Cañada College

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW

English as a Second Language (ESL)

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

What other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

ESL Program Mission Statement: The English as a Second Language (ESL) Program at Cañada College prepares immigrant and international students to achieve their academic, vocational, and personal goals. In alignment with the college mission, the ESL program develops student language and academic skills, including analytical, critical, and creative thinking and effective communication.

Our program learning outcome (PLO) #2, "Students can successfully use academic resources, study skills, and technology competency skills," directly addresses the Educational Master Plan (EMP) goals of integrating technology.

Our department offers classes in the Redwood City community, including at Sequoia Adult School and in the Redwood City School District, which addresses the EMP goal #3 of creating community connections (EMP p.8)

Our program reaches students from underserved communities, including first-generation, low-income, and students of color. Cañada College is a Hispanic Serving Institution (HSI), and our department is predominantly made up of Latinx/Latine students. (EMP. p.11) We utilize culturally relevant materials and assessment tools in each of our courses (2.2). A number of our courses utilize Open Educational Resources, and all of our courses address diversity, equity, inclusion, and antiracism in our course materials. Our department embraces the equity-minded antiracist direction of the college and our continued contributions to it.

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

No known changes.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes." CTE programs: identify the dates of your most recent advisory group meeting, its membership, and describe your advisory group's recommendations for your program.

Community Needs

- Housing and transportation remain major challenges due to significant increases in rents and cost of living.
- Mental health challenges have increased overall and especially for our immigrant and international students.
- The current political situation is hostile and destabilizing for immigrant and international students, resulting in fear, isolation, and distress in the community.
    - Sweeping changes in the deportation and immigration policy have negatively impacted our students (Please see these changes here.)
    - There have been widespread disruptions across U.S. immigration programs, including:
        - The termination of Humanitarian Parole (American Immigration Council, 2025) and Temporary Protected Status for multiple countries (American Immigration Lawyers Association, 2026),
        - Frozen initial applications and serious renewal delays for DACA recipients (American Immigration Council, 2026).
        - There are increased hurdles for asylum claims (Transactional Records Access Clearinghouse, n.d.-a), family reunification initiatives (Justice Action Center, 2025), and visa status changes for international students and overseas workers (Reichlin-Melnick, 2026).
        - At the same time, enforcement efforts have expanded into increasingly militarized deportation operations with more funding and broader targeting beyond criminal charges (Transactional Records Access Clearinghouse, n.d.-b), while border authorities are screening social media of noncitizens to find reasons to refuse entry.

Steps to Address the Needs

To accommodate some of these challenges, the ESL department is working closely with SparkPoint, EOPS, TRIO, PUENTE, the Undocumented Community Center, the Cultural Center, EAPC, Library, Learning Center, and many others to offer relevant events and services.

- Our department opened ESL 800 and 911 sections on the Cañada College campus to bring in more members of the community.
- Much of our pedagogy integrates trauma-informed instruction and community-building activities, including those that involve the whole campus. One notable example is the ESL 912 final project for Professor Carey's class. Students organize a fair with booths and activities for the community to interact, learn, and have collective downtime. Another example is the cultural events some of our international and immigrant students have led. A third example is the honors presentations ESL students have done for our college, including topics such as stereotypes, discrimination, and cultural comparisons. These events help garner understanding, respect, and empathy.
- Campus resource tours and in-class activities to connect students to services

Employment Needs - San Mateo County

- Opportunities are opening up in the labor market:
  - Minimum wage has slowly increased, but it has not kept up with the cost of living.
  - Extensive development and infrastructure (roads, bridges, etc.) in the Bay Area.
- Barriers to work authorization due to changing immigration requirements are increasingly prohibiting students' work opportunities.
- The service industry, in which many of our students are employed, remains an inadequate source of income for our students. Students have to work two to three part-time jobs.

- The current job demands are in education, medical careers, local government, and industry. We need to better address current labor needs and support our students in achieving family-sustaining professions.
- There is not a significant change in labor needs. Biliteracy skills, especially Spanish/English, continue to be required for a variety of occupations, as reflected in job postings over the last few years.
- To broaden student awareness of different fields and professions, we have been strongly advocating for all students to get a Student Education Plan (SEP) and do academic counseling. We provide exposure to different fields through class activities, readings, and class visits.
- Our students continue to need access to sustainable careers that pay a living wage.

Technology Needs:

Progress has been made in important areas in technology like computerized classrooms, semester-long devices and wifi borrowing; however, the digital divide remains an issue for many students.

Tech Onboarding Needs for ESL students

Rationale:

- The digital divide poses obstacles for our students.

