

# Academic Program Review Template - English as a Second Language - 2024 Cycle Latest Version

## Academic Program Review: (1) Overview of the program Final Submission: Version by Olayele, Brittany on 03/07/2026 17:48

**Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.**

The mission of the English as a Second Language Department is to provide limited, nonproficient English speakers with an integrated curriculum designed to develop and strengthen basic reading, writing, speaking, and listening skills in English. The ESL Department also offers vocational courses for students who are interested in exploring a new career or entering the workforce.

The ESL student population at Compton College is comprised of students who have studied Elementary and/or Secondary school in their home countries. A large percentage of the Compton Center's ESL student population, and its surrounding community, consist of immigrants with little or no English abilities, or immigrants who have lived in the United States for an extended period but have isolated themselves from mainstream U.S. society. The ESL program specifically meets the needs of the ESL student population that the community serves.

**Describe the degrees and/or certificates offered by the program.**

The six Core Classes offered are: ESL 11, ESL 12, ESL 13, ESL 14, ESL 15, and ESL 16 are currently being offered.

Students who complete two to three consecutive courses will earn an ESL Certificate of Completion. The levels are as follows:

Level 1 Certificate of Completion ( ESL 12, and ESL 13)

Level 2 Certificate of Completion (ESL 14, ESL 15 and ESL 16)

In addition to core language courses, we have vocational course: ESL 05A- ESL for Childcare Providers, ESL 05B- ESL for Childcare Providers II, ESL 80 Medical Terminology for ESL, ESL 04A ESL for Healthcare I and 04B ESL for ESL for Healthcare II, ESL 6 – Computer Literacy and ESL 7 Career Exploration.

Certificates of Completion can be earned by taking vocational courses:

Personal Care Attendant Certificate of Completion: ESL 8, ESL 04A and ESL 04B

ESL for Childcare Education Certificate of Completion: ESL 05A and 05B

**Explain how the program fulfills the College's mission and aligns with the strategic initiatives.**

Our ESL program helps students develop linguistic skills that would enhance their ability to participate in an English-speaking society. The program provides students with the necessary skills to fill out applications for jobs, admission to universities, and to carry on a conversation in their everyday encounters. Furthermore, ESL courses provide students with the skills to successfully complete academically challenging college courses. Students receive the initial impetus in our program to become professional people who are fully involved in society. All ESL courses are offered on campus both mornings and evenings as needed.

The Compton College Mission Statement reads: "Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce, and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment."

Strategic Initiatives of Compton College:

- Improve recruitment, enrollment, retention, and completion rates for our students.
- Support the success of all students to meet their education, and career goals.
- Support the success of students through the use of technology.
- Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields

The ESL program furthers the goals Compton College's mission statement because our enrollment comprises learners of underserved populations who are striving to achieve their goals by becoming confident in one of the most fundamental caveats which is learning the language and skills of communicating and excelling in all areas of their life. The ESL program gives students a sense of belonging while supporting them as they achieve their goals. They gain skills needed to interact and experience everyday life in a full and complete way because they are learning to communicate and express themselves when it comes to personal situations and workforce situations. Students enrolled in the ESL program gain the knowledge, skills and strategies needed to thrive in our local community or enter the workforce.

**Discuss the status of recommendations from your previous program review.**

In 2009, the Center's ESL faculty developed a citizenship course (ESL 01) which was offered in the summer of 2010, but because of lack of enrollment, it was deactivated in 2012. However, with the discussion of national immigration reform being discussed daily, there is a new citizenship pending approval. It should be offered in the mornings, evenings and online to ensure interested students have access to enrolling in the course.

In addition, to the rapid push for immigration reform, it is recommended that high school diploma preparation classes are offered. Below is data from a survey that shows the high interest in the courses. Currently, many students take these preparation courses at our competitor community colleges and local adult schools. Providing them at Compton College would provide seamless scheduling and convenience since students are already on campus taking core or vocational classes.

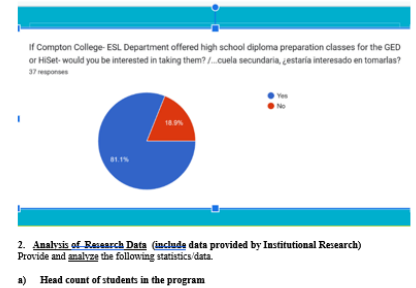
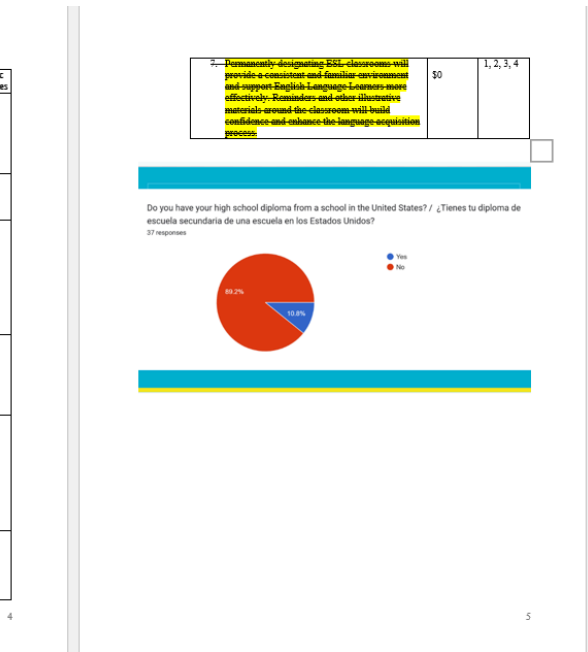
Out of 37 students, 89% do not have a high school diploma from a school in the U.S. 78% of students would like to take classes to earn their high school diploma. 81% would like to take those high school diploma preparation courses at Compton College.

In addition, all surveys completed by ESL students should be translated into their home language for better accessibility and accurate responses. This was requested in the previous Program Review and has not been fulfilled.

Below are the recommendations from 2020. In the last four years, the ESL department has been supported with marketing materials, hired adjunct instructors, purchased Burlington English software for students and consistently used the computer lab to hold ESL classes. Recommendations from previous years have been approved and completed on an ongoing basis. Since 2020 most of the recommendations that were provided in the previous program review have been approved. There have been five adjuncts hired to cover the increased need of ESL courses. There was also a major advertising campaign in 2022 and 2023 which included advertisements in La Voz, La Opinion and Hoy; three newspapers that serve the Spanish speaking community. Lastly, the software Burlington English was purchased and the licenses will be current until the 2027-2028 school year.

The two requests for CASAS E-Testing, a test used by many community college and adult school ESL departments has not been utilized. The purpose of this test would have been to determine an appropriate course placement for each individual student and track student gains, all while holding professors accountable for their teaching. We also haven't had the opportunity to hire a student worker to help with outreach, but I do believe the marketing campaign effectively supported this request.

2020 Recommendations	Cost Estimate	Strategic Initiatives
1. Hire a bilingual student worker to help with outreach. We need a bilingual worker to help market courses to local schools, churches, and community organizations. This would consist of passing out flyers, answering questions about scheduling or course objectives.	\$3,000	1, 5
2. Marketing materials for outreach. A budget for flyers, 5x7 postcards to mail out to previous students and postage would be beneficial to support the growth of this department.	\$10,000	1, 5
3. Hire an adjunct instructor in order to offer more robust morning and evening classes. Having only one full-time instructor restricts the growth of the department. There is only so much one instructor can do. There are only so many classes one instructor can teach. Hiring an adjunct instructor (s) will allow a semester classes to be taught at a variety of different times, hence growing the department.	\$5000	1, 2, 4
4. Continue purchasing Merit Online Learning and Burlington English Software. This software has helped students progress in a faster rate because of the accessibility, and immediate feedback. In this climate, education needs to be accessible and convenient for students. The software listed above is highly used among students.	\$3682	2, 3
5. Hire a staff member to manage CASAS E-Testing. By using CASAS E-Tests, we will have beginning and end-of-semester baseline testing. CASAS tests are used by community colleges, state, and federal agencies to assess student performance and report standardized scores. In the past, they were used to place students. Currently, the ESL Department can use the tests for voluntary placement and additional federal and state funding based on student progress.	\$5000	1, 2, 3
6. Purchase CASAS E-Test and begin implementing beginning and end-of-semester testing to track student progress and quality for additional state and federal funding for ESL Department.	\$300	1, 2, 3



## Academic Program Review: (2) Analysis of Research Data Final Submission: Version by Olayele, Brittany on 03/07/2026 20:29

**Head Count:** Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.

## ESL Enrollment 2019-2025

Subject	Course	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Fall 2024	Grand Total
ESL	02A	57	11					68
ESL	02B		12					12
ESL	02C	36	6					42
ESL	02D	53						53
ESL	03A	50						50
ESL	03C	28						28
ESL	03D	33						33
ESL	04A					30	14	44
ESL	04B					21	14	35
ESL	6			19	43	51	51	164
ESL	7			19	111	42	91	263
ESL	8				36		16	52
ESL	11			8	12	29	58	107
ESL	12			14	56	120	139	329
ESL	13			23	35	102	91	251
ESL	14			11	58	97	89	255
ESL	15			4	5	54	41	104
ESL	16					3	24	27
ESL	23						37	37
<b>ESL Total</b>		<b>257</b>	<b>29</b>	<b>98</b>	<b>356</b>	<b>549</b>	<b>665</b>	<b>1954</b>

Between 2020 and 2022, student enrollment showed a significant decrease after the disruption caused by the COVID-19 pandemic. Comparing the 2019-2020 school year to the 2020-2021 school year there was an 89% decline in enrollment. Comparing 2020-2021 to 2021-2022 enrollment grew 238% (29 students versus 98). In Fall 2022, ESL enrollment increased by 263% and continued to grow annually, increasing by 54% in 2023-2024 and finally increasing to an unprecedented enrollment of 656 (21% increase) in Fall 2024. Explanations for the increase would be the C4C program that allowed students to take ESL 6 (Computer Literacy) and ESL 8 (Career Exploration). Other explanations for the increase in enrollment are the additional number of vocational courses that were added as well as the marketing efforts made to advertise to the local community about ESL offerings at Compton College. Over the last 5 years, the ESL student has served close to 2,000 students. In Fall 2024, the ESL program served 656 students.

