

Engl as Second Lang-FH Engl as Second Lang

Instructional Discipline Template

A. Program Information

Program Mission Statement

Please enter your mission statement here.

The ESLL Department is committed to empowering a diverse population of resident and international students for whom English is an additional language. By offering a multilevel and multi-skill curriculum of English language development, we enable our students to access and excel in educational, vocational, and professional environments. Our noncredit and credit sequences focus on language skills that prepare students to take on increasingly complex transfer-level coursework. Through studying grammar, reading, composition, speaking and listening, our students develop critical thinking, interpersonal skills, and intercultural competency. The department strives to maintain a learning environment that is both rigorous and student-centered. By honoring differences in learning styles and linguistic backgrounds, we facilitate our students' growth—their development as independent and interdependent learners and successful participants in their various communities. This is especially important in an ever-evolving world where learning modalities have become increasingly complex, requiring digital and communicative competence in face-to-face, virtual, and hybrid platforms.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

As a result of the program, students will ...

- Increase English proficiency in academic reading, writing, listening, speaking, and grammar skills necessary to be successful in academic and vocational courses.
- Develop awareness of student success strategies for reading, writing, classroom, and professional communication.
- Self-advocate in English, including seeking assistance in class and around campus.
- Connect with peers by participating in academic and social life on campus.
- Utilize campus resources and student support services, such as EOPS, DRC, and the TLC, for their unique abilities to respond to language learning issues, international student affairs, and/or marginalized community needs.
- Assess their own academic and linguistic performance through multiple measures
- Complete a range of academic assignments and/or professional projects
- Use technology effectively in the communication with peers, instructors, and administrators and in the presentation of course assignments.
- Identify academic and professional opportunities related to their goals

B. FTES - Enrollment Trends

Enrollment Variables and Trends



Enrollment Trends

Language Arts - Engl as Second Lang-FH

	2015-16	2016-17	2017-18	2018-19	2019-20	5-yr %Inc
Unduplicated Headcount	927	806	671	435	308	-66.8%
Census Enrollment	2,133	1,797	1,447	1,062	661	-69.0%
Sections	89	73	62	43	35	-60.7%
WSCH	3,565	3,023	2,416	1,810	1,094	-69.3%
FTES (end of term)	235	199	160	119	72	-69.4%
FTEF (end of term)	10.3	8.5	7.3	5.1	4.1	-60.0%
Productivity (WSCH/FTEF)	345	354	330	352	264	-23.4%

1. In the data table above, what does the FTES data trend indicate?

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

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

Department-wide, we saw a decrease in FTES of 18%. ESLL was down 69.4% and NCEL was up 32.9%.

FTES for ESLL has decreased for the following reasons:

- Course sections decreased 60.7% (from 89 sections in 2015-16 to 35 in 2019-20), creating scheduling challenges which have made classes less accessible for students
- Enrollments declined 69%, from 2,133 students in 2015-16 to 661 students in 2019-20
- Covid-19
- Fewer sections scheduled
- Reduced outreach and marketing
- Outdated information or misinformation on ESLL website
- Overall decline in international students at Foothill College
- The most drastic declines in enrollment occurred between the 2016-17 and 2017-18 school years, which may be a result of political factors.
- Implementation of AB705
- The absence of an ESLL course with transferability, such as ESLL 26
- Limited or inaccessible curriculum

FTES for NCEL has improved because of new NCEL courses created, increased sections of mirrored courses, partnering with catering companies in tech, and the overall attractiveness of tuition-free courses with textbooks for loan. Course sections increased from 12 in 2015-16 to 23 in 2019-20.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

Proposed changes to further stabilize the program are:

- Increase mirrored course offerings
- Increase online course offerings post-Covid-19

- Curricular changes to meet the demands of current students and state-wide policy changes
- Collaborating with outreach on ESL Orientations and international student office
- Breaking up heavily loaded NCEL courses
- Aligning our courses with Adult Education
- Explore the requirements for starting language schools at Foothill
- in competency-based and task-based models of education
- Collaborate with other departments to discuss gaps in content and competency standards that can be reinforced or addressed in ESLL
- Collaborate with Julie Ceballos and marketing to improve ESLL department website
- Research adult education initiatives and enrollment trends in order to attract more adult and resident learners and create pathway programs for students with non-academic interests.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

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

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

ESLL course sections decreased from 89 in 2015-16 to 35 sections in 2019-20, resulting in a 60.7% decrease. NCEL course sections increased from 12 in 2015-16 to 23 sections in 2019-20, resulting in a 91.7% increase over time. Combined, ESLL and NCEL decreased from 101 sections in 2015-16 to 58 in 2019-20, resulting in a 42.6% decrease over time.