Needs/Requests:

- Laptops and reliable wifi
- Technology support & training on:
  - Onelogin
  - Student Success Link (student dashboard)
  - Google suite - gmail (my.smccd.edu), Docs, Slides
  - Canvas features
- Access to hardware, software, and onboarding technology workshops.
- Continued support from the library, which has been so essential in providing and assisting students with technology. Being able to provide

support for students in utilizing WiFi hotspots for an entire semester is a priority.

- Dedicated ESL computerized classrooms are a priority for our students in order to meet current technology demands in their personal and professional lives.

Our department Retention Specialist formerly held a variety of workshops, which build students' technology skills, and as demand for technology skills has increased, these need to be resumed to support our students' academic efforts. Additionally, we continue to collaborate with the Learning Center and the Library on technology workshops and loans.
These new additions have been working well:

- Tech Desk in the Learning Center
- NOW (Nights, Online, and Weekends) helps with classroom visits and technology

Licensing Needs:

- No known changes.

Accreditation Needs:

- No known changes.

Looking Back

4. Curricular changes
4A. Progress Report - IPC Feedback
Provide your responses to all recommendations received in your last program review cycle.

IPC Feedback on 2023-2024 PR	Response
3 Focus on supporting students with Wifi	ESL faculty and ESL retention specialists have engaged in multiple efforts to provide wifi hot spots to students in collaboration with the library and Learning Center.
5B Please work with PRIE throughput	Please see 5B for our analysis.
6A Additional resources still need to reach the total number of students	Agreed.

7A Please include enrollment information from the data packet	The enrollment data has been included in 7A.
8C Please include hybrid class information	We temporarily paused hybrid classes based on student preferences and enrollment trends.
9A Appreciate effort to get current SLO and PLO assessment.	Thank you for your appreciation.
Overall Recommendations: What other ESL and CTE connections can be made to impact Latino male outcomes at Cañada?	Retention and success increased for Latino male students in our department. We continue to advocate for CTE pathways and programs that connect to our local community and build on skills and fields students are already working in, such as electrician certificate, plumbing, landscaping, and construction.

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

2023-2024 Goals

- Add four sections of program-level ESL courses in the next three years to accommodate increasing enrollment.

Addressing Our Goals

For students to have flexible schedule options in our day and evening and on and off campus classes, we have added more sections of 800, 911, 921 on campus and 922 and 923 at the 11:10am time block.

We still need to add 924 at 11:10am for students to be able to complete ESL with the same 2 day a week schedule option.

• Explore adding supplemental courses to accommodate student needs and enhance student learning opportunities and create a summary report.	Given the current district policies around cancellations and pressure on deans to not have low-enrolled classes, we have not been able to pursue this beyond our regular offerings of Vocabulary and Pronunciation. We are planning to add a higher-level pronunciation class. We are exploring adding a unit to ESL 800 to better meet the intensive needs of this course. Concurrent enrollment classes were offered in Redwood City School District high schools in the summer.
• Explore collaborations with community partners (Immigrants Rising, Upward Scholars, and others) and the Business, Design and Workforce Division to create a student-led entrepreneurship/small business clinic with organized networking. We are also exploring ways to integrate business English back into our current course offerings. Identify two of the most relevant initiatives to focus on.	Upward Scholars has regularly come for class visits to share resources and support for entrepreneurs. Former students who are entrepreneurs and business owners have also visited ESL courses to share their knowledge and build connections in the community.
• Continue to offer modality options for students based on future data from PRIE.	The department will continue to offer ESL 400 online classes and will expand our modality options by bringing back hybrid sections as appropriate.
• Increase the units for ESL Coordinator release time. The	Although enrollment has increased and our program has both community-

coordinator manages on-campus and off-campus work. We are one of few departments to be in the community with classes in the Redwood City School District, the Coast, and at Sequoia Adult School. This work is essential for addressing the College Education Master Plan goals to have community connections, and it takes substantial coordination time.	based and on-campus students – we are one of the few programs to offer classes in the community – the ESL Coordinator release time has been cut in half. This leaves our Coordinator with more work than hours allocated.
• Advocate for a Program Service Coordinator to maintain parity across the district.	We paused this due to the current budget constraints, but we will revisit this issue to investigate various viable options.
• Integrate meaningful learning opportunities, such as through project-based learning (PBL) at all levels.	ESL professors are integrating PBL in their courses, and a few ESL students successfully complete Honors Research Contracts in ESL 400 each year.
• Meet the needs of our current students and potential students in a timely manner. With the increase in enrollment, we need to rebuild sufficient support for all our programmatic needs. Over the last decade, the ESL Department has lost 12 units of coordinator time (from 15 to 3), and our former ESL Retention Specialist time was decreased	As stated above, our goal is to increase the ESL Coordinator reassigned time and to keep the ESL Retention Specialist position to a dedicated full-time position.

by 50%.

