes. Noncredit enrollments have increased significantly since then (5,388% in the past 3 years), but at the same time, credit enrollments have decreased (-67.5% in the past 5 years) probably because more students are choosing noncredit to avoid paying tuition.
- Winter 2020 to present - We began offering different instructional modalities - online, hybrid - in addition to face-to-face and it has been challenging for many students to adapt to the new modalities, especially given that our students have limited English proficiency and online classes require advanced reading skills just to navigate them.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Language Arts - English as a Second Lang-FD						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	1,666	1,526	1,251	1,179	1,279	-23.2%
Enrollment	4,766	4,385	3,573	2,777	2,922	-38.7%
Sections	198	188	167	219	236	19.2%
WSCH	7,058	6,554	5,216	3,669	2,631	-62.7%
FTES (end of term)	475	441	350	242	175	-63.2%
FTEF (end of term)	20.8	19.9	16.8	14.1	14.0	-32.6%
Productivity (WSCH/FTEF)	339	329	310	260	187	-44.7%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

In spite of the 5-year overall enrollment trend being -38.7%, the ESL Department experienced an enrollment increase of 5.2% between 2021-22 and 2022-23, which indicates a positive trend. A significant enrollment increase was in non-credit sections, with an increase of 5,388% between the years of 2020-2021 and 2022-2023. In response to a high interest in the non-credit classes and long waitlists, the ESL department has been modifying the seat counts for individual courses by transferring seats from credit sections to noncredit sections. This has resulted in an inverted trend of a decrease in enrollment in the credit sections and an increase in the noncredit sections. The ESL department expects enrollments to increase in the upcoming years due to the popularity of the noncredit sections, an increase in the number of sections (both credit and non-credit) added to the schedule to meet the needs of ESL students trying to add classes at the beginning of academic terms, and the return of the open-entry level course, ESL 200/400, to the ESL course offerings.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program

(<https://foothilldeanza.sharepoint.com/:f/s/dactedepartments/EiRTueQ8GrNLqItlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).

2. Cite current industry trends.

3. 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.

NA

D. Course Success

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Course Success

English as a Second Lang-FD

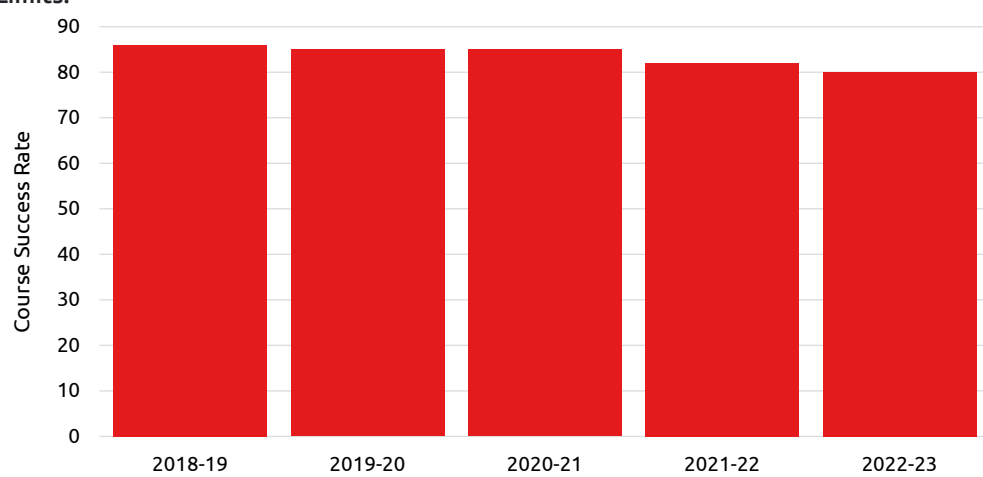
Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	4,766	86%	4,078	4,385	85%	3,748	3,573	85%	3,036	2,777	82%	2,278	2,922	80%	2,352

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course:

https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

1. Major curriculum and instructional changes occurred in Fall 2021:

- Major course revisions due to AB 1705. At the 250/450 and 260/460 levels, the required courses were reduced from 10 units to 8 units, and from 3 courses to 2 courses. Students now have fewer hours and courses to learn the skills.
- We began to offer mirrored noncredit classes. While the success rates of credit students are higher than those of the entire district, noncredit student success rates are lower (67% in 2020-2021, 79% in 2021-2022, 78% in 2022-2023), though improving. This could be because some students may not have understood the requirements and expectations for noncredit classes; they may have thought that they didn't need to complete class assignments or attend their classes regularly, like noncredit classes at adult schools.
- We also began to offer different instructional modalities (online, hybrid). Students seem to do best in face-to-face classes, and credit students do much better than noncredit students in all the modalities:
 - 82%-89% in face-to-face classes in the last 5 years.
 - 78%-87% in hybrid classes in the last 4 years.
 - 82%-84% in online classes in the last 3 years, but we don't know if there is any difference between synchronous and asynchronous classes.