External Influences:

- National immigration policies
- The travel ban, especially in relation to COVID-19 relations
- Campus shutdowns due to COVID-19 and the resulting move to fully online and/or virtual modalities
- International students are drawn to the various conveniences associated with the living and studying in the area around DeAnza more so than Foothill
- Significant number of long-time faculty retirements and decrease in 1320 budget.
- AB705/Guided Self-Placement
- Productivity-driven section management

Factors under our control:

- Outdated ESLL website
- Elimination of transfer-level course ESLL 26
- Curriculum and offerings require updates
- Liaison with campus partners for outreach, etc.

The topics above will be elaborated on in the final narrative box

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

N/A

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

- the data trend shows the productivity number increased
- the data trend shows the productivity number decreased
- the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

From 2014 to 2018, unduplicated headcount in ESL and NCEL courses combined remained relatively flat

1. A significant decrease can be noted from 2017-18 to 2019-20: 306 to 252 productivity
 1. this decrease aligns with enrollment trends and the reasons listed
2. Over 5 years, there has been a 36% decrease in faculty workload
 1. courses are not offered consistently throughout the years, leading to inaccessibility
 2. workload has also decreased due to retirements and the elimination of temporary full time positions funded by AEBG
3. Decrease in dedicated outreach and marketing efforts (since spring 2018)
4. Decrease in enrollment in F2F VESL courses in the pandemic
5. Challenges to easily enroll independently
6. In the 18-19 school year, the college changed from a growth model to a productivity model, which resulted in cancellations of sections that were under the seat limit as earlier as two weeks in advance of the quarter and sections with more than enough students were waitlisted, causing students to search elsewhere for courses.

2. Does the data trend suggest changes are necessary to improve productivity?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

To stabilize:

- We hired a full-time NCEL tenure-track faculty member
- Continue to work with Guided Pathways to identify and improve challenges for registration
- Create cohorts of students and work closely with other language departments and the new Ethnic Studies program
- Rebrand and improve marketing to create opportunities for students to see the value and function of an ESL program
- Stabilize course offerings to improve their quality and control their consistency
- Work with IR to survey students for needs and goals to ensure student-driven offerings
- Improve collaboration and resource sharing amongst colleagues
- Explore options for expanding program to students outside California
- Collaborate with outreach, student support services, and counseling to streamline student onboarding and registration process
- Hold mirrored credit and noncredit sections at the same location
- Obtain CDCP enhancement for mirrored sections in order to respond to fluctuating demands in credit and noncredit.
- Research historical fill rates for afternoon/evening sections; which tends to be high for some courses but low for others.

E. Enrollment by Student Demographics Enrollment Distribution



Enr Distribution by Student Demographics
Language Arts - Engl as Second Lang-FH

by Gender

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	1,119	52%	960	53%	811	56%	554	52%	351	53%
Male	1,001	47%	834	46%	633	44%	502	47%	305	46%
Not Reported	13	1%	3	0%	3	0%	6	1%	5	1%
Total	2,133	100%	1,797	100%	1,447	100%	1,062	100%	661	100%

by Ethnicity

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	22	1%	37	2%	21	1%	9	1%	4	1%
Asian	913	43%	1,172	65%	946	65%	673	63%	383	58%
Filipinx	6	0%	0	0%	5	0%	0	0%	7	1%
Latinx	143	7%	192	11%	170	12%	109	10%	69	10%
Native American	0	0%	0	0%	1	0%	0	0%	0	0%
Pacific Islander	4	0%	2	0%	4	0%	3	0%	2	0%
White	283	13%	303	17%	261	18%	253	24%	117	18%
Decline to State	762	36%	91	5%	39	3%	15	1%	79	12%
Total	2,133	100%	1,797	100%	1,447	100%	1,062	100%	661	100%

by Age

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
19 or less	449	21%	479	27%	299	21%	232	22%	115	17%
20-24	969	45%	648	36%	571	39%	379	36%	231	35%
25-39	555	26%	510	28%	446	31%	312	29%	201	30%
40 +	160	8%	160	9%	131	9%	139	13%	114	17%
Total	2,133	100%	1,797	100%	1,447	100%	1,062	100%	661	100%

by Education Level

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Bachelor or higher	345	16%	336	19%	294	20%	225	21%	130	20%
Associate	45	2%	48	3%	56	4%	35	3%	18	3%
HS/Equivalent	1,485	70%	1,236	69%	986	68%	663	62%	395	60%