Current State of the Program

As stated in the 2022-2027 EMP: "Can~ada College continuously assesses processes and removes barriers to student access, success, and completion." The program review is an essential part of that process.

5A. Program Changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?

Changes to Schedule

- Added beginning-level on-campus sections (previously offered only in the community): Level 1 (ESL 921 and ESL 911) and ESL 800
    - Post Covid, an increased number of beginning-level students came to Cañada to register for ESL classes. High demand for beginner-level classes on campus and access to campus resources resulted in the addition of these sections, and we added these beginner-level classes on campus, creating a smoother transition for students in the early levels of our program.
- Added 11:10 schedule option: (ESL 922, ESL 923, ESL 924 to come)
    - Students now have the choice of 3 different time blocks. Adding the 11:10 time block allows students to complete a level with only two days per week on campus. This additional time block addresses transportation and other time-related barriers for students.

Changes to Modality

- New offering/mode of delivery: ESL 400 OLH class was offered for the first time in the Fall 2026 term. It is the only one in the District, and it filled. The majority of the students are fully engaged and keeping up with assignments as of Week 6.
- Post Covid, we offered a combination of multimodal, synchronous, hybrid, and F2F courses in order to accommodate diverse student needs. In the

beginning of 2025, there was a shift in enrollments in F2F classes, prompting us to reevaluate various modality offerings.

- Student registration preferences prompted us to offer a majority of our classes as F2F. This has resulted in increased enrollments in our courses.

5B. Program of Study Completability

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

Students have a variety of schedule options and can complete the entire ESL program at Cañada College.

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

- The ESL Program prepares students to enter various certificate and degree programs during and after our ESL classes.

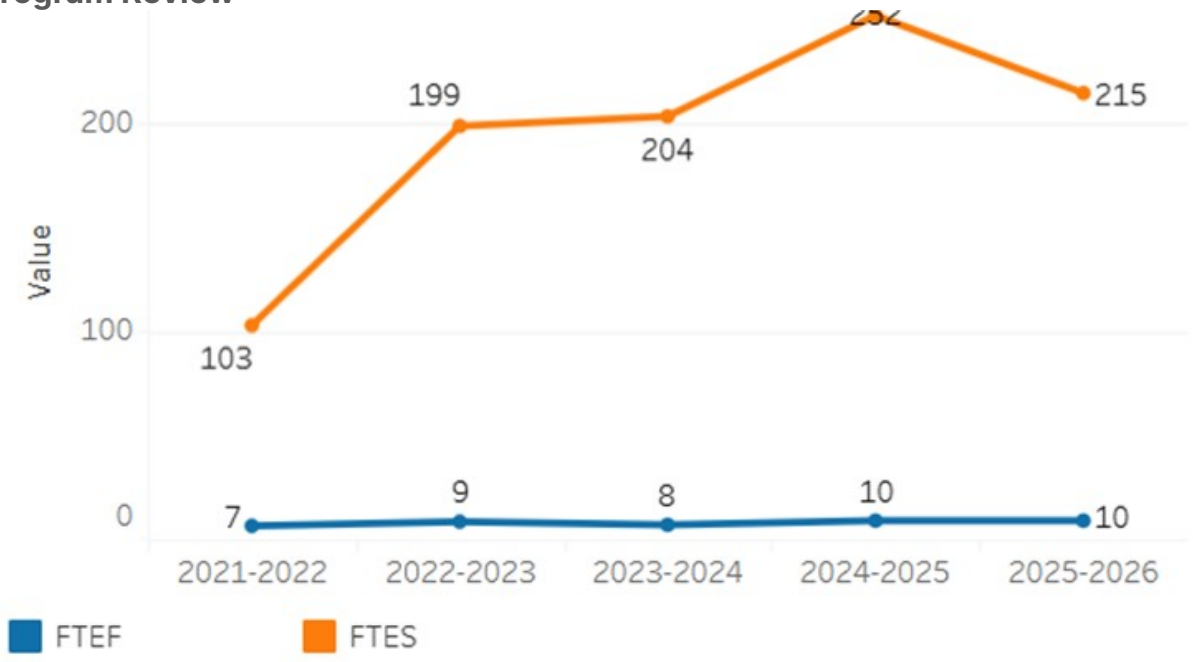
Updates that are needed:

- ESL Pathway- we will request updates to include the new English C1000 and C1000# course numbering in this image.
- The Course Catalog is correct; however, ESL 400 must be included in the current PASS certificate pathway in the program mapper, which links from Guided Pathways.
- We are also updating the ESL Dept website.