## ESL Enrollment Gender Trend 2019-2025

Subject	Gender	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Fall 2024
ESL	Female	70%	79%	72%	79%	75%	74%
	Male	28%	21%	23%	18%	21%	16%
	Nonbinary	2%	0%	2%	2%	5%	10%
	Unknown/Unreported	0%	0%	2%	2%	0%	0%
<b>ESL Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The enrollment gap between men and women in ESL courses is consistent with the overall enrollment trends at the school. On average, women make up 72% or more of ESL enrollment, consistently outnumbering men.

### ESL Enrollment Ethnicity Trend 2019-2025

Subject	Ethnicity (Self-Reported)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Fall 2024
ESL	Asian	0%	0%	2%	0%	0%	0%
	Black or African American	2%	0%	15%	23%	9%	9%
	Latin/x	97%	100%	72%	69%	87%	86%
	White	0%	0%	2%	2%	0%	0%
	Unknown/Unreported	1%	0%	8%	6%	3%	6%
<b>ESL Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The Latinx population consistently makes up the majority of enrollments in ESL courses. Our local community serves a great number of Latinx immigrants who are interested in learning the language hence, the consistent overwhelming Latinx ethnicity trend.

### ESL Enrollment by Age Group 2019-2025

Subject	Age Group	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Fall 2024
ESL	19 or Less	0%	0%	0%	0%	0%	2%
	20 to 24	0%	14%	6%	6%	19%	11%
	25 to 29	5%	3%	7%	12%	7%	4%
	30 to 34	8%	24%	17%	11%	2%	12%
	35 to 39	8%	10%	10%	17%	8%	11%
	40 to 49	39%	28%	31%	24%	27%	26%
	50+	40%	21%	27%	28%	36%	34%
	Unknown/Unreported	0%	0%	2%	2%	0%	0%
<b>ESL Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

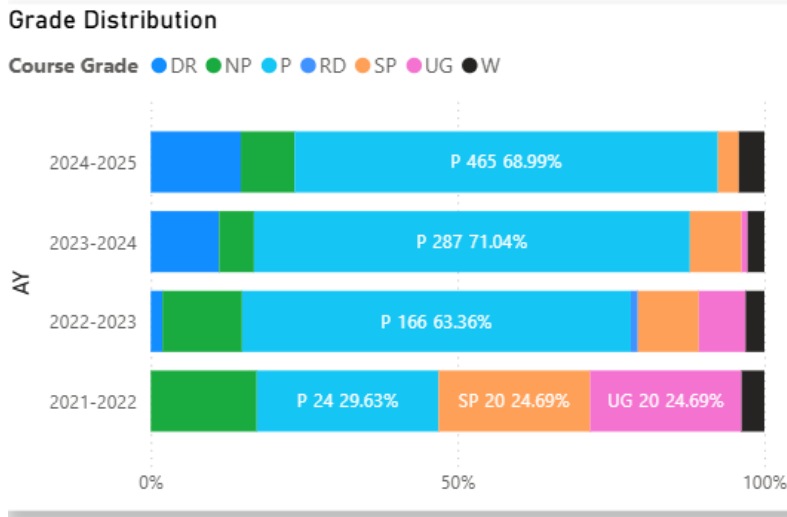
Individuals 50+ are strongly represented in our ESL courses. This could be attributed to these individuals having a more flexible work schedule than younger students or being at retirement age and having the time and ability to take enrichment courses.

Class Load	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
Full-time		8% (<5)			
Part-time	100% (82)	92% (11)	100% (17)	100% (77)	100% (139)
<b>Grand Total</b>	<b>100% (82)</b>	<b>100% (12)</b>	<b>100% (17)</b>	<b>100% (77)</b>	<b>100% (139)</b>

Class Load	Spring '20	Spring '21	Spring '22	Spring '23
Full-time			2% (<5)	
Part-time	100% (72)	100% (11)	98% (47)	100% (76)
<b>Grand Total</b>	<b>100% (72)</b>	<b>100% (11)</b>	<b>100% (48)</b>	<b>100% (76)</b>

Part-time students have dominated our enrollment over the last four years. Many of our students have responsibilities outside of the classroom, which is evident based on our data.

**Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.**



Students are overwhelmingly passing the courses which is indicated by a P. Students who received a "NP (No Pass)" or "SP (Satisfactory Pass)" are still working towards achieving mastery of the SLOs. This data is illustrated in the 2022-2023, 2023-2024 and 2024-2025 school year. Students who receive a NP or SP are generally in the minority, however, in the 2021-2022 school year ESL enrollment dipped due to students slowly re-enrolling into in-person classes after COVID and schools re-opening. I believe the low enrollment (65 students) for that school year skewed grade distribution and offset the overwhelming Pass grades that were seen posted in the subsequent years.

Another important pattern is the decline in SP and UG grades over time. In the earlier year (2021–2022), these grades represented a significant portion of the distribution, suggesting that many students were either not completing course objectives or were progressing more slowly. As the years progress, these categories shrink considerably, indicating that more students are meeting the requirements necessary to earn a passing grade rather than remaining in intermediate progress categories. Additionally, withdrawals and failing grades appear relatively small compared with passing grades in recent years, suggesting that students are not only remaining enrolled but are also completing courses successfully.

Overall, the grade distribution demonstrates major improvements in student success within the ESL program over the past four years. The shift from a large proportion of SP and UG grades to a majority of students earning passing grades indicates that the program has become more effective at helping students meet course learning outcomes. The consistently high percentage of passing grades in the most recent years suggests that the program has stabilized and continues to support strong student performance despite increased enrollment and diverse learner needs.

**Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.**

Academic Year Age Group	2021-2022				2022-2023				2023-2024		
	Headcount	Percent	Success Rate	Retention Rate	Headcount	Percent	Success Rate	Retention Rate	Headcount	Percent	Success Rate
19 or Less	1	2 %	0 %	100 %	7	5 %	64 %	71 %	22	11 %	84 %
20 to 24	6	12 %	44 %	44 %	15	11 %	64 %	71 %	23	12 %	65 %
25 to 29	6	12 %	40 %	60 %	20	14 %	55 %	65 %	11	6 %	63 %
30 to 34	7	14 %	18 %	45 %	24	17 %	64 %	72 %	12	6 %	62 %
35 to 39	5	10 %	63 %	100 %	20	14 %	48 %	73 %	21	11 %	73 %
40 to 49	16	33 %	15 %	23 %	29	21 %	74 %	84 %	52	27 %	75 %
50+	8	16 %	33 %	47 %	26	19 %	65 %	85 %	54	28 %	65 %
<b>Total</b>	<b>49</b>	<b>100 %</b>	<b>30 %</b>	<b>47 %</b>	<b>140</b>	<b>100 %</b>	<b>63 %</b>	<b>76 %</b>	<b>193</b>	<b>100 %</b>	<b>71 %</b>



Academic Year Gender	2021-2022				2022-2023				2023-2024		
	Headcount	Percent	Success Rate	Retention Rate	Headcount	Percent	Success Rate	Retention Rate	Headcount	Percent	Success Rate
Female	36	73 %	35 %	52 %	101	72 %	63 %	78 %	129	67 %	71 %
Male	12	24 %	16 %	37 %	33	24 %	66 %	70 %	50	26 %	74 %
Unknown/Unreported	1	2 %	0 %	0 %	6	4 %	57 %	71 %	14	7 %	61 %
<b>Total</b>	<b>49</b>	<b>100 %</b>	<b>30 %</b>	<b>47 %</b>	<b>140</b>	<b>100 %</b>	<b>63 %</b>	<b>76 %</b>	<b>193</b>	<b>100 %</b>	<b>71 %</b>

Academic Year Race_Ethnicity	2021-2022				2022-2023				2023-2024		
	Headcount	Percent	Success Rate	Retention Rate	Headcount	Percent	Success Rate	Retention Rate	Headcount	Percent	Success Rate
Black or African American	8	17 %	0 %	0 %	29	21 %	57 %	67 %	18	9 %	
Hispanic/Latinx	37	77 %	41 %	66 %	101	73 %	66 %	80 %	169	88 %	
Two or More Races	1	2 %	0 %	0 %	4	3 %	43 %	57 %	1	1 %	
Unknown/Unreported	1	2 %	0 %	0 %	2	1 %	0 %	50 %	1	1 %	
White	1	2 %	0 %	0 %	3	2 %	80 %	80 %	2	1 %	
<b>Total</b>	<b>48</b>	<b>100 %</b>	<b>30 %</b>	<b>48 %</b>	<b>139</b>	<b>100 %</b>	<b>63 %</b>	<b>76 %</b>	<b>191</b>	<b>100 %</b>	

Academic Year Age Group	2022-2023			2023-2024				2024-2025			
	Percent	Success Rate	Retention Rate	Headcount	Percent	Success Rate	Retention Rate	Headcount	Percent	Success Rate	Retention Rate
19 or Less	5 %	64 %	71 %	22	11 %	84 %	92 %	16	6 %	59 %	72 %
20 to 24	11 %	64 %	71 %	23	12 %	65 %	83 %	30	11 %	55 %	69 %
25 to 29	14 %	55 %	65 %	11	6 %	63 %	63 %	24	9 %	65 %	71 %
30 to 34	17 %	64 %	72 %	12	6 %	62 %	62 %	26	10 %	70 %	79 %
35 to 39	14 %	48 %	73 %	21	11 %	73 %	73 %	29	11 %	79 %	89 %
40 to 49	21 %	74 %	84 %	52	27 %	75 %	80 %	71	26 %	69 %	77 %
50+	19 %	65 %	85 %	54	28 %	65 %	70 %	76	28 %	72 %	79 %
<b>Total</b>	<b>100 %</b>	<b>63 %</b>	<b>76 %</b>	<b>193</b>	<b>100 %</b>	<b>71 %</b>	<b>77 %</b>	<b>268</b>	<b>100 %</b>	<b>69 %</b>	<b>78 %</b>



Academic Year Gender	2022-2023		2023-2024				2024-2025			
	Headcount	Retention Rate	Headcount	Percent	Success Rate	Retention Rate	Headcount	Percent	Success Rate	Retention Rate
Female	36	78 %	129	67 %	71 %	76 %	181	68 %	73 %	80 %
Male	12	70 %	50	26 %	74 %	79 %	58	22 %	54 %	66 %
Unknown/Unreported	1	71 %	14	7 %	61 %	83 %	29	11 %	65 %	82 %
<b>Total</b>	<b>49</b>	<b>76 %</b>	<b>193</b>	<b>100 %</b>	<b>71 %</b>	<b>77 %</b>	<b>268</b>	<b>100 %</b>	<b>69 %</b>	<b>78 %</b>