2. Make sure noncredit students understand the course requirements and expectations.

3. We have lower and even declining success rates in the following courses:

- ESL 234 (77% in 2021-2022, 60% in 2022-2023)
- ESL 434 (84% in 2021-2022, 63% in 2022-2023)
- ESL 444 (72% in 2021-2022, 75% in 2022-2023)
- ESL 472 (79% in 2021-2022, 79% in 2022-2023)
- ESL 273 (79% in 2021-2022, 75% in 2022-2023)

o ESL 473 (73% in 2021-2022, 69% in 2022-2023)

4. We are not yet fulfilling our vision of building the confidence and skills of our low-intermediate and advanced-level students to achieve their goals. We are, however, seeing encouraging success (80% - 91% in 2022-2023) among our high-intermediate to low-advanced level students.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New Features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Hide cells with fewer than students

Language Arts - English as a Second Lang-FD						2022 Summer to 2023 Spring	
Number of sections: 236							
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap	
All Students (English as a Second Lang-FD, 236 sections)	2,922	80%	80%	0			
Asian	1,690	81%	80%	+1			
Black	32	81%	80%	+1			
Filipinx	32	72%	81%	-9		3	
Latinx	182	67%	81%	-14		27	
Native American	N/A						
Pacific Islander	0						
Unknown ethnicity	687	85%	79%	+6			
White	298	76%	81%	-5		16	
Female	1,902	81%	79%	+2			
Male	995	79%	81%	-2		23	
Non-Binary	0						
Unknown gender	25	88%	80%	+8			
Foster youth	N/A						
Individuals with disabilities	22	59%	81%	-22		5	
Low Income	1,025	75%	83%	-8		85	
Not Low Income	1,897	83%	75%	+8			
Veterans	12	92%	80%	+11			

¹The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. Filipinx (-9%) and Latinx (-14%) students are much less successful than other ethnic groups. At the same time, they represent a very small portion (Filipinx - 32, Latinx - 182) of our total ESL population (2,922).
2. These two populations could possibly represent more of our immigrant or working students who might have more responsibilities and obligations outside the classroom.
3. Individuals with disabilities (-22%) and low-income students (-8%) are also experiencing disproportionate impact. 22 students were identified as having a disability, while 1,025 students were identified as low-income.
4. We chose low-income students because they represent a large number of the students we serve (35% of total enrollment, 1,025 students).
5. We need to better support our Filipinx and Latinx students, as well as low-income students in order for them to build confidence and a strong foundation of English skills so that they can achieve their personal, academic, and professional goals.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. Increase the accessibility of our Canvas shells, especially for online and hybrid modalities
 - o Helps students develop confidence in navigating digital spaces in class as well as information literacy
2. Lower the quantity and/or stakes of timed assignments (writing, quizzes, tests, etc.)
 - o Reduces the stress born from performance anxiety, perfectionism, and fixation on grades
 - o Frees students to take risks with their language usage and learn from their mistakes which are crucial to language acquisition and building strong, foundational English language skills.
3. Dedicate some time in class towards getting started on homework
 - o Provides students with the confidence and momentum to finish assignments at home.
 - o Could reduce the amount of time students spend on homework so that students can dedicate more time and energy towards their well-being, families, and their communities.
4. Work towards developing more low or zero-cost courses
 - o Alleviates the financial burden on students so that they can focus on learning instead of worrying about how to afford required materials.
5. Offer (extra) credit for utilizing tutoring services or explore the option of an embedded tutor
 - o Encourages students to take advantage of campus resources which promote strong study skills and habits for academic success.
 - o Students can also receive more personalized and practical feedback on their language strengths and areas of growth.
 - o The additional connection with a tutor could help students feel a sense of belonging and care on campus.

Trends in Awards

Degrees and Certificates by Ethnicity

English as a Second Lang-FD

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2021-22	2022-23
Noncredit Certificate	Asian	1	33
	Latinx		1
	White		2
	Unknown ethnicity		1
Total		1	37
Total		1	37

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show:

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

1. More students are receiving Noncredit ESL Certificates but most of them are Asian since that is the largest group that our program serves.
2. The trends in awards show that students are indeed achieving a strong foundation in English language skills, critical thinking, information literacy, and multicultural understanding by successfully completing the required courses. The awards may also be giving them confidence and motivation to continue their studies and to succeed in their personal lives, academic goals, professions, and local and global communities.
3. Our innovative mirrored credit and non-credit classes meet the needs of a wide group of students with varied language needs, and the awards provide a valuable incentive especially for non-credit students to complete a level or sequence of classes.
4. We foresee a significant increase in awards in the next two years as knowledge of our new certificates becomes more widespread among our current and future credit and non-credit students.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1. ESL 200, our lowest level class, had not been offered for several years. At first, the class was canceled due to low enrollment since most students interested in that class tended not to be focused on credit but simply on improving basic language skills. Thus, a ten-unit credit class was challenging to fill as these students had other free alternatives to meet their language needs (adult schools).
2. However, we were able to bring it back for 2023-2024 as a mirrored credit/noncredit offering, and the enrollment has been robust. We were even granted an additional section in the fall to meet student demand. We hope to continue to offer it so that students can complete the requirements and receive the Certificate of Competency: ESL-Intermediate Level.
3. We are not planning to remove any of our certificates from the college catalog.