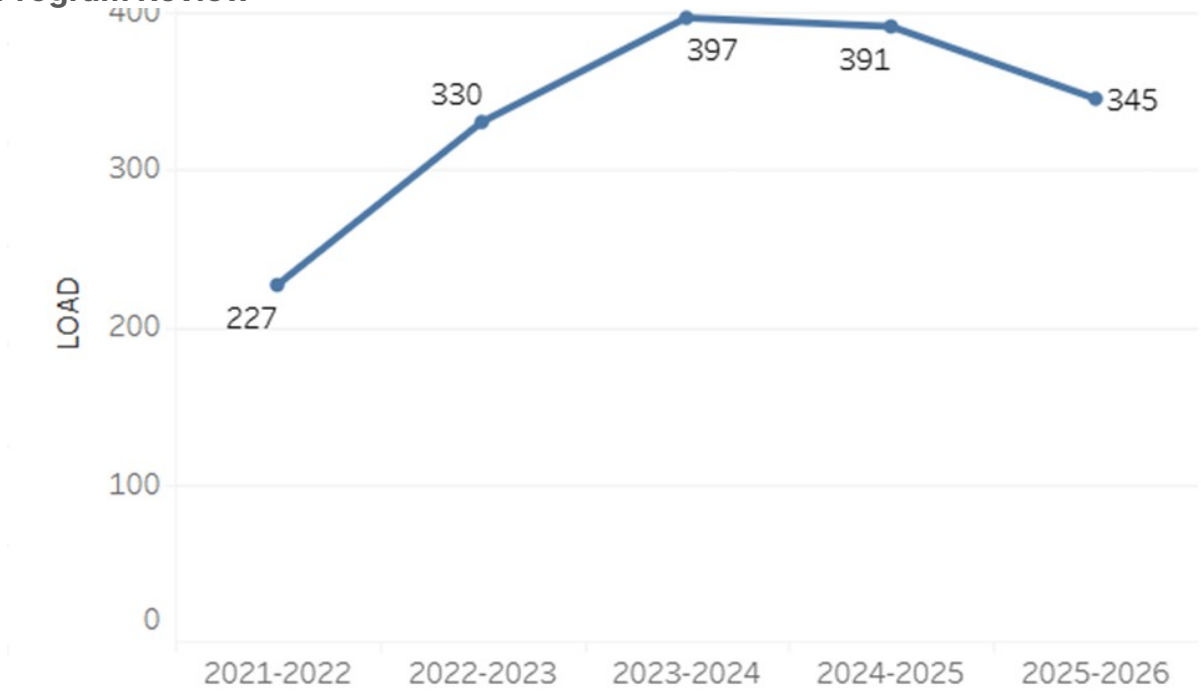
6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings, •Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.

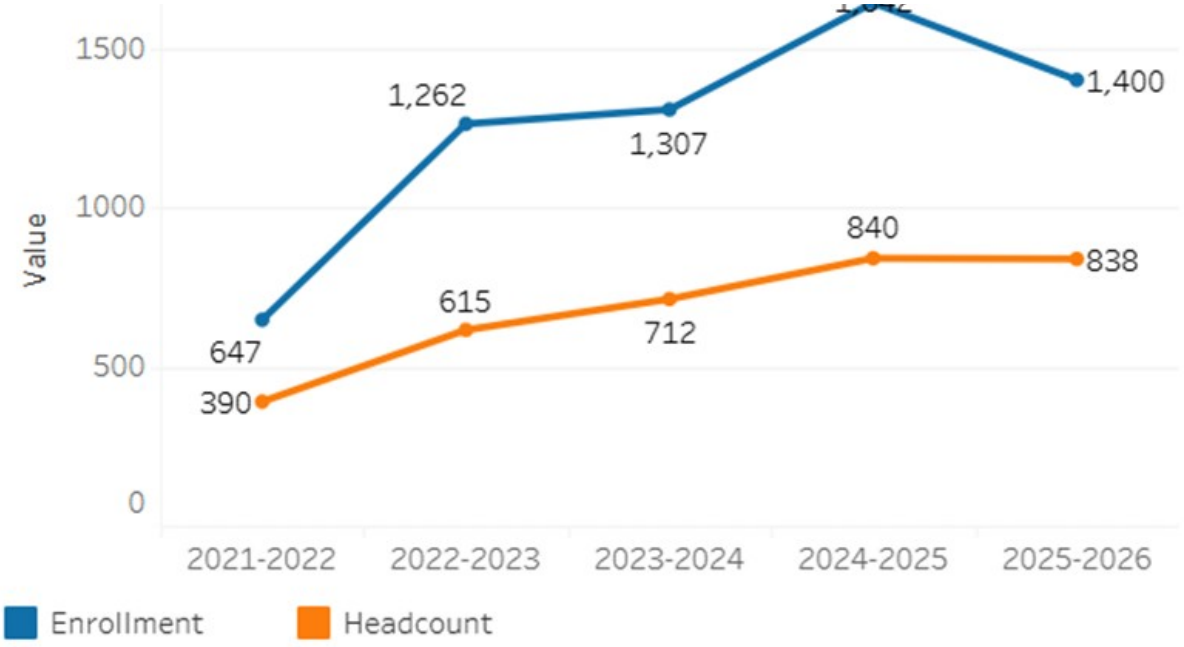
Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment. Please note: If additional sources of data are used, please upload these documents or provide links.de links.