All Other	258	12%	177	10%	111	8%	139	13%	118	18%
Total	2,133	100%	1,797	100%	1,447	100%	1,062	100%	661	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change and/or is flat in the female enrollment rates

Males

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

The trend for male, female, and non-binary enrollment has remained relatively flat from 2015-16 to 2019-20. Differences in fluctuation rates remain between 1 to 3% for all groups across five years. Compared to 2017-2018, the 2019-20 enrollment for females decreased by 3%. But compared to the 2018-2019 enrollment trends, female enrollment trends increased in 2019-20 by 1%. A fluctuation rate of 1 to 3% in both male and female distribution shows a relatively unchanged rate of enrollment by gender. We understand that, generally and stereotypically, some degree programs attract more of one gender than the other. According to 2011 U.S. Census Bureau data, 3.2 million nurses (91%) were female. But our program has supported students who are pursuing academic degrees or vocational opportunities across all college curricula. And, to an extent, we've maintained partnerships with the same industries over the last five years, suggesting our enrollments haven't been impacted by issues related to labor-market trends. We believe these are the reasons our enrollment by gender has remained flat. Our program has discussed creating new partnerships with different organizations and degree programs, but we don't anticipate much fluctuation in enrollment by gender.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2019-20 = 51% Female, 47% Male)

- yes
- no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

N/A

Data Table for Enrollment by Gender of Declared Majors

<https://foothill.edu/programreview/prg-rev-docs/20-21-enroll-by-gender-and-declared-major.pdf>

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

- the data trend shows an increase in the female enrollment of the declared major
- the data trend shows a decrease in the female enrollment of the declared major
- the data trend shows no change and/or is flat in the female enrollment of the declared major

Males

- the data trend shows an increase in the male enrollment of the declared major
- the data trend shows a decrease in the male enrollment of the declared major
- the data trend shows no change and/or is flat in the male enrollment of the declared major

Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

- the data trend shows an increase in the African Americans enrollment rates
- the data trend shows a decrease in the African Americans enrollment rates
- the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

- the data trend shows an increase in the Asian enrollment rates
- the data trend shows a decrease in the Asian enrollment rates
- the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

- the data trend shows an increase in the Filipinx enrollment rates
- the data trend shows a decrease in the Filipinx enrollment rates
- the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

- the data trend shows an increase in the Latinx enrollment rates
- the data trend shows a decrease in the Latinx enrollment rates
- the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

- the data trend shows an increase in the Native American enrollment rates
- the data trend shows a decrease in the Native American enrollment rates
- the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander enrollment rates
- the data trend shows a decrease in the Pacific Islander enrollment rates

the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

the data trend shows an increase in the White enrollment rates

the data trend shows a decrease in the White enrollment rates

the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

the data trend shows an increase in the Decline to State enrollment rates

the data trend shows a decrease in the Decline to State enrollment rates

the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2019-20 = 4% African American, 38% Asian, 5% Filipinx, 25% Latinx, 0% Native American, 1% Pacific Islander, 21% White, 4% Decline to State)

yes

no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

- Asian
 - No change has occurred with enrollment distribution for Asian students in the ESLL program. Asian students still constitute more than half of our student enrollment. ESLL is 20% higher than the college's Asian student enrollment overall. The three largest sending countries for international students are Asian countries: China, India, and Korea.
- Latinx
 - It's possible that Latinx enrollment distribution is low because of the disproportionate impact that national immigration policies have had on Latinx communities and/or the relatively low number of Latinx students living in the district's service areas. About 7% of Palo Alto residents are Latinx. U.S. Census data for Mountain View reveals that 15% of its residents are Latinx or Hispanic. And data from the same source shows that only 3.3% of Cupertino's population reports being Latinx/Hispanic. Compared to census data and residency, it would seem our program serves the Latinx community that is available to be served. However, we recognize there may be opportunities to capture more students. We propose a few ways to address these disparities below.
- Decline to State:
 - In 2015-2016, we had 36% of our students decline to state their ethnicity. We believe many international students aren't sure of what to do when offered options to select an ethno-racial identity marker, especially when presented with these options for the first time. However, we saw a significant decrease in the Decline to State numbers from the first year of reporting to the final year. From 2015-16 to 2016-2017, the percentage for students who declined to state dropped from 36% to 5% the following year, which marked a 31% decrease. The percentages remained steady for subsequent years, we imagine students started receiving more guidance during the CCC apply process between 2015-16 and 2016-17. It's possible this guidance came from orientation.