Academic Year Race_Ethnicity	2022-2023		2023-2024				2024-2025			
	Success Rate	Retention Rate	Headcount	Percent	Success Rate	Retention Rate	Headcount	Percent	Success Rate	Retention Rate
Black or African American	57 %	67 %	18	9 %	97 %	97 %	20	7 %	89 %	97 %
Hispanic/Latinx	66 %	80 %	169	88 %	69 %	75 %	239	90 %	68 %	76 %
Two or More Races	43 %	57 %	1	1 %	100 %	100 %	2	1 %	50 %	100 %
Unknown/Unreported	0 %	50 %	1	1 %	0 %	100 %	7	3 %	73 %	93 %
White	80 %	80 %	2	1 %	0 %	33 %	1	0 %	100 %	100 %
<b>Total</b>	<b>63 %</b>	<b>76 %</b>	<b>191</b>	<b>100 %</b>	<b>71 %</b>	<b>77 %</b>	<b>267</b>	<b>100 %</b>	<b>69 %</b>	<b>78 %</b>

The data from the 2021–2022 through 2024–2025 academic years demonstrate significant growth and improved student outcomes in the ESL program. During this period, the program experienced substantial enrollment increases, rising from 49 students in 2021–2022 to 268 students in 2024–2025. This represents a dramatic expansion in participation and reflects the increasing demand for ESL instruction within the community. The growth suggests that the program is successfully reaching and serving a large population of multilingual learners who are seeking opportunities to improve their English proficiency for educational, professional, and personal advancement.

Student success rates have also improved considerably over the past several years. In 2021–2022, the overall success rate for ESL courses was 30%. By 2022–2023, the success rate

increased significantly to 63%, and it continued to improve to 71% in 2023–2024. In 2024–2025, the success rate remained strong at 69%. These improvements demonstrate that the ESL program has strengthened instructional strategies and support mechanisms that help students successfully complete their courses even as enrollment has grown rapidly.

Retention rates show a similar positive trend. In 2021–2022, the retention rate was 47%, indicating that less than half of students remained enrolled through the end of the course. However, retention improved dramatically in subsequent years, increasing to 76% in 2022–2023, 77% in 2023–2024, and 78% in 2024–2025. This substantial increase suggests that students are finding the courses engaging, relevant, and supportive enough to persist throughout the term.

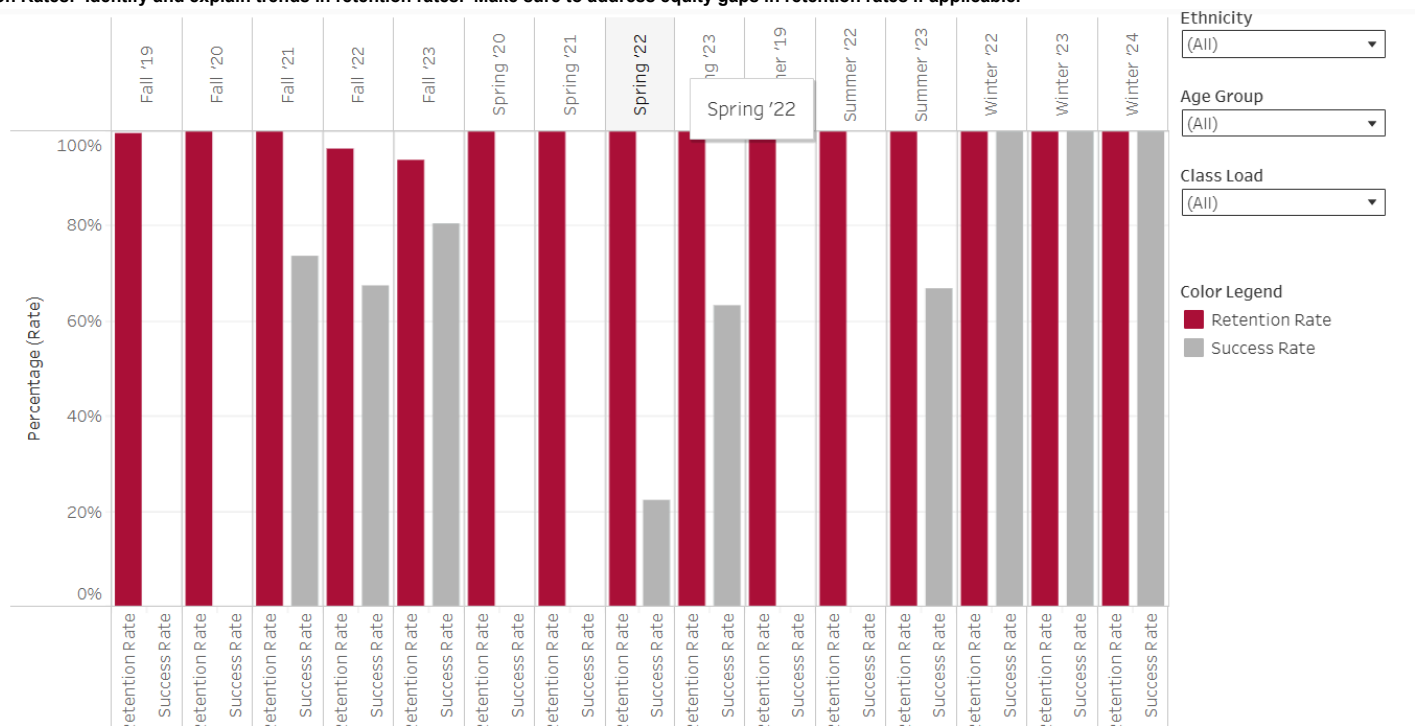
The demographic profile of ESL students reflects the adult learner population that the program serves. A large portion of students are older adults, particularly in the 40–49 and 50+ age groups, which together represent more than half of the total enrollment. This indicates that the ESL program plays an important role in supporting adult learners who may be seeking language skills for workforce participation, community engagement, or family support. The presence of a wide range of age groups also highlights the program’s accessibility and its ability to serve students at different stages of life.

Gender data indicates that the majority of ESL students are female, accounting for approximately two-thirds of enrollment. This pattern aligns with national ESL trends, where women often enroll in language programs to increase employment opportunities, support their families, and assist their children with education. Male students represent a smaller portion of the student population and show somewhat lower success rates compared to female students. This difference may reflect challenges such as work schedules or competing responsibilities, suggesting that additional targeted support strategies may help improve outcomes for male students.

Race and ethnicity data reveal that the majority of students in the ESL program identify as Hispanic or Latinx, representing approximately 88–90% of the student population. This demographic distribution reflects the composition of the surrounding community and underscores the ESL program’s important role in supporting immigrant populations seeking to strengthen their English language skills. The program also serves smaller populations of Black/African American students and students from other racial and ethnic backgrounds, contributing to a diverse learning environment.

Overall, the data indicate that the ESL program is growing rapidly while simultaneously improving student success and retention. The combination of increased enrollment, higher success rates, and stronger retention demonstrates that the program is effectively meeting the language development needs of the community. Continued investment in student support services, instructional resources, and outreach efforts will help sustain this momentum and further enhance student achievement in the coming years.

**Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.**



The ESL Department successfully retains students and has a strong persistence rate. Data shows that the retention rates generally holds strong at 100%. The exception within the last 14 semesters was Fall 2022 and Fall 2023 which shows a slight dip down to 97%. Equity gaps aren't obvious because the change in 2022 and 2023 is so slight. The reduction of retention could be due to a change in work schedules, family obligations or other unknown circumstances. Following this dip, the chart shows a steady recovery and improvement in student success. Later terms—particularly those in 2023 and 2024—show success rates climbing steadily, eventually reaching levels near or at 100% in the most recent terms. This suggests that the program successfully implemented strategies that improved student outcomes, such as strengthened instructional approaches, improved student support, or better alignment between course placement and student ability levels. The data indicates that the ESL Department does a good job retaining students. I think this is strongly due to the support given to each student and the community atmosphere that is created because of the strong retention.

Consistently high retention suggests that students perceive the courses as valuable, supportive, and relevant to their goals. It also reflects strong instructional practices and classroom engagement that encourage students to continue participating throughout the semester.

Another important observation is the consistent gap between retention and success. While retention is almost universally high, success rates are sometimes lower. This indicates that although students stay in the course, some may still struggle to meet the academic requirements necessary to successfully complete it. This pattern is common in ESL programs, particularly those serving adult learners who may face barriers such as work schedules, family responsibilities, or varying levels of prior education. The gap suggests an opportunity to further support students through targeted interventions such as tutoring, language labs, technology-based learning tools, or additional academic support services.

Finally, the most recent terms demonstrate a strong connection between retention and success rates, meaning that not only are students staying in class, but a larger proportion are successfully completing their coursework. This is a strong indicator that the program is improving in its ability to support students through the entire learning process—from enrollment to successful course completion.

Overall, the chart reflects a healthy and improving program trajectory. Retention rates are consistently strong, indicating high levels of student engagement and persistence, while success rates show meaningful growth over time. Together, these trends suggest that the ESL program is effectively supporting student learning while continuing to adapt and improve its instructional practices and student support structures.

**Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.**

Face-to-face courses consistently demonstrate higher success rates than fully online courses. In face-to-face classes, success rates increased from approximately 66% in 2022–2023 to 71% in 2023–2024, before slightly decreasing to 69% in 2024–2025. Despite the slight fluctuation, these results indicate relatively strong and stable performance in the in-person format. The improvement between 2022–2023 and 2023–2024 suggests that students benefited from the structure and interaction provided by in-person instruction.

In comparison, fully online courses show more variability and generally lower success rates. Success rates for online classes were 62% in 2021–2022, dropped significantly to 42% in 2022–2023, and then rebounded to 62% in 2023–2024. This fluctuation suggests that students may face greater challenges in fully online ESL courses, particularly in terms of maintaining engagement, navigating technology, or developing speaking and listening skills without in-person interaction. While the rebound in 2023–2024 indicates improvement, online success rates remain slightly below the outcomes observed in face-to-face courses.

A similar pattern appears in the retention rates. Face-to-face courses demonstrate strong and consistent retention, with rates of 77% in 2022–2023, 77% in 2023–2024, and 78% in 2024–2025. These results suggest that students who enroll in in-person ESL courses are likely to remain in the class through the end of the term. The stable retention rates also indicate that classroom interaction and structured meeting times may help students stay engaged.