- FTEF has remained stable.
- FTES has fluctuated but has shown a modest increase since our last Program Review in 2023.
- The current political and economic environment has been a factor in our enrollment of 2024 - 2026.



- After climbing sharply as we came out of the Covid lockdowns and peaking in 2023–2024, Load declined over the last two years due to the political climate; however, as a language program, we have needed to offer each level for students to progress through the ESL pathway.



- The overall trends in enrollment are very positive: After strong early growth and a peak in 2024–2025, enrollment dropped off slightly in the final year, likely due to increased work hours as a result of economic strain. Other possible causes may be course cancellations in recent semesters.

7: Retention and Success

• Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade. • Please Note: Success rate counts enrollments who have earned a passing grade.

7A. Current Retention and Success Data

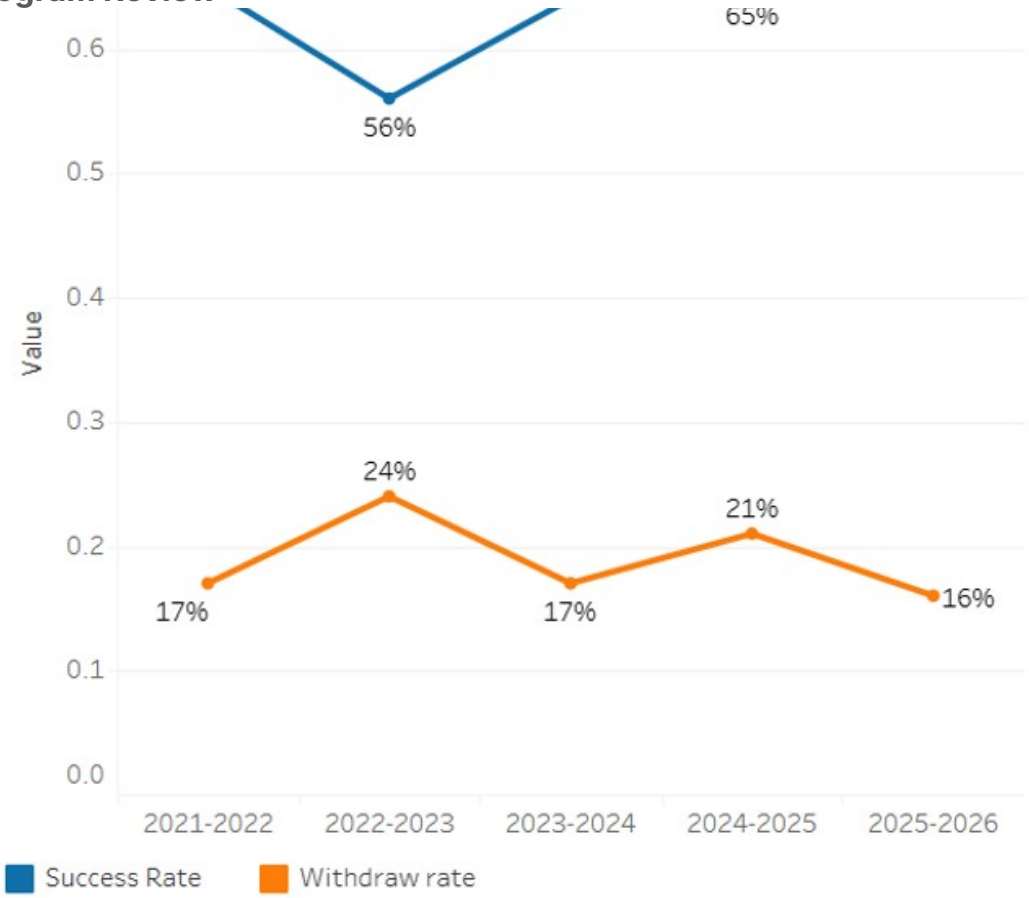
Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

Course Success Rates: Equity Gaps

Student Sub-Population	Overall Course Success Rates Equity Gaps	Year of Gap
Male	-7.2%	2021-22
	-5.0%	2022-23

	-4.5%	2023-24
	-4.0%	2024-25
	-4.0%	2025-26
Hispanic	-3.0%	2024-25
Hispanic Male	-5.8%	2022-23
	-5.1%	2023-24
	-4.3%	2024-25
	-4.3%	2025-26
Unknown-Male	-19.6%	2021-22
	-15.5%	2022-23
White non-Hispanic Male	-19.2%	2021-22
LGBTQ+	-15.9%	2024-25
Age Group 18-22	-8.8%	2022-23
First Generation	-5.8%	2022-23
	-4.6%	2023-24
Less than Part-Time	-4.8%	2022-23
	-5.0%	2023-24
	-4.5%	2024-25
	-3.8%	2025-26

- Equity gaps for Hispanic male students have decreased consistently since the last Program Review.