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

yes

no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

Actions to address disparities:

- Continuing to foster the transition from NCEL to ESLL by increasing mirrored course options
- Improve marketing to resident students
- Inquire about high school completion for DACA students and outreach to those programs
- Explore options for expanding program to students outside of California

F. Student Course Success Course Success Rates by Unit

Course Success
Language Arts - Engl as Second Lang-FH



	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,610	76%	1,435	80%	1,209	84%	870	82%	523	79%
Non Success	417	20%	286	16%	174	12%	148	14%	103	16%
Withdrew	105	5%	75	4%	64	4%	44	4%	35	5%
Total	2,132	100%	1,796	100%	1,447	100%	1,062	100%	661	100%

Course Success by Race/Ethnicity
Language Arts - Engl as Second Lang-FH

Course Success for African American, Latinx, and Filipinx Students

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	112	65%	174	76%	135	69%	88	75%	56	70%
Non Success	42	25%	44	19%	49	25%	26	22%	20	25%
Withdrew	17	10%	10	4%	12	6%	4	3%	4	5%
Total	171	100%	228	100%	196	100%	118	100%	80	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,498	76%	1,261	80%	1,074	86%	782	83%	467	80%
Non Success	375	19%	242	15%	125	10%	122	13%	83	14%
Withdrew	88	4%	65	4%	52	4%	40	4%	31	5%
Total	1,961	100%	1,568	100%	1,251	100%	944	100%	581	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- the data trend shows an increase in the students' course success percentage
- the data trend shows a decrease in the students' course success percentage
- the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

The mean change in the success rate would be flat, but if considered year-to-year, there was a significant increase in 2018 and then a slight drop two years later. This could be attributed to the retirement of several full time faculty and the implementation of AB705.

2. Do the data suggest changes are necessary to improve student course success?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

N/A

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

- yes
- no

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

There is a 10% gap between the decline to state and the African-American, Latinx, Filipinx students; however, ESLL students often aren't familiar with ethno-racial identity markers and will decline to state as a default.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- yes
- no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?

The department has made strides to bridge more students from non-credit to credit courses through the following action:

- offering free textbooks or OER sources
- offering more "mirrored" sections in which students can choose credit or non-credit in the same classroom
- offering courses targeting the digital divide amongst equity populations by offering non-credit courses to improve computer skills
- developing a cohort model to empower students to embrace their heritage as they continue their academic pathways
- engage in outreach to improve the multiculturalism of the classroom
- work as a department to improve the placement process

G. Student Course Success by Demographics

a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

		2019-20							
		Success		Non Success		Withdrawn		Total	
		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female		289	82%	45	13%	17	5%	351	100%

Male	230	75%	57	19%	18	6%	305	100%
Not Reported	4	80%	1	20%	0	0%	5	100%
All	523	79%	103	16%	35	5%	661	100%

2018-19

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	470	85%	59	11%	25	5%	554	100%
Male	394	78%	89	18%	19	4%	502	100%
Not Reported	6	100%	0	0%	0	0%	6	100%
All	870	82%	148	14%	44	4%	1,062	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	710	88%	74	9%	27	3%	811	100%
Male	496	78%	100	16%	37	6%	633	100%
Not Reported	3	100%	0	0%	0	0%	3	100%
All	1,209	84%	174	12%	64	4%	1,447	100%

2016-17

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	784	82%	140	15%	35	4%	959	100%
Male	649	78%	145	17%	40	5%	834	100%
Not Reported	2	67%	1	33%	0	0%	3	100%
All	1,435	80%	286	16%	75	4%	1,796	100%

2015-16

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	907	81%	165	15%	46	4%	1,118	100%
Male	698	70%	247	25%	56	6%	1,001	100%
Not Reported	5	38%	5	38%	3	23%	13	100%
All	1,610	76%	417	20%	105	5%	2,132	100%