Staffing Trends

Faculty Workload

Faculty Workload
Language Arts - English as a Second Lang-FD

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	8.3	9.0	8.1	6.9	4.7	-43%
Full Time %	39.9%	44.9%	48.2%	48.9%	33.7%	-15%
Overload	1.5	1.9	1.5	1.2	1.5	-4%
Overload %	7.3%	9.4%	9.0%	8.4%	10.4%	42%
Part Time Load	11.0	9.1	7.2	6.0	7.8	-29%
Part Time %	52.8%	45.7%	42.9%	42.7%	55.8%	6%
Total FTEF	20.8	19.9	16.8	14.1	14.0	-33%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

1. We had 4 retirements between 2018-19 and 2022-23 but only one position got filled this year. To make up for the loss, we have had to hire 4 part-time instructors in the last two quarters. However, we need more full-time faculty members who can be completely devoted to teaching and working at De Anza. As talented and committed as our part-timer instructors are, they often teach at many colleges and therefore, their time and focus are divided. Plus, they do not receive any compensation for participating in important department activities such as program review and curriculum development, resulting in very low participation rates. Fewer full-time instructors means fewer people who can devote their full attention not only to teaching but to understanding student needs and contributing to the department accordingly. Also, we expect our enrollment to continue to increase as our noncredit program is growing very rapidly and more international students are returning to De Anza, so we need more full-time faculty to meet the growing demands.
2. Our department does not have classified staff positions but as English Performance Success (EPS) counselors support our students, we need more of them to be multilingual to be able to communicate with students with very limited English proficiency. The greatest needs are Mandarin and Spanish, followed by Russian, Vietnamese, Farsi, and Hindi.
3. We rely on our pool of talented part-time faculty to ensure that our students are being successful. However, this is only a short-term, limited solution. To ensure long-term success of our students, we need to hire more full-time instructors.
4. We don't have a problem retaining new faculty but we do have an unofficial peer mentoring system in which a new part-time instructor is matched up with one full-time instructor who can help them understand our program and navigate the college.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. The SLO assessments in the past two years are showing (and supported by Course Success Rates) that overall, students are doing well and meeting expectations. They are learning the skills taught in class and are demonstrating mastery in a variety of assessments, including writing, reading, listening, and speaking. Instructors are satisfied with their students' performance, as well as the textbooks, software, and other materials that they're using as part of the curriculum.
2. A few instructors reported that some students stopped coming to class or withdrew. We should find out why students are dropping and identify ways to help them persist and succeed in the course. We should also improve our communication with noncredit students, especially regarding course requirements and expectations, such as doing homework and coming to every class. Asynchronous classes seem to have a higher number of students not meeting expectations or withdrawing, so perhaps we need to limit the number of 100% asynchronous classes or provide more student support such as tutoring, study skills, and time management skills.
3. By identifying reasons why some of our students are not succeeding and providing solutions, we are aligning ourselves with our mission and goals, which are to help students build a strong foundation in English language skills, be competent in communication and expression, information literacy, and critical thinking so that they can achieve their personal, educational, and professional goals, thus becoming socially responsible and confident leaders in their communities, the nation, and the world.

Dean/Manager Comments

The ESL department's response to the Pandemic, AB 1705, and changing and shifting enrollment patterns is commendable. The department worked hard to modify all of their courses, except ESL 5, into mirrored credit/non credit course work. The department offers several modalities of these classes to serve students, and they study the effectiveness of asynchronous classes in comparison to face-to-face and hybrid modalities. I appreciate that they are discussing the need for more in-person classes since the data shows students are more successful. The department's goals are exemplary and achievable. They recognize the need to study struggling students in non credit courses below ESL 272/273, discovering an additional need for low-income students in their program. Developing a new pronunciation class is also needed and achievable. The existing two pronunciation classes are extremely popular. The ESL department is looking to the changing needs of students, including refugees and those from adult education, which is helping to increase their enrollment. Their goals are connected to the college-wide Guided Pathways initiative and the college mission. Overall, this program review is exemplary, and I look forward to supporting ESL as they work together on their goals during this three year cycle.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.