The overall trend in course success and withdrawal rates are positive. The success rate increased to its highest point while the withdrawal rate fell to its lowest in 2025-26.

Student Sub-Population	Overall Course Withdraw Rate Equity Gaps	Year of Gap
Male	-5.0%	2022-23
	-4.0%	2024-25
White non-Hispanic	-15.1%	2021-22
Hispanic-Male	-5.8%	2022-23
	-4.3%	2024-25

White non-Hispanic-Male	-19.2%	2021-22
LGBTQ+	-15.9%	2024-25
First Generation	-4.6%	2023-24
Low Income	-6.4%	2021-22
	-4.1%	2022-23
Less than Part-Time	-5.0%	2023-24
	-4.5%	2024-25
	-3.8%	2025-26

The overall trend is positive, as withdrawal rate equity gaps steadily shrank over the years to reach their smallest disparities or disappeared by 2025-26.
Although we did not have a gap for LGBTQ+ students in the years prior to 2024-2025 and LGBTQ+ students in ESL are doing better than LGBTQ+ students overall at the college (PRIE), we know it is important to support these groups. We list some ways we are supporting LGBTQ+ students in 10B.
Note: There is no data for prior years because there was no statistically significant gap! “In fact, LGBTQ+ students in ESL succeeded at a far higher rate than other ESL students in 2025-26. If you’d like to see more, you can go to this link and filter on ESL.” (Engel, Personal Communication, 9/25/2026)

7B. Online Success

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write “not applicable.”

(For supporting documents for section 7B, please see the attachment in the Supporting Information section.)

The overall trend in course success rates by modality is positive, as success rates across both course modalities steadily climbed after an initial dip to reach peak performance levels by their final recorded years.
Gaps have decreased overall; however, males, especially Hispanic males, continue to be less well served in the hybrid and synchronous modalities.

8: Resource Changes

8A. Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved? ?

In 2023-2024, we requested 2 Floating Computer Carts. This has allowed students access to the technology necessary to learn, be assessed, and reach their educational goals. It enabled instructors to engage in innovative teaching, provide equitable access to technology to students, and equitably assess and grade students.

8B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

Not applicable.

9. SLOs and PLOs

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

For the 2023 - 2026 Assessment Cycle, we significantly revised our 3-Year Plan.

Previously, we had been assessing two or three courses per semester throughout the 3-year time frame.

For the 2023 - 2026 cycle, however, we decided to cluster all of our 13 ESL courses into one group and assess them all at once.

Our reason for this was that we wanted to get a sense of our students' performance across our entire six-level program, from the Preparatory Level through ESL 400, all at once.

To do this, we selected a representative section for each of our program's 13 courses in the spring semester of 2025 and assessed SLO #1. This resulted in a kind of "snapshot" of the entire ESL Program for that particular SLO.

This is a logical and effective way of assessing in our department because the SLOs of our courses are grouped around similar skills at different levels of ability.

The following are all SLO #1 for the 13 courses in our program:

Core Courses

ESL 400: Compose developed and organized college-level essays in response to class readings and synthesizing multiple outside sources.

ESL 924: Compose essays with thesis statements, supporting information, and conclusions at the advanced level.
ESL 923: Compose strong topic sentences, supporting and concluding sentences, and basic thesis statements for paragraphs and essays.
ESL 922: Compose topic, supporting, and concluding sentences for basic paragraphs at the intermediate level.
ESL 921: Compose simple paragraphs with sentences in a variety of basic patterns with a subject, verb, and complete idea at the high-beginning level.
ESL 800: Compose sentences with a subject, verb, and complete idea at the beginning level.
ESL 914: Deliver effectively at least one advanced-level oral presentation of at least seven minutes based on library research.
ESL 913: Deliver effectively at least one high-intermediate oral presentation of at least five minutes.
ESL 912: Deliver effectively at least one oral presentation of at least three minutes at the intermediate level.
ESL 911: Deliver effectively at least one oral presentation of at least three minutes at the high-beginning level.

Support Courses
ESL 837: Identify parts of speech at the intermediate to advanced level.
ESL 836: Apply knowledge of the English sound system, including various sounds and segments, stress, intonation, juncture, and rhythm, in speaking and listening assignments.
ESL 808: Recognize and employ the grammar terminology listed in the course content.