Success Rates by Age
Language Arts - Engl as Second Lang-FH

2019-20

Success	Non Success	Withdraw	Total
---------	-------------	----------	-------

	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	91	79%	18	16%	6	5%	115	100%
20-24	177	77%	45	19%	9	4%	231	100%
25-39	162	81%	25	12%	14	7%	201	100%
40 +	93	82%	15	13%	6	5%	114	100%
All	523	79%	103	16%	35	5%	661	100%

2018-19

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	211	91%	19	8%	2	1%	232	100%
20-24	295	78%	73	19%	11	3%	379	100%
25-39	261	84%	32	10%	19	6%	312	100%
40 +	103	74%	24	17%	12	9%	139	100%
All	870	82%	148	14%	44	4%	1,062	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	263	88%	28	9%	8	3%	299	100%
20-24	464	81%	87	15%	20	4%	571	100%
25-39	371	83%	45	10%	30	7%	446	100%
40 +	111	85%	14	11%	6	5%	131	100%
All	1,209	84%	174	12%	64	4%	1,447	100%

2016-17

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	399	83%	64	13%	15	3%	478	100%
20-24	499	77%	126	19%	23	4%	648	100%
25-39	411	81%	69	14%	30	6%	510	100%
40 +	126	79%	27	17%	7	4%	160	100%
All	1,435	80%	286	16%	75	4%	1,796	100%

2015-16

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	378	84%	61	14%	10	2%	449	100%
20-24	692	71%	234	24%	42	4%	968	100%
25-39	423	76%	93	17%	39	7%	555	100%
40 +	117	73%	29	18%	14	9%	160	100%

All	1,610	76%	417	20%	105	5%	2,132	100%
------------	-------	-----	-----	-----	-----	----	-------	------

Success Rates by Ethnicity
Language Arts - Engl as Second Lang-FH

	2019-20							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	3	75%	1	25%	0	0%	4	100%
Asian	306	80%	57	15%	20	5%	383	100%
Filipinx	6	86%	0	0%	1	14%	7	100%
Latinx	47	68%	19	28%	3	4%	69	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	2	100%	0	0%	0	0%	2	100%
White	91	78%	18	15%	8	7%	117	100%
Decline to State	68	86%	8	10%	3	4%	79	100%
All	523	79%	103	16%	35	5%	661	100%

	2018-19							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	6	67%	3	33%	0	0%	9	100%
Asian	573	85%	82	12%	18	3%	673	100%
Filipinx	0	N/A	0	N/A	0	N/A	0	100%
Latinx	82	75%	23	21%	4	4%	109	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	2	67%	1	33%	0	0%	3	100%
White	195	77%	36	14%	22	9%	253	100%
Decline to State	12	80%	3	20%	0	0%	15	100%
All	870	82%	148	14%	44	4%	1,062	100%

	2017-18							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	15	71%	4	19%	2	10%	21	100%
Asian	818	86%	96	10%	32	3%	946	100%
Filipinx	4	80%	1	20%	0	0%	5	100%
Latinx	116	68%	44	26%	10	6%	170	100%
Native American	1	100%	0	0%	0	0%	1	100%
Pacific Islander	4	100%	0	0%	0	0%	4	100%

White	216	83%	25	10%	20	8%	261	100%
Decline to State	35	90%	4	10%	0	0%	39	100%
All	1,209	84%	174	12%	64	4%	1,447	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	25	68%	11	30%	1	3%	37	100%
Asian	972	83%	161	14%	39	3%	1,172	100%
Filipinx	0	N/A	0	N/A	0	N/A	0	100%
Latinx	149	78%	33	17%	9	5%	191	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	1	50%	1	50%	0	0%	2	100%
White	223	74%	58	19%	22	7%	303	100%
Decline to State	65	71%	22	24%	4	4%	91	100%
All	1,435	80%	286	16%	75	4%	1,796	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	17	77%	5	23%	0	0%	22	100%
Asian	689	75%	182	20%	42	5%	913	100%
Filipinx	3	50%	3	50%	0	0%	6	100%
Latinx	92	64%	34	24%	17	12%	143	100%
Native American	0	N/A	0	N/A	0	N/A	0	100%
Pacific Islander	0	0%	1	25%	3	75%	4	100%
White	204	72%	50	18%	28	10%	282	100%
Decline to State	605	79%	142	19%	15	2%	762	100%
All	1,610	76%	417	20%	105	5%	2,132	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. In the data table above, what does the data indicate about program course success by gender?