Retention rates for fully online courses are noticeably lower and decline over time. Online retention decreased from approximately 97% in 2021–2022 to 68% in 2022–2023, and further declined to 62% in 2023–2024. This downward trend suggests that online ESL students may experience barriers that make persistence more difficult. Possible factors include limited digital literacy, lack of direct instructor support, competing responsibilities such as work or family obligations, and the challenges of learning language skills in a fully asynchronous environment.

Looking at both modalities, the data indicates that face-to-face ESL instruction currently produces stronger and more stable outcomes in both success and retention compared to fully online courses. While online instruction remains an important access point for students who cannot attend in person, the lower success and retention rates suggest that additional support may be needed for students enrolled in distance education courses. These supports could include expanded digital literacy training, additional tutoring resources, structured online engagement activities, or hybrid instructional models that combine online flexibility with in-person interaction.

Overall, the data suggest that the ESL program is effective in supporting student success, particularly in face-to-face environments, while also highlighting opportunities to strengthen outcomes for students participating in fully online courses.

**Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.**

Academic Year MeetingTime	2021-2022					2022-2023				
	Headcount	%	Success Rate	Retention Rate	Fill Rate	Headcount	%	Success Rate	Retention Rate	Fill Rate
Afternoon	21	26 %	0 %	0 %	70 %	52	37 %	62 %	75 %	81 %
Evening	4	5 %	75 %	100 %	13 %	10	4 %	50 %	50 %	111 %
Morning	45	69 %	38 %	61 %	29 %	87	59 %	65 %	79 %	41 %
<b>Total</b>	<b>49</b>	<b>100 %</b>	<b>30 %</b>	<b>47 %</b>	<b>32 %</b>	<b>140</b>	<b>100 %</b>	<b>63 %</b>	<b>76 %</b>	<b>52 %</b>

Academic Year MeetingTime	2022-2023			2023-2024			2024-2025					
	Retention Rate	Fill Rate	Headcount	%	Success Rate	Retention Rate	Fill Rate	Headcount	%	Success Rate	Retention Rate	Fill Rate
Afternoon	75 %	81 %	24	11 %	100 %	100 %	73 %	42	7 %	77 %	86 %	73 %
Evening	50 %	111 %	55	18 %	45 %	75 %	65 %	66	14 %	52 %	78 %	78 %
Morning	79 %	41 %	137	72 %	73 %	74 %	85 %	208	80 %	71 %	77 %	100 %
<b>Total</b>	<b>76 %</b>	<b>52 %</b>	<b>193</b>	<b>100 %</b>	<b>71 %</b>	<b>77 %</b>	<b>79 %</b>	<b>268</b>	<b>100 %</b>	<b>69 %</b>	<b>78 %</b>	<b>94 %</b>

The data indicate that morning courses consistently enroll the largest number of students and represent the majority of ESL course offerings. In 2021–2022, morning courses accounted for 69% of enrollment, and this trend continued in later years, rising to 72% in 2023–2024 and 80% in 2024–2025. This strong concentration of enrollment in morning classes suggests that many ESL students prefer or are able to attend classes earlier in the day. The popularity of morning courses may reflect the schedules of adult learners who are available during daytime hours, including individuals who work evening shifts or who prioritize language learning during the day.

Morning classes also demonstrate consistently strong success rates and retention levels. In 2023–2024, morning courses achieved a 73% success rate and 74% retention rate, and in 2024–2025, success remained high at 71% with retention at 77%. These outcomes indicate that morning courses not only attract the largest number of students but also support strong academic performance and persistence.

Afternoon classes show smaller enrollment but very strong outcomes in certain years. In 2023–2024, afternoon courses reported 100% success and 100% retention, although this occurred with a relatively small student population. In 2024–2025, afternoon classes continued to perform well, with a 77% success rate and 86% retention rate. While enrollment in afternoon courses remains limited compared to morning classes, these results suggest that students who enroll in afternoon sections often persist and complete the course successfully.

However, the lower percentage of students enrolled in afternoon classes—only 7% of enrollment in 2024–2025—indicates that demand for courses during this time block may be more limited. This could reflect competing responsibilities such as work schedules, childcare, or other commitments that make afternoon attendance more difficult for adult learners.

The fill rate data also reveal changes in course demand over time. In earlier years, fill rates varied widely across meeting times. For example, evening courses in 2022–2023 showed a fill rate exceeding 100%, suggesting strong demand and possible over-enrollment. Morning courses initially had lower fill rates but increased significantly over time. By 2024–2025, morning courses reached a 100% fill rate, indicating that these sections are now consistently full and may require additional sections to meet student demand.

Afternoon courses show fill rates around 73% in recent years, suggesting moderate but not overwhelming demand. Evening courses show improving fill rates as well, reaching 78% in 2024–2025, which indicates a stable level of student interest.

Overall, the data suggest that morning ESL classes are the most in demand and serve the largest portion of the student population while maintaining strong academic outcomes. Afternoon courses demonstrate strong success and retention but serve fewer students, while evening courses provide important access for working adults but show lower success rates compared to other meeting times.

**Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?**

#### ESL Enrollment by Time of Day

Meeting Ti..	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
Morning	42% (33)	75% (11)	47% (9)	56% (52)	47% (68)
Afternoon			42% (8)	44% (28)	23% (24)
Evening	58% (54)	25% (<5)	11% (<5)		15% (29)
NA					15% (30)

Meeting Ti..	Spring '20	Spring '21	Spring '22	Spring '23
Morning	63% (48)	50% (<5)	65% (44)	54% (47)
Afternoon			29% (21)	37% (23)
Evening	37% (31)	50% (7)	6% (<5)	9% (10)

Morning classes tend to be overwhelmingly popular amongst ESL students. Many students are working adults who also have families to care for and additional responsibilities outside of school. Morning and evening classes are recommended for scheduling purposes. Enrollment generally decreases by 50% when courses are offered in the afternoon.

**Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?**

Information not available via Institutional Effectiveness

**List any related recommendations**

1. Provide more varied morning classes
2. Provide Citizenship Courses: In- person, hybrid courses based on the 2020 Program Recommendation
3. Provide Hi-Set Preparation and GED preparation courses that directly address test preparation- NOT recovery of high school hours/credits
4. Hold satellite ESL courses in partnership with all Dual Enrollment high schools and local elementary schools
5. Re-engage previous students: Mailers/flyers to all students within the past 3 years

## Academic Program Review: (3) Curriculum Final Submission: Version by **Olayele, Brittany** on **03/07/2026 20:29**

**Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.**

Curriculum Course Review Timeline:

2030  
2036  
2042

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

Pending approval of the Curriculum Committee and Senate, the ESL Department has created CORs for a Citizenship course as well as 4 courses for High School Diploma Preparation.

**Explain any course deletions and inactivations from current course offerings.**

In order to be AB 705/ AB 1705 compliant, we have recently streamlined the program to offer students a Certificate of Completion Level 1 for completing ESL 12 and ESL 13. Students who complete a Certificate of Completion Level 2 for completing ESL 14, 15 and 16. ESL 17 has been inactivated.

In addition, ESL 11 is available for students to take if they need basic foundation skills (i.e. alphabet, colors, etc.) but is not apart of the certificate program. Students who take ESL 11 generally have no experience with the English language.

**Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)**

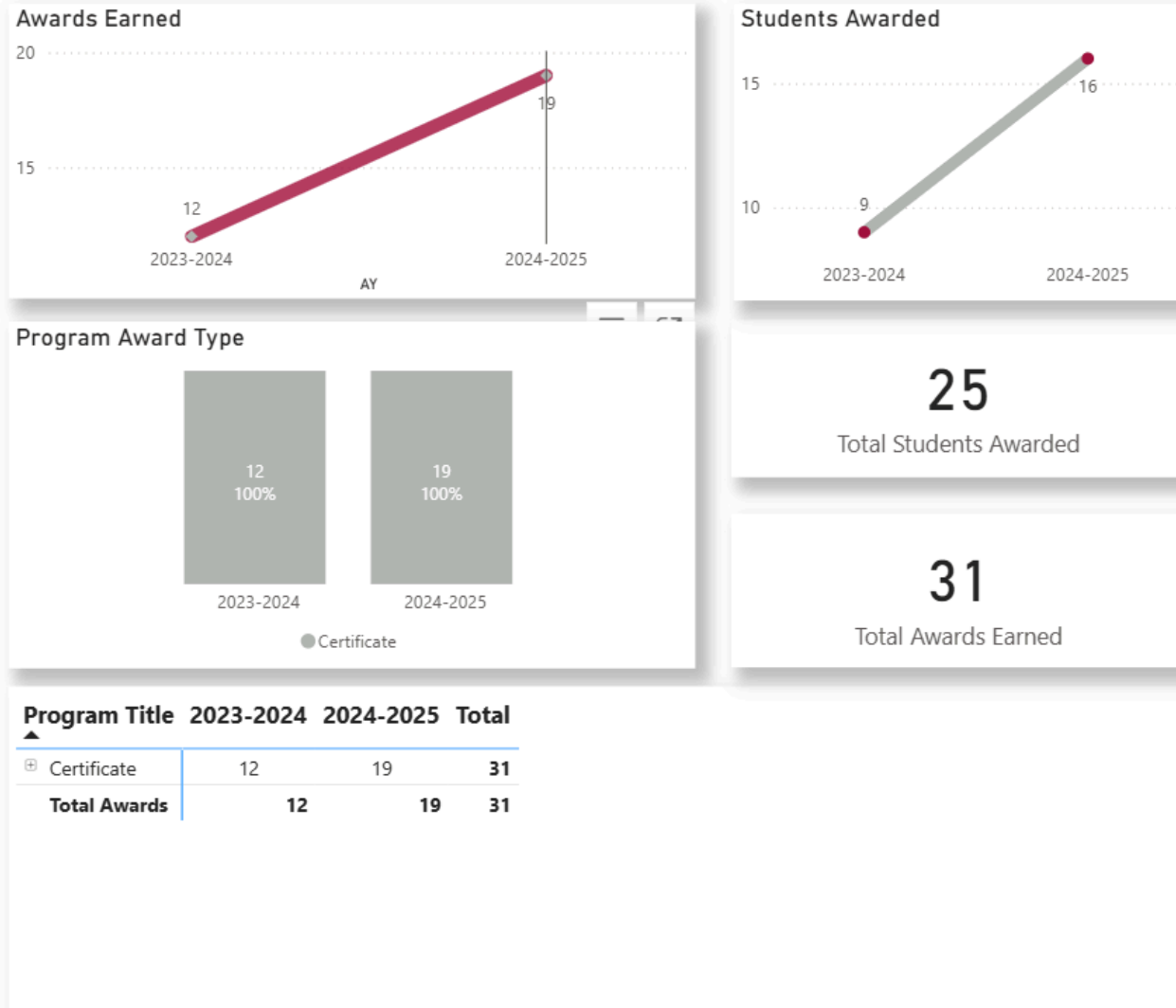
Currently we are not offering any distance education courses. Data shows that our students are more successful with in-person courses.

**Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.**

The ESL Department offers a Personal Care Attendant Certificate of Completion for students who complete ESL 8, ESL 04A, and ESL 04B. Students who complete ESL 04A and 04B will gain a general knowledge of healthcare settings, careers, and terminology including the major body systems and their basic functions.

We also offer a Certificate of Completion for Childhood Educator for students who complete ESL 05A and 05B. This two-course sequence prepares intermediate-level ESL students for a career in childcare, with special emphasis on vocabulary and entry-level skill acquisition as well as familiarity with common phrases for interacting with English-speaking children, staff, and parents. Topics include basic childcare vocabulary, communicating about children, preventing incidents, reporting incidents, and treating illnesses and minor injuries. This course prepares students for the Childhood Education credit program.

**How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.**



Students have the opportunity to earn Certificates of Completion through our Core Foundation (Grammar) and VESL tracks ( Personal Care Attendant and Child Development). These charts show ESL program awards and certificates earned between the 2023–2024 and 2024–2025 academic years. The data reveal a strong upward trend in student completion of program certificates, indicating that more students are progressing through the ESL pathway and achieving formal recognition of their language learning.

First, the number of awards earned increased significantly between the two academic years. In 2023–2024, the ESL program awarded 12 certificates, while in 2024–2025 the number increased to 19 certificates. This represents an increase of 7 additional awards, or approximately a 58% growth in certificate completion in just one year. This increase suggests that more students are successfully completing the required coursework needed to earn program credentials. A similar pattern appears when examining the number of students awarded. In 2023–2024, 9 students received awards, while in 2024–2025 this number rose to 16 students. This growth indicates that not only are more awards being granted, but more individual students are reaching program completion milestones. The rise in student completions likely reflects improvements in student success, retention, and program engagement.

Across the two-year period combined, the ESL program awarded a total of 31 certificates to 25 students. Because the total number of awards exceeds the number of students, this suggests that some students earned more than one certificate, indicating continued progression through multiple levels or credentials within the ESL program.

Overall, the data demonstrates clear progress in program completion outcomes. The increase in certificates awarded and the number of students completing program milestones suggests

that the ESL program is successfully supporting students as they move through their coursework toward formal recognition of their achievements. Continued growth in awards may also reflect increased enrollment, improved student persistence, and stronger program awareness among students.

**Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

There are no licensure or certification exams required for program completion. We offer Certificates of Completion for specific pathways when courses students pass courses successfully. All courses are non-credit and open entry/open exit.

**List any related recommendations.**

- 1.) Add more vocational course ESL 05A in Fall 2025 and ESL 05B in Spring 2026
- 2.) Offer Citizenship course in person and online once approved (Fall 2025)
- 3.) Offer High School Diploma Preparation courses in Spring 2026

**Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's)** Final Submission: Version by **Olayele, Brittany** on **03/07/2026 19:48**

**Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.**

ILOs	1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.	2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.	3. Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.	4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.
<b>SLOs</b>				
SLO #1 - Use clarifying strategies, such as rewording, repeating, and asking questions through conversations.			X	
SLO #2 - Construct organized paragraphs that include a topic sentence, supporting sentences and a conclusion sentence.			X	
SLO #3 - Use past perfect, past perfect progressive, future perfect, passive voice, phrasal verbs, tag questions, real conditionals and adjective clauses correctly in written and oral situations.	X			
<b>ESL16</b>				
SLO #1 - Use all verb tenses, auxiliary verbs, and modals in speaking and writing with 70% accuracy.	X			
SLO #2 - Infer meaning from context clues, make predictions about succeeding passages and interpret a variety of unfamiliar topics presented in different media, such as movies, videos, radio programs, podcasts, newspapers, lectures, and the Internet.	X		X	

ILOs	1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.	2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.	3. Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.	4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.
<b>SLOs</b>				
SLO #2 - Scan basic texts for key information and define the sequence of a simple narrative passage.		X		
SLO #3 - Accurately use future verb tense, verbs followed by gerunds and infinitives, modals, frequency adverbs, quantifiers, comparatives and superlatives in speaking and writing.	X	X		
<b>ESL14</b>				
SLO #1 - Engage in simple conversations on familiar topics with only minor grammatical errors.	X	X	X	
SLO #2 - Identify main idea and locate answers to information questions in reading texts.	X		X	
SLO #3 - Edit and revise sentences and questions for spelling, basic grammatical structures, and mechanics.	X	X		
SLO #4 - Produce a sequence of events in the past or future on a familiar topic using adverbial clauses.	X	X		
<b>ESL15</b>				

SLOs	ILOs	1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.	2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.	3. Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.	4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.
SLO #1 - Master critical thinking and reading skills in preparation for the text and graphics they will be expected to utilize and carry out in basic college courses, vocational trades and careers.		X	X	X	X
SLO #2 - Students will master basic writing skills in preparation for expected remedial college course assignments, vocational trades and careers.		X	X	X	X
<b>ESL22A</b>					
SLO#1-Identify and explain main ideas through skimming, as well as distinguish main ideas from supporting details in simple prose passages.		X			
SLO#2-Define the general meaning of new vocabulary words in context, without the use of a dictionary.		X	X		
SLO#3-Analyze themes, explain plots, and examine characters in short stories and poems of introductory-level difficulty.		X			
<b>ESL23</b>					

SLOs	ILOs	1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.	2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.	3. Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.	4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.
SLO #3 - Engage in extended conversations on familiar and unfamiliar topics for a variety of purposes using the proper register, mode and tone.		X		X	
<b>ESL17</b>					
SLO #1 - Use all verb tenses, auxiliary verbs, conjunctive adverbs, discourse connectors, transition words, simple, complex, compound, compound-complex sentence patterns and adverbial clauses and modals with 80% accuracy in speaking and writing.		X	X	X	
SLO #2 - Utilize a writing process approach to write compositions including introduction, body, and conclusion with 95% accuracy.		X	X		
SLO #3 - Identify and recall the main ideas in general and academic texts, a variety of unfamiliar topics presented in different media, such as movies, videos, radio programs, podcasts, newspapers, lectures, and the Internet.			X	X	
<b>ESL20</b>					

SLOs	ILOs	1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.	2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.	3. Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.	4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.
SLO #1 - Students will use previously learned strategies of skimming, scanning, previewing, and prediction to discover the general idea, main idea and supporting details.					
SLO #2 - Students will draw meaning from familiar texts by using previously learned vocabulary skills of words' prefixes/suffixes and synonyms/antonyms.					
SLO #3 - Students will write related sentences to form paragraphs, and proofread and edit their writing.					
<b>ESL04A</b>					
<b>ESL04B</b>					
<b>ESL05A</b>					
<b>ESL05B</b>					
<b>ESL11</b>					
SLO #1 - Identify alphabet letter and their corresponding sounds.		X	X	X	
SLO #2 - Accurately use and respond to high frequency phrases and questions in everyday conversations.		X	X	X	

SLOs	ILOs	1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.	2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.	3. Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.	4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.
<b>ESL6</b>					
SLO # 1 - Understanding the CTE course vocabulary.			X		X
<b>ESL7</b>					
SLO #1 - Identify their career interests, research careers specific to their field of interest and apply to jobs through search engines.		X	X	X	X
SLO #2 - Produce clear and coherent resume, cover letter and thank you letter.				X	
SLO #3 - Participate successfully in mock interviews.		X	X	X	X
SLO #4 - Demonstrate knowledge of appropriate job attire.			X		X
<b>ESL8</b>					

SLOs	ILOs	1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.	2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.	3. Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.	4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.
SLO #3 - Use basic sentence structure and word order for present and present continuous verb tenses.		X	X	X	
<b>ESL12</b>					
SLO #1 - Students will use learned strategies to identify the topic, the main idea, and supporting details to interpret short narratives or descriptive passages on familiar topics.		X	X	X	X
SLO #2 - Students will write a series of simple sentences containing learned vocabulary and using appropriate grammatical structures in a personal experience.		X	X	X	X
SLO #3 - Accurately produce statements using simple present, simple past, and present continuous verb tenses in conversation.		X			
<b>ESL13</b>					
SLO #1 - Students will develop a topic sentence and supporting sentences to write a paragraph on a familiar topic using chronological order or past tense.		X	X	X	

Provide a timeline for your course and program level SLO assessments.

English as a Second Language	FACH	No	2028	2032	2036
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Above is the timeline for program and SLO assessments.

State the percent of course and program SLO statements that have been assessed.

	Meets expectations	Does not meet expectations	N/A	Total
449	84.72%	81 15.28%	0 0.00%	530 100.00%
445	88.12%	60 11.88%	0 0.00%	505 100.00%
365	85.48%	44 10.30%	18 4.22%	427 100.00%
190	70.63%	26 9.67%	53 19.70%	269 100.00%
165	62.21%	20 7.63%	79 30.15%	262 100.00%
43	46.24%	50 53.76%	0 0.00%	93 100.00%
45	76.27%	0 0.00%	14 23.73%	59 100.00%
29	76.32%	9 23.68%	0 0.00%	38 100.00%
<b>1729</b>	<b>79.20%</b>	<b>290 13.28%</b>	<b>164 7.51%</b>	<b>2183 100.00%</b>

100% of all SLO statements have been assessed.

Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

SLO-PLO Alignment Grid

Course	SLO #	SLO statement	SLO to PLO (Mark with an X)						
			P1	P2	P3	P4	P5	P6	
ESL 11	1	Identify alphabet letter and their corresponding sounds.	x	x					
ESL 11	2	Accurately use and respond to high frequency phrases and questions in everyday conversations.				x	x	x	
ESL 11	3	Use basic sentence structure and word order for present and present continuous verb tenses.				x	x	x	
ESL 12	1	(Reading) Use learned strategies to identify the topic, the main idea, and supporting details to interpret short narratives or descriptive passages on familiar topics.					X	x	
ESL 12	2	(Writing) Write a series of simple sentences containing learned vocabulary and using appropriate grammatical structures in a personal experience.					x	x	
ESL 12	3	Accurately produce statements using simple present, simple past, and present continuous verb tenses in conversation.				x	x		
ESL 13	1	(Writing) Develop a topic sentence and supporting sentences to write a paragraph on a familiar topic using chronological order or past tense.					x		
ESL 13	2	Scan basic texts for key information and define the sequence of a simple narrative passage.					x		
ESL 13	3	Accurately use future verb tense, verbs followed by gerunds and infinitives, modals, frequency adverbs, quantifiers, comparatives and superlatives in speaking and writing.					x		

SLO statements have been assessed and are strongly aligned with PLOs. Identifying alphabet letters, high-frequency phrases, and basic sentence structure aligns well with foundational PLOs. P3, P4, P5 (Grammar, Communication, and Writing Development) are well supported by ESL 12 & ESL 13, which cover reading comprehension, structured writing, and grammatical accuracy.

SLO-PLO Alignment Grid

Course	SLO #	SLO statement	SLO to PLO (Mark with an X)						
			P1	P2	P3	P4	P5	P6	
ESL 14	1	Engage in simple conversations on familiar topics with only minor grammatical errors.		x					
ESL 14	2	Identify main idea and locate answers to information questions in reading texts.			x				
ESL 14	3	Edit and revise sentences and questions for spelling, basic grammatical structures, and mechanics.							x
ESL 14	4	Produce a sequence of events in the past or future on a familiar topic using adverbial clauses.		x					
ESL 15	1	Use clarifying strategies, such as rewording, repeating, and asking questions through conversations.		x					
ESL 15	2	Construct organized paragraphs that include a topic sentence, supporting sentences and a conclusion sentence.						x	
ESL 15	3	Use past perfect, past perfect progressive, future perfect, passive voice, phrasal verbs, tag questions, real conditionals and adjective clauses correctly in written and oral situations.		x				x	

Over the past four years, the Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) for ESL courses have been assessed to determine student progress and identify areas for improvement. This SLO- PLO grid focuses on student learning in ESL 14 and ESL 15. When referring to student surveys distributed by the Institutional Effectiveness department, students feel like they are reaching their academic. ESL 14 and ESL 15 courses show strong alignment with P1 (Basic Communication Skills). Students have demonstrated growth in engaging in conversations with improved grammatical accuracy.

SLO-PLO Alignment Grid

Course	SLO #	SLO statement	SLO to PLO (Mark with an X)						
			P1	P2	P3	P4	P5	P6	
ESL 16	1	Use all verb tenses, auxiliary verbs, and modals in speaking and writing with 70% accuracy.		x					
ESL 16	2	Infer meaning from context clues, make predictions about succeeding passages and interpret a variety of unfamiliar topics presented in different media, such as movies, videos, radio programs, podcasts, newspapers, lectures, and the Internet.						x	
ESL 16	3	Engage in extended conversations on familiar and unfamiliar topics for a variety of purposes using the proper register, mode and tone.		x	x				
ESL 17	1	Use all verb tenses, auxiliary verbs conjunctive adverbs, discourse connectors, transition words, simple, complex, compound, compound-complex sentence patterns and adverbial clauses and modals with 80% accuracy in speaking and writing.			x				
ESL 17	2	Utilize a writing process approach to write compositions including introduction, body, and conclusion with 95% accuracy.							x
ESL 17	3	Identify and recall the main ideas in general and academic texts, a variety of unfamiliar topics presented in different media, such as movies, videos, radio programs, podcasts, newspapers, lectures, and the Internet.					x		

SLO-PLO Alignment Grid

Course	SLO #	SLO statement	SLO to PLO (Mark with an X)					
			P1	P2	P3	P4	P5	P6
ESL 6	1	Understanding the CTE course vocabulary.	X	x				
ESL 7	1	Identify their career interests, research careers specific to their field of interest and apply to jobs through search engines.	X	x				
ESL 7	2	Produce clear and coherent resume, cover letter and thank you letter.	X		x	x		
ESL 7	3	Participate successfully in mock interviews.	X			x		
ESL 7	4	Demonstrate knowledge of appropriate job attire.	X			x		

ESL 14, ESL 15, and ESL 16 are our advanced ESL courses and they emphasize mastery of verb tenses, modals, and grammatical structures. Alignment with PLO 1 suggests students are developing foundational linguistic competencies which are necessary for both oral and written communication.

SLOs in ESL 16 focus on identifying main ideas, making predictions, and interpreting unfamiliar texts across different media. Strong correlation with PLO 5, is evident indicating that reading strategies effectively prepare students for academic and real-world applications.

SLOs in ESL 15 and ESL 17 highlight the importance of structured composition, including topic sentences, supporting details, and cohesive writing. Alignment with PLO 3 has been reinforced through targeted writing workshops and peer review sessions, leading to a marked improvement in student performance. The implementation of scaffolded writing assignments has resulted in higher completion rates and greater writing proficiency.

SLOs in ESL 16 and ESL 17 emphasize accuracy in engagement in conversations using appropriate register, mode, and tone. Strong alignment with PLO 2 and PLO 4 underscores the department's commitment to fostering interactive learning and critical dialogue. Increased use of role-playing and practice dialogue exercises has contributed to a measurable improvement in student confidence and fluency.

**Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.**

The ESL program evaluates its effectiveness through a comprehensive assessment process that includes Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and analysis of institutional data such as enrollment trends, success rates, retention rates, grade distributions, and certificate completion. These multiple measures allow the department to evaluate both student learning and overall program performance.

Faculty regularly assess course-level SLOs through assignments, exams, and performance-based activities that measure students' ability to demonstrate key English language skills, including reading, writing, listening, and speaking. Assessment results are collected and reviewed each semester, allowing faculty to identify patterns in student performance and determine whether students are achieving the intended learning outcomes. These course-level assessments are aligned with Program Learning Outcomes to ensure that individual courses collectively support students' overall language development and progress through the ESL pathway.

The department has improved its assessment process by strengthening collaboration among faculty and increasing the use of data to guide instructional decision-making. Faculty engages in discussion about areas of student success and areas where additional support may be needed. These discussions often include reviewing institutional data related to course success, retention, modality outcomes, meeting time patterns, and grade distributions in order to better understand how instructional practices and course formats influence student achievement.

For example, recent data analyses have shown significant improvements in overall student success and retention rates as the program has expanded. Enrollment has grown substantially while success rates have increased from earlier years and stabilized near seventy percent, and retention has improved to nearly eighty percent. Faculty discussions of these data have helped identify effective instructional strategies and highlight areas where additional support may benefit students, such as improving outcomes in fully online or evening courses.

Assessment dialogue has also focused on student progression through the ESL pathway. The department has seen increases in certificate completion, with more students earning program awards in recent years. Faculty review these outcomes to evaluate whether students are successfully moving through course sequences and achieving program learning goals.

**List any related recommendations.**

N/A

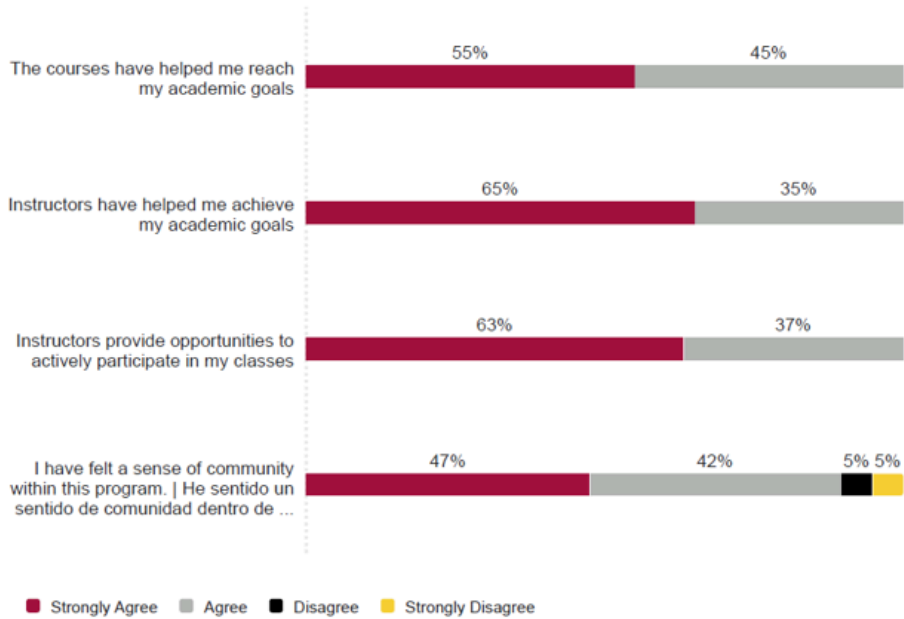
**Academic Program Review: (5) Analysis of Student Feedback** Final Submission: Version by **Olayele, Brittany** on **03/07/2026 20:03**

**Describe the results of the student survey in the area of student support.**

## Academic Support and Development

Please rate how much you agree or disagree with the following statements about this program.