The nature or type of assessment is determined by consensus of the department based on the type of skill that is addressed in the SLO. For example, SLO#1 for ESL 922 requires students to be able to compose an intermediate-level paragraph that includes properly organized relevant content, so the assessment for that SLO would be to write such a paragraph.
In terms of data collection, each full-time faculty member is responsible for two or three of the 13 courses we offer in our program. The faculty members collect and upload the data for their respective courses in Nuventive during the one semester that we have chosen as our assessment semester (described above). In this way, every full-time faculty member in the department shares in the responsibility of maintaining our assessment information. This system keeps our

assessment data not only up-to-date but also accurate because there are six different people actively keeping track of the data.
Finally, this data collection system helps inform our discussions about assessment because we all have a hands-on role in maintaining Nuventive.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, based upon the results of your SLO assessment?

Our department includes assessment as an agenda item for at least two of our meetings each semester. We maintain a Google Doc of meeting notes to which all faculty members in the department have access, and this enables all of us to stay informed of the current status of our courses in terms of assessment. Additionally, it allows everyone to contribute observations and ask questions about our assessment practices and results.
Our department discussions stemming from the 2023 - 2026 assessment cycle have centered around the following observations:

- The majority of students in all 13 courses met the criterion for SLO #1. We consider this a great success.
- Rates of success in meeting the criterion for SLO #1 range from 73% of students to 100% of students, depending on the course.
- ESL 836, ESL 837, ESL 921, and ESL 400 had the lowest rates of successfully meeting the criterion for SLO #1. These courses span almost all the levels in our program.
- The remaining courses did not show a clear pattern in rates of successfully meeting the criterion for SLO #1.
- Student success does not seem to correspond directly to program level in terms of meeting the criterion for SLO #1. Therefore, our strategy will be to maintain our course content and pedagogy related to SLO #1 as they currently exist.
- One assessment method strategy to consider: We may need to assess *multiple* sections of our courses in the next cycle in order to get a broader picture of student performance in order to identify specific trends.

- Our department feels that further data collection from at least one additional three-year assessment cycle is needed in order to identify trends reliably and draw meaningful conclusions.

9C. PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

The ESL Department PLOs can be found at the bottom of our home page.
Our PLOs track directly to the Critical Thinking and Communication ILOs for our college, and our department's primary means of assessing our PLOs is via our program's capstone course, ESL 400.
Major findings:

- PLO #1: Produce and interpret oral and written English in order to successfully enter academic or career pathways.
    - Our ESL 400 students met the criterion for this PLO with a 77% completion rate. The primary challenges to this success rate were personal-life obstacles such as jobs, childcare, housing, illness, and immigration policies.
    - We have discussed improvements we can implement in order to help our students with personal-life obstacles by continually making them aware of any available support services our campus offers, such as the ESL Retention Specialist, Personal Counseling Center, Sparkpoint, Undocumented Community Center, DRC, Library, and Learning Center. This effort will include classroom visits by representatives of the various support services listed above, tours of those support service facilities/offices, and/or course assignments that involve student interaction with these support services.
- PLO #2 and #3: Not assessed this cycle.
- Overall, we are happy with our students' performance regarding PLO #1, and we intend to continue implementing our PLO assessment process as it is currently structured. We will continue to meet the needs of our students holistically while focusing on adapting our process as needed.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed. • Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections),curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

Student Sub-Population	Overall Course Enrollment Equity Gaps	Year of Gap
White Non-Hispanic	-17.3%	2022-23
	-13.0%	2023-24
	-12.3%	2024-25
	-12.2%	2025-26
Age Group 18 - 22	-11.1%	2022-23
	-10.1%	2023-24
	-8.7%	2024-25
	-7.3%	2025-26
Age Group 23-28	-10.1%	2021-22
	-9.2%	2022-23
Frist Generation	-9.7%	2021-22
	-7.7%	2022-23
	-6.1%	2023-24
Less than Part-Time	-5.3%	2023-24
	-5.0%	2024-25

All enrollment equity gaps have decreased. However, there are areas within our program offerings that we need to address. The following measures will help us to do so:

Reduce Barriers to Accessibility for All Students and Increase Enrollment Per Student

- Offer our complete program at three different time blocks:
  - 8:30 AM, 11:10 AM, and 6:30 PM
  - Provide options for student work schedule challenges.
  - Allow students to finish a level in a two-day-a-week time frame instead of a four-day-a-week time frame.
- Provide online sections for additional levels in order to accommodate a variety of student learning styles and personal schedules.
- Investigate increasing Hybrid sections based on data.