Females

- the data trend shows an increase in the female course success rates
- the data trend shows a decrease in the female course success rates
- the data trend shows no change and/or is flat in the female course success rates

Males

- the data trend shows an increase in the male course success rates
- the data trend shows a decrease in the male course success rates
- the data trend shows no change and/or is flat in the male course success rates

Non-Binary

- the data trend shows an increase in the non-binary course success rates
- the data trend shows a decrease in the non-binary course success rates
- the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

There was a steady increase in female success rates from 2015-2018 followed by a gradual decline in success rates of this group from the peak 88% in 2017-18 down to 82% in 2019-2020. The onset of the Covid-19 pandemic, compounded with the sudden switch to fully online classes, undoubtedly factored into the recent decline. With more women being responsible for their children's schooling at home and being disproportionately impacted by employment challenges, they are having to juggle more responsibilities and have less time for classes and studying. With the exception of a sharp increase in success rates from 70% in the 2015-2016 to 78% the following academic year, male success rates remained flat with only a small decline of 3% in 2019-2020. Again, reasons for this decline are likely attributed to COVI and the resulting social and economic impacts.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

- yes
- no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

N/A

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

- the data trend shows an increase in the African Americans course success rates
- the data trend shows a decrease in the African Americans course success rates
- the data trend shows no change and/or is flat in the African Americans course success rates

Asian

- the data trend shows an increase in the Asian course success rates
- the data trend shows a decrease in the Asian course success rates
- the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

- the data trend shows an increase in the Filipinx course success rates
- the data trend shows a decrease in the Filipinx course success rates
- the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

- the data trend shows an increase in the Latinx course success rates
- the data trend shows a decrease in the Latinx course success rates
- the data trend shows no change and/or is flat in the Latinx course success rates

Native American

- the data trend shows an increase in the Native American course success rates

- the data trend shows a decrease in the Native American course success rates
- the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander course success rates
- the data trend shows a decrease in the Pacific Islander course success rates
- the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

- the data trend shows an increase in the White course success rates
- the data trend shows a decrease in the White course success rates
- the data trend shows no change and/or is flat in the White course success rates

Decline to State

- the data trend shows an increase in the Decline to State course success rates
- the data trend shows a decrease in the Decline to State course success rates
- the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

We are not sure about exactly how to interpret the African American group. First, the data set is so small, and the trends are kind of irregular, so it's a bit hard to say whether the trend is a clear decrease. Therefore, we believe it makes sense to interpret this as flat. Also, our African American-identifying students are largely not from the U.S. originally (rather, they are typically F1 students), so that always adds another dimension to consider when analyzing their data trends. Generally, though, it seems that the ESL student population who is self-identifying as African American seems to be holding their own vis-a-vis other groups when it comes to course success.

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- yes
- no

If yes, describe the reasons for the gap in course success.

Among the groups that have a significant data set, Asians and Decline to State seem to trend above other groups. We've considered a number of questions that might better inform the way we look at this data trend. One question might be why are so many students choosing Decline to State? And what are their actual ethnicities? As for the Asians, we question what can be the factors contributing to their significantly higher course success? Is it something to do with their former academic skills development that they gained from their home countries' cultures? Are they extra motivated due to societal and family pressures? And what behaviors do they exhibit that result in higher levels of achievement? For example, are they more likely to ask teachers for help during office hours or at the Teaching and Learning Center. Are they simply willing and able to put more time into their homework assignments? Are they better organized when it comes to managing their study skills?

3. Do the data suggest that changes are necessary to improve program course success equality?

- Yes
- No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

As mentioned directly above, we can try to figure out why the Asian and Decline to State groups are doing significantly better in terms of course success (perhaps through surveys), and then find ways to provide targeted support to the other groups who have not been showing the same levels of success to the extent possible by connecting them to resources such as Pass the Torch and

the Teaching and Learning Center. ESLL teachers should do this in a way that directly bridges students in need to these services, providing details to the members of the instructional support teams who can provide targeted help in the areas of study skills, time management, and so on.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

Final Section: Tying it all together

We in the ESLL department have explained above and below some of the causes for the trends that have resulted in historically low enrollment in our for-credit courses in particular, such as the college's transition from a growth model of class management to a productivity model and the effects this has had on students in terms of needing to go outside our program in order to fill out their ESLL learning schedules. We have also highlighted some of the actions we have taken to build back enrollment, especially in the areas of expanded non-credit course offerings (and related outreach), as well as the addition of mirrored sections of classes at the intermediate level of our program.