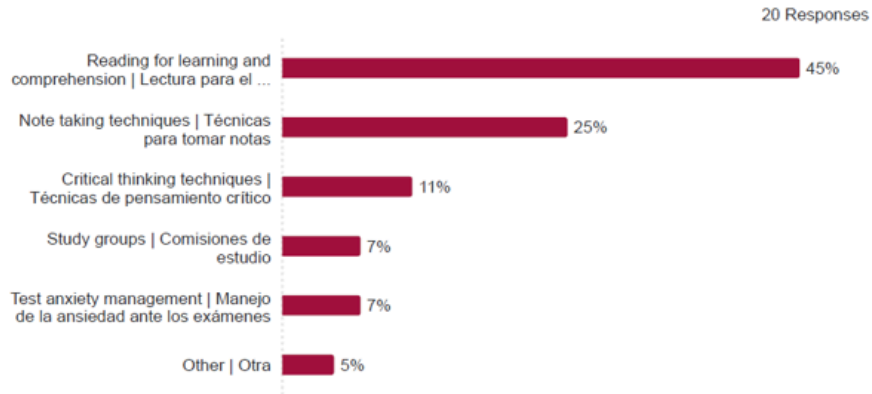
20 Responses



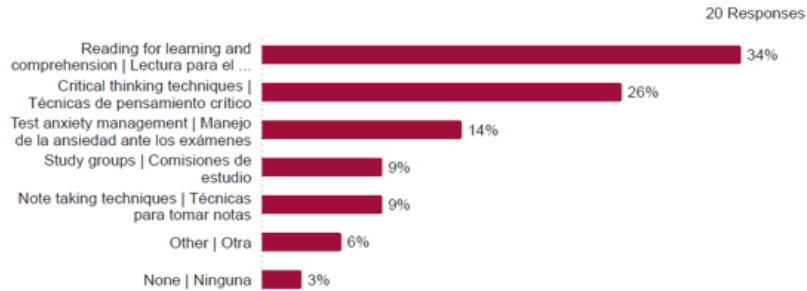
Students have had a very positive experience with the ESL program. Students overwhelmingly feel like the courses have helped them reach their academic goals (100%). Students also strongly believe believe instructors have helped them achieve their academic goals (100%). A large majority of students feel a sense of community within the program (89%). 10% of students disagree or strongly disagree feeling a sense of community within the program. Overall, ESL students feel supported and feel a sense of community.

**Describe the results of the student survey in the area of curriculum.**

Using the assignments/examinations that were administered in the program's courses, what skills are essential to succeed in these classes? Check all that apply.



What skills do you need more help with in the program's courses? Check all that apply.

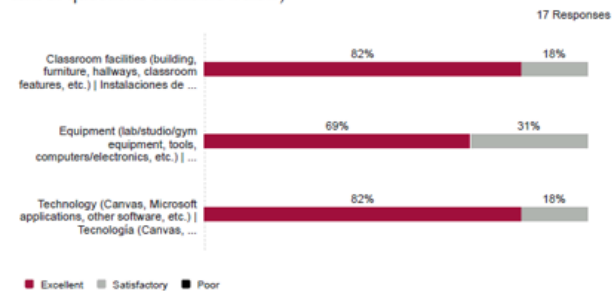


Overall, the survey results suggest that reading comprehension and critical thinking are the most significant academic skill areas affecting student success in ESL courses. While students also recognize the importance of study strategies such as note-taking and collaborative learning, the primary need remains strengthening core academic literacy skills. These findings can help guide instructional planning and support services by emphasizing reading development, analytical thinking, and academic study strategies to better support ESL students in achieving course learning outcomes.

**Describe the results of the student survey in the area of facilities, equipment and technology.**

## Facilities, Equipment, and Technology

Please rate the program's facilities, equipment, and technology (\*Full text of questions available below)



\*Question 1: Classroom facilities (building, furniture, hallways, classroom features, etc.)

\*Question 2: Equipment (lab/studio/gym equipment, tools, computers/electronics, etc.)

Elaborate on any or all of the facilities, equipment, or technology you experienced in the program.

7 Responses

Please elaborate

Proyector, computadora, mobiliario.

Las computadoras estan bien

Computer, paper and pencil, rolling chair, comfortable building, parking, small bathroom

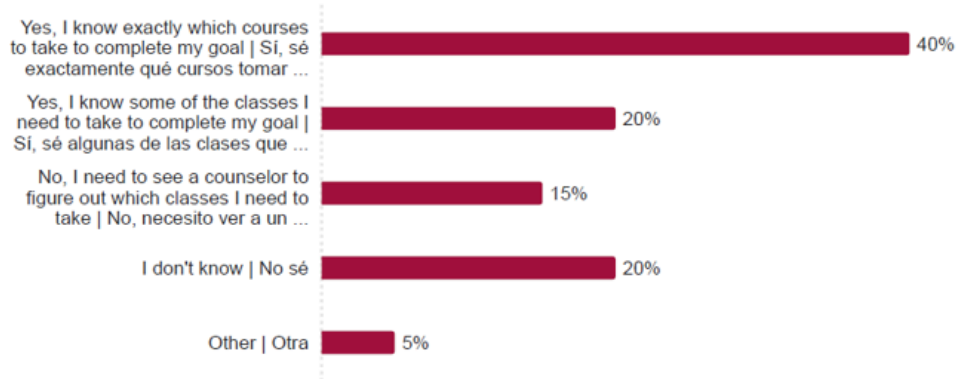
14

100% of students strongly agree or agree that they are happy with the facilities, equipment and technology. Students are pleased with the computer labs, gym and projectors. Students have commented that the computer lab (office chairs and computers), parking and bathrooms are aspects of the facility they are satisfied with.

**Describe the results of the student survey in the area of program objectives.**

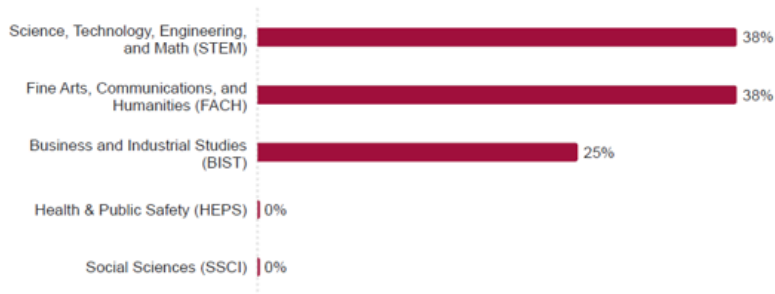
## Do you know which courses you have to take to complete your goal?

20 Responses



## What Guided Pathway Division is the program in?

8 Responses



60% of students know what classes they need to take to complete their goal. 15% of students would like to speak to a counselor for guidance. 20% of students do not know what classes they need to take. In addition, 38% of students know that ESL is in the FACH Division. Each semester Student Advisors and Counselors come to each ESL class and present information on each of the ESL pathways.

### Discuss the implications of the survey results for the program.

Students have had a very positive experience with the ESL program. Students overwhelmingly feel like the courses have helped them reach their academic goals (100%). Students also strongly believe instructors have helped them achieve their academic goals (100%). A large majority of students feel a sense of community within the program (89%). 10% of students disagree or strongly disagree feeling a sense of community within the program. Overall, ESL students feel supported and feel a sense of community.

Interestingly, students believe that reading and comprehension are skills needed to succeed in the ESL courses. Students also believe they need more help with these skills. 25% of students believe critical thinking skills are needed to succeed in our courses however, 26% of students need help strengthening that skill. There is complementary data identified with the skills needed in the class with the skills needed and the skills students believe they need more support with. Study groups and note taking both came in at the lowest skills needed and the skills students needed the least amount of help with.

60% of students know what classes they need to take to complete their goal. 15% of students would like to speak to a counselor for guidance. 20% of students do not know what classes they need to take. In addition, 38% of students know that ESL is in the FACH Division.

More than half of the respondents are taking ESL courses for personal enrichment. 25% of students are taking courses as General Education requirements. 10% of students are taking the courses to meet their major requirements. 45% of students know exactly what they would like to pursue when it comes to their future career. Students have stated that they would like to "learn English" or "study at the university." Another 45% of students have some ideas, but haven't decided what type of career they would like to pursue. 10% of students are unsure of what they would like to do.

Most students have not completed the FAFSA or California Dream Act application. Some students may not know they qualify for financial aid. Students may also believe their immigration status disqualifies them from aid. Undocumented residents might not realize they qualify for state aid through the California Dream Act. Other students believe that completing the FAFSA may affect their immigration status. While the FAFSA is in Spanish, the applications can be overwhelming for ESL students to complete especially with many key terms being unfamiliar. Raising awareness about FAFSA and the California Dream Act and offering application assistance will help increase the number of students who apply for either programs.

Basic needs are the biggest challenge at 33%. These needs include financial insecurity, struggles with food, housing and transportation. Technology needs and academic support are equally significant at 22%. The ESL department encourages students to use the Student Success Center for learning support and apply for a loaner computer through EOPS students report no challenges. Childcare is a concern for some students (7%).

Students overwhelmingly prefer taking classes in the morning and on campus. Most ESL classes are held on campus and in the morning. We offer evening classes for the demographic of students who have morning obligations and are not able to attend classes in the morning.

Students report that they agree or strongly agree about being able to register for the classes they need to take within the ESL program. They also believe that the range of courses offered in the program are appropriate. Most students (95%) have not enrolled in an online course before.

A large majority of students (79%) said their classes are online versus in-person. This question may have been confusing, and therefore a possible inaccurate response because we have not offered an asynchronous course since 2022.

100% of students strongly agree or agree that they are happy with the facilities, equipment and technology. Students are pleased with the computer labs, gym and projectors. Students have commented that the computer lab (office chairs and computers), parking and bathrooms are aspects of the facility they are satisfied with.

A large majority of our ESL students are women who identify as Latinx. Most respondents are over 40 (53% collectively for 41-50 and 51+). This can be attributed to older adults being retired or working in the evenings. The 18-24, 31-40, and 51+ age groups are equal. There is a relatively balanced distribution among younger adults (18-40), but very few students in 25-30 year old age group.

#### **Discuss the results of other relevant surveys (if applicable).**

Student responses indicate that reading comprehension is both the most essential skill for success and the area where students need the most additional support. Nearly half of students identified reading comprehension as the most important skill needed to succeed in ESL courses, and over one-third reported needing additional help in this area. This suggests that the program would benefit from expanding reading-focused instructional resources and practice opportunities. One potential action would be to adopt or expand access to supplemental reading materials designed specifically for ESL learners, such as leveled news articles or reading programs that support vocabulary development and comprehension. Resources such as News for You or other ESL reading platforms could provide students with additional practice and real-world reading materials that reinforce classroom instruction.

Student feedback also highlights a need for greater support in developing critical thinking skills. Over one-quarter of respondents reported needing additional help in this area. Because critical thinking is closely connected to reading comprehension, writing, and discussion activities, the program may consider incorporating more structured activities that help students analyze texts, identify main ideas, draw inferences, and support their opinions with evidence. Faculty development workshops or shared instructional strategies could also help instructors integrate critical thinking activities consistently across ESL courses.

Another area identified in the survey is the need for improved study strategies and academic skills, including note-taking techniques and participation in study groups. These results suggest that students would benefit from targeted academic support outside the classroom. One potential action would be to establish or expand an ESL Student Success Hub or resource center, where students could receive tutoring, participate in guided study sessions, and receive support in developing academic skills such as note-taking, reading strategies, and test preparation. Peer tutoring or structured study groups could also help students build confidence and strengthen language skills through collaborative learning.