Better Prepare Students for Future Enrollments and Address Less Than Part-Time Enrollment Gap

- Increase the number of units for ESL 800 from 5 units to 6 units to better address the course content and SLO's and prepare students for our 10-unit sequence in subsequent semesters

Increase Enrollments of Disproportionately Impacted Students

- Collaborate with marketing on promoting ESL options: flyers and website
- Outreach in Community Including:
  - Redwood City Elementary School District
  - Sequoia Adult School
  - Police Activity League (PAL)
  - Upward Scholars
  - S.M.C. Consortium for Adult & Career Education
  - Hoover Family Center
  - Redwood City 2020
  - Taft School Family Center
  - CARON Program

- Puente Program
- Familia Unidas
- Roosevelt Family Center
- El Concilio
- Woodside High School
- Sequoia High School

We will plan ahead for any faculty vacancies due to retirement to ensure a smooth transition and continuity in the program.

10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

The gaps in retention and success have decreased and are mostly under 5%; however, we saw a clear gap for male students in general and Hispanic male students in our hybrid and synchronous classes. Also, we need better support around placement, SEPs, and technology support.*

- Reevaluate synchronous and hybrid course modalities to address our temporarily paused hybrid classes; base this reevaluation on student preferences and enrollment trends
- Collaborate with the Welcome Center, Counseling, and Retention Specialists to better support our placement process
- Collaborate further with a dedicated ESL academic counselor
- Consider a new design in which students spend time within the first two weeks of each semester taking part in counselor-led onboarding sessions focused on:

  - Level placement adjustments: Re-assess how placement is working and design a clear system
  - Technology introduction and support (e.g. Canvas, passwords, my.smccd.edu email)
  - Faculty weaving in technology support
  - Assess what our PLO of utilizing academic resources means for each level
- Expand ESL 836 Pronunciation into two levels to better address the breadth of student ability.
- Add a unit to ESL 800 to more equitably address the extensive degree of course content.
- Create a pedagogical plan for guidance and innovation with AI-enhanced technology specifically for ESL
- Establish dedicated time from support services such as counseling and undocumented community center, welcome center, and representative for any other services that don't yet offer evening hours to support our substantial evening enrollment (continued evening hours of library, learning center, bookstore)
- Further support to fix the drop for non-payment issue which negatively impacts enrollment and retention
- Establish clarity around what "free college" means and who is not eligible for it
- Continue the OER/ZTC/LTC textbook option we currently offer in some of our courses and expand that option in more of our courses

Despite the overall success of our LGBTQ+ students in ESL relative to the college in the past few years, the -15.9% gap for LGBTQ+ students in 2024-2025 is concerning. Many of our students come from cultures where discrimination is notable for this group. We are addressing this in small ways through literature from LGBTQ+ writers, teaching "they" pronouns, getting to

know our students and their individual needs, and advertising the LGBTQ+ related events in the cultural center and other college resources for LGBTQ+ students. We are hopeful that the Pride Center will continue to be a support for our students. Being aware of Intersectionality is key.

We will plan ahead for any instructor vacancies due to retirement to assure a smooth transition and continuity in the program.

10C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

PLOs:

PLO #1: Produce and interpret oral and written English in order to successfully enter academic or career pathways.

- According to student surveys and conferences, personal-life obstacles (jobs, childcare, housing, illness, immigration policies, etc.) were a primary factor in the 77% success rate for PLO #1.
- We have discussed strategies for helping our students with such obstacles by continually making them aware of any available support services our campus offers, such as the ESL Retention Specialist, Personal Counseling Center, Sparkpoint, Undocumented Community Center, DRC, Library, and Learning Center.
- These strategies can include:
    - Classroom visits by representatives of the various support services listed above
    - Tours of these support service facilities/offices
    - Course assignments that involve student interaction with these support services.
    - Encouraging ESL students to attend student service outreach events
    - ESL departmental participation in outreach activities
- We anticipate the increased student awareness of these support services will lead to their increased utilization, thereby helping our students to overcome the personal-life obstacles that sometimes impede their ability to

succeed with their coursework, ultimately resulting in more equitable outcomes.

PLO #2 and #3: Not assessed this cycle.

SLOs:
SLO #1: This SLO is similar for each course/level. It revolves around the same basic kind of skill, but it's at a different level for each course in the sequence.

- The majority of students in all 13 of our program's courses met the criterion for SLO #1. We consider this a great success.
- Due to this success, our strategy will be to maintain our course content and pedagogy related to SLO #1 as they currently exist.
- One possible assessment method strategy to consider: Assessing *multiple* sections of our courses in future cycles could net us a broader picture of student performance and enable us to identify specific trends.

Supporting Information

General Supporting Documents
Program Review ESL 7B Online Success.docx