Moving forward, in order to continue the growth of our program as a whole, we propose the following strategies, and assert that they should be undertaken simultaneously in collaboration with the college administration and our department:

1. Our department will continue to make changes to our curriculum in ways that meet the needs of student populations we encounter today and in the coming years (as outlined below).
2. We need the college to incrementally increase the number of sections offered for each course, including adding more classes in the afternoon and evening.
3. We emphasize that the success of the two strategies just mentioned will be very much interdependent on a third key strategy, which is to continually increase outreach and marketing for all aspects of our program from top to bottom, and we acknowledge that we must take an active role as partners in this process as well.

Below, we discuss in detail the potential reasons for overall decreases in enrollment trends for FTES, Sections, and Productivity:

- **Productivity-driven section management**

-The campus-wide trend toward productivity has made it harder for our dean to offer sections that are not close to the maximum seat count, thus resulting in a decreased number of sections offered.

- Our low number of sections in some ways brings on a descending spiral in that it makes it so that we don't have many options for students with a variety of scheduling availabilities (and constraints), which results in low enrollments (perhaps in part due to students opting for classes at De Anza, where they have been able to maintain a wide range of scheduling options with multiple sections offered at multiple times).

- **Course sections decreased 60.7% (from 89 sections in 2015-16 to 35 in 2019-20), creating scheduling challenges which have made classes less accessible for students**

The course sections decreased 60.7%, from 89 in 2015-16 to just 35 in 2019-20. This drastic decrease in course offerings can create scheduling challenges for students. For students who work, limited scheduling makes our classes inaccessible. Many students have voiced their preference for afternoon and evening classes. But scheduling challenges have forced students to take classes at different locations, such as adult schools and other community colleges, creating their own specialized learning program and taking classes a-la-cart rather than in one comprehensive program. When students have to compete for one early morning class, they are forced to go elsewhere.

-Online learning has the potential to offer more flexibility, accessibility, and overall convenience for students. Commuting to work would no longer serve as a deterrent to getting an education. However, these potential advantages are lost on our program. With so few sections, students report having to drop our classes or miss class due to work. In some cases, students are joining our classes from their workstations or leaving 10 minutes early in order to catch work meetings. In other words, students have to juggle between work and class within the same hour or time frame, which could potentially have negative impacts on actual language acquisition, participation, goal attainment, and retention in the long run.

We discuss a few remedies to these issues in the last part of this section.

- **Enrollments declined 69%, from 2,133 students in 2015-16 to 661 students in 2019-20**

Within the last five years, a number of compounding issues and changes to our curriculum contributed to the drastic decline of enrollment. Several temporary full-time faculty during that period were laid off, and two of our senior full-time faculty with strong student followings retired. We deactivated ESLL 26, our transfer-level writing course which was attractive for students since it satisfied the English requirement for getting an AA degree. ESLL 25 changed to ESLL 125, which rendered it non-transferable. We stopped offering ESLL 235, which was the only credit listening and speaking class available for students. And due to a decline in course offerings, students remained waitlisted for our entry-level courses for our credit classes. And instead of waiting to take the classes in subsequent terms, students went elsewhere.

- **Covid-19**

COVID-19 drastically impacted international student mobility and their overall confidence in international travel. With the onset of air travel restrictions, the U.S. coronavirus travel bans, and the suspension of visa services in Spring 2019, many of our students may not have been able to return for Fall 2019. One student, in particular, reported having to move from country to country during that time, joining class from different time zones. Another student acknowledged that he missed two weeks of instruction because he was being quarantined without internet connection. This might explain why our FTES enrollment between 2018-19 to 2019-20 decreased by 42 students, which contributes to our 5 year decrease of 69.4%.

Reduced outreach and marketing since 2018 with the loss of Gabriel Lomeli, who did outreach and marketing specifically for ESLL. Additionally, the most drastic declines in enrollment occurred between the 2016-17 and 2017-18 school years, which may be a result of political factors, such as national immigration policies and rising Anti-Asian sentiment

-The drop in ESLL sections coincided with the election of Donald Trump and his various travel bans on travelers from abroad and looming restrictions on various types of travel visas, resulting in a "Trump effect" which is believed to have scared away international (F1 visa) students, which may be a significant part of the decline in enrollment and thus sections offered.