Students also reported challenges related to test anxiety, indicating that some learners experience stress when completing exams or assessments. Workshops or short instructional sessions focused on test preparation strategies, time management, and stress reduction techniques could help students feel more confident and better prepared for assessments.

These recommendations align with other program data that show strong enrollment growth and improved retention and success rates, suggesting that the ESL program is expanding and supporting a growing student population. However, the survey results indicate that students would benefit from additional academic support services that reinforce classroom learning. Investing in targeted reading resources, academic skill development, tutoring opportunities, and structured student support services would help address the needs identified in the survey and further strengthen student outcomes across the ESL program.

#### **List any related recommendations**

Overall, student feedback suggests that expanding reading comprehension support, critical thinking instruction, academic study skills resources, and tutoring opportunities would help students better meet course learning outcomes and continue the program's positive trends in student success and completion.

In addition, more awareness should be raised about FAFSA and California Dream Act applications via class visits or orientations from our Adult Ed counselor.

## **Academic Program Review: (6) Facilities and Equipment** Final Submission: Version by **Olayele, Brittany** on **03/07/2026 20:29**

#### **Describe and assess the existing program facilities and equipment.**

The program uses the projectors and screens provided in each classroom. The facilities provide all the necessary technology.

#### **Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

Student feedback indicates that the current facilities and classroom equipment supporting the ESL program are generally meeting student needs. Students report satisfaction with the learning environment, classroom spaces, and instructional technology used in ESL courses. As a result, the program does not currently have major facility deficiencies that require immediate large-scale upgrades.

#### **Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

One long-range need is the development of an ESL Student Success Hub or resource center in the Student Resource Center that would provide a dedicated space where students can access tutoring, language-learning technology, and academic support services. Student survey data indicate that many learners would benefit from additional support in areas such as reading comprehension, critical thinking, and study strategies. A dedicated space would allow the program to offer structured tutoring, peer study groups, and workshops focused on academic skills and language development.

#### **List any related recommendations.**

1.) Dedicated ESL Student Success Hub or resource center in the Student Resource Center that would provide a dedicated space where students can access tutoring, language-learning technology, and academic support services.

## **Academic Program Review: (7) Technology and Software** Final Submission: Version by **Olayele, Brittany** on **03/07/2026 20:17**

**Describe and assess the adequacy and currency of the technology and software used by the program.**

The program uses Rosetta Stone. Students have been very happy with its ease of use and immediate feedback. The program is student-centered and a useful resource to have. As mentioned in the student survey, students are very pleased with the technology used in our classes.

**Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

Rosetta Stone is offered to ESL students through the Student Success Center. Continuing Rosetta Stone access is an immediate need related to technology. In addition, paying for access to a supplemental language platform, Elli, would be a huge benefit to the ESL instructors. Currently all instructors are using Elli on a free trial basis. After surveying each instructor, 3 of the 5 instructors are using the platform and would like to continue using it. "The platform is packed with ready-made lessons, courses, resources, and videos designed specifically to enhance, supplement, or build a dynamic adult ed curriculum." Resources are both digital and printable. The cost for each teacher to gain access is \$250 for unlimited access. Currently there are five adjunct instructors and one full-time instructor. The total cost for each instructor to have access to Elli would be \$1500. As mentioned previously, there are only 3 instructors using Elli currently. The cost would be between \$750 and \$1500 depending on the number of instructors who would like to utilize Elli.

An online class subscription to News for You would also provide a dynamic supplemental addition to the ESL program. This online subscription provides level-appropriate current events to support reading, writing, comprehension and speaking skills which students requested more support with in their learning.

**Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

- 1.) Continued use of Rosetta Stone
- 2.) Online class subscription to News for You (\$150)
- 3.) Elli (\$250 per instructor)

In the next 2-4 years, the program anticipates the need to expand digital language-learning tools and technology resources available to students. Programs such as digital reading platforms, pronunciation software, or language-learning applications can provide students with additional opportunities to practice English skills outside of class. Providing access to these tools will support students who need additional reinforcement of course material and help address skill gaps identified in student surveys.

These long-range investments would support the ESL program's mission to provide accessible, high-quality language instruction to a growing population of multilingual learners. Enhancing instructional technology, expanding learning resources, and creating dedicated support spaces would help the program continue improving student success, retention, and completion while ensuring that facilities and equipment remain aligned with the evolving needs of ESL students.

**List any related recommendations.**

- Continue renewing Rosetta Stone
- News 4 You (\$150)
- Elli (\$750 total for 3 instructors)

## Academic Program Review: (8) Staffing Final Submission: Version by Olayele, Brittany on 03/07/2026 20:22

**Describe the program's current staffing, including faculty, administration, and classified staff.**

There is one full-time instructor and 5 adjunct instructors. Of the 5 adjunct instructors, 2 were hired in the past year. The recent increase in ESL adjunct instructors allows the ESL department to provide all of the necessary courses.

**Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.**

At this time, the ESL program is adequately staffed and does not have an immediate need for additional full-time or part-time faculty within the next one to two years. Current faculty are able to meet instructional needs and support student learning outcomes effectively. Program data indicate strong improvements in student success and retention, demonstrating that the current staffing structure is functioning well in supporting the program's instructional goals.

In addition, although enrollment has increased significantly in recent years—from 49 students in 2021–2022 to 268 students in 2024–2025—the program has been able to maintain high levels of student success and retention with its existing faculty. This growth reflects increased demand for ESL courses within the community and suggests that the program is becoming an increasingly important resource for students seeking to improve their English language skills.

While there is no immediate need for additional staffing, the department recognizes the importance of maintaining flexibility should enrollment continue to increase. One strategy that would support future program growth is the development and maintenance of a qualified adjunct faculty pool. Establishing a pool of qualified instructors would allow the department to respond quickly to increased student demand or additional course sections without disrupting existing course offerings.

If enrollment continues to grow and additional sections are required, adjunct faculty from this pool could be assigned to teach those courses. The estimated cost for an additional adjunct-taught course section is approximately \$6,000 to \$8,000 per semester, depending on contractual compensation rates. Having a prepared adjunct pool would allow the program to expand course offerings, maintain manageable class sizes, and offer courses at times that best meet student needs while preserving instructional quality.

Over the longer term (two to four years), staffing needs will continue to be evaluated in relation to enrollment trends, student success data, and course demand. If the program continues to experience strong enrollment growth, particularly in high-demand time blocks such as morning courses, the availability of a qualified adjunct faculty pool will allow the department to scale course offerings efficiently while maintaining strong instructional outcomes.

Overall, while no immediate staffing increases are required, maintaining access to a pool of qualified adjunct instructors will provide the flexibility needed to support future enrollment growth and ensure that the ESL program can continue meeting the educational needs of the community while maintaining strong student success and retention outcomes.

**List any related recommendations.**

- 1.) Establishing a pool of qualified instructors to support future department growth

## Academic Program Review: (9) Direction and Vision Final Submission: Version by Olayele, Brittany on 02/12/2025 17:20

### Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

Our ESL department must evolve into comprehensive support systems that empowers English learners to succeed academically, professionally, and socially. We need to find ways to strengthen the pathways from ESL to academic and vocational focused pathways.

Relevant changes in the workforce include the growing demand for employees in healthcare, business, technology, and trades. Our ESL program should focus on academic and career preparation in order to prepare students for credit courses, career advancement and economic mobility.

Immigration reform is another relevant change that will change the ESL department offerings. ESL students will see a chance to get a "jump-start" in the language requirement that will most likely be attached to such a bill. If immigration reform were to happen, and Compton College gave ESL students the opportunity to take Citizenship courses, the ESL department will see an increase in students in the credit ESL program. Once ESL students get their citizenship, credit courses will become more affordable because they will get to pay resident fees as opposed to "out of state student" fees. Out of state student fees are the reason ESL students are not motivated to take credit courses.

### Explain the direction and vision of the program and how you plan to achieve it.

Direction: Build a strong and robust non-credit and VESL morning and evening ESL program. The goal of the ESL department is to meet the labor market needs

Vision: The ESL program will provide a program with a variety of non-credit and VESL courses. Students will have the opportunity to choose from a wide variety of scheduled courses. Students have the opportunity to earn Certificates of Completion while experiencing an integrated curriculum designed to strengthen reading, writing, speaking, and listening skills in English. Students will feel embraced and supported as they matriculate and strengthen their language and vocational skills while earning Certificates of Completion. The ESL department will also plan two to three enrichment field trips that are connected to the curriculum so students are able to apply what they have been learning in real world situations.

### List any related recommendations.

- 1.) Add a hybrid course or distance education course for each ESL level
- 2.) Provide funding for 3 field trips each semester

## Academic Program Review: (10) Prioritized Recommendations Final Submission: Version by Olayele, Brittany on 03/07/2026

20:26

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.

Recommendations	Cost Estimate	Strategic Initiatives
1.) Add vocational course ESL 05A in Fall 2025 and ESL 05B in Spring 2026	\$0	1, 2
2.) Provide funding for 3 field trips each semester for 30 <u>students</u> which includes transportation, admission (if necessary) and lunch. \$1250 per field trip	\$3750	2, 5
3.) Raise awareness about FAFSA and California Dream Act applications via class visits or orientations from the Adult Education Counselor	\$0	1, 2
4.) Offer Citizenship course in person and online once approved (Fall 2025)	\$0	3, 5
5.) Continue working with Heather Parnock and advertise in La Opinion and ESL representation in quarterly mailers	\$5000	5
6.) Software: <ul style="list-style-type: none"> <li>- Continue renewing Rosetta Stone</li> <li>- News 4 You subscription (\$135)</li> <li>- Elli for 3 instructors (\$750)</li> </ul>	\$885	3
7.) Add a hybrid course or distance education course for each ESL level	\$0	3

8.) Dedicated ESL Hub/ Resource Center- \$60- Initiatives 1, 2

9.) 4 Peer Student Workers- \$4000 (\$500 stipend per semester)- Initiatives 3, 5

10.) 4 ESL Peer Ambassadors- \$4000 (\$500 stipend per semester)- Initiatives 3, 5

11.) Establish a pool of qualified instructors to support future growth- \$5000-\$6000 per semester- Initiatives 1, 2