- **The travel ban, especially in relation to COVID-19 relations**

-Trump also had temporarily tried to ban international students from studying in the USA during the period during the COVID-19 shutdowns which caused in-person learning on college campuses. Although this ban was quickly rejected by courts, it is believed to have caused large numbers of F1 students to leave the USA and forego taking classes until a safe return to on-campus learning is possible.

- **Campus shutdowns due to COVID-19 and the resulting move to fully online and/or virtual modalities**
- **International students are drawn to the various conveniences associated with the living and studying in the area around De Anza more so than Foothill**

The new affordable housing initiative speaks not only to the high cost of housing for students at Foothill but also the long-standing issues related to convenience and accessibility. Foothill students report having to take long routes on public transportation with multiple transitions. Others have to use expensive public taxis and ride sharing options in order to make it to class. **Over the years, the bus lines passing through Foothill diminished from two to one. The frequency of pick ups and drop offs also diminished. There used to be a bus/shuttle that went from Foothill to De Anza that is no longer available. Finally, the affluent and homogeneous community in Palo Alto seems inaccessible for our students, at least anecdotally. At De Anza, students will find neighborhoods and communities that are more diverse. Based on city and census data, the populations in Cupertino had 63.3% Asian compared to Los Alto's 32.5%. They might feel more at home with densely populated more diverse. Anecdotally, we've heard students report enjoying international food and neighborhoods, shops, restaurants, shops, relatively exciting urban environment. These speak to convenience rather than preference.**

- **Significant number of long-time faculty retirements and decrease in 1320 budget.**

- We lost several long-time full-time faculty, who may have had a strong following among students, which would have also been affected by their departure. We believe this is specifically tied to a decrease in enrollment.

- The FT retirements and elimination of temp FT positions in relation to increased need for 1320, put increased budgetary constraints on scheduling.

-Our outreach coordinator, Gabe, left. He was really great at establishing connections in the community, such as the Boys and Girls Club at Menlo Park. His absence negatively impacted enrollment since it meant we no longer had NCEL exposure in these broader communities. When he left, the position was dissolved.

- **AB705/Guided Self-Placement**

- AB 705 has made it much easier for students to forego ESLL courses and jump directly to transfer-level English coursework. This is especially impactful to our program because our student population in our credit program is mainly international students, and this population is known for tending to try moving through to transfer as soon as possible (largely due to the need to reduce time and expenses on education). By this point, most students are self-placing into our highest levels (Level 4 and Level 5) or going straight into English 1A.

The steady decrease in ESLL FTS, sections, and productivity are also in part due to certain areas that are within department control, such as the following items:

- **Outdated ESLL website**

- Our website has not been updated in terms of aesthetics and clarity for many years, thus having a poor effect in terms of attracting new students.

- **Elimination of transfer-level course ESLL 26**

- We eliminated our transfer level course, ESLL 26, which usually yielded about 1-2 sections per quarter. (We should re-activate a course similar to this one).

- **Curriculum and offerings require updates**

- We need to keep evolving our curriculum and course offerings to meet the ever evolving needs of students, especially in the new AB 705/Guided Pathways era. Instructors in other disciplines have shared their interest in collaborating with the ESLL department, which suggests there are opportunities to tailor our curriculum to the specific needs of other disciplines.

- **Liaison with campus partners for outreach, etc.**

- We need to work more continuously with partners on campus in areas such as assessment, outreach, marketing, the International Students Office, and so on in order to make our programs as visible and compelling as possible to prospective students.

- Despite the decreases in sections, we hope to see the data for upcoming years showing the positive effects of the recently implemented mirrored course offerings in our Level 3 and Level 4 courses (which began in 2020-21), which seem to be making it possible for our dean to run sections of our credit courses that would otherwise not make enrollment without their non-credit mirrored counter-parts.

- **Implementation of AB705**

- **Implementation of AB705** meant students were leaving ESLL courses and going straight to English 1A, favoring expediency over competency.

- **The absence of an ESLL**

- The absence of an ESLL course with transferability, such as ESLL 26, may have also hurt our programs since it left students looking to transfer with no ESLL option.

- **Limited or inaccessible curriculum**

- Limited or inaccessible curriculum (adult learners from adult schools say our credit-level courses in ESLL are too rigorous, maybe even too academic).

Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

- Attended the Writer Orientation/Training in November
- Responses are supported by the data
- Engaged in discussion with IR Coach
- The Self-Study Report was written collaboratively with other program stakeholders
- The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.