



# English as a Second Language (ESL)

Program Review - Comprehensive Review

2023 - 2024

## Program Context

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### 1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

In alignment with the college mission, the ESL program classes develop student language and academic skills including analytical, critical, and creative thinking, and effective communication. Through carefully designed course content and retention specialist strategies, students connect with a variety of student services including the Library, Learning Center, The Undocumented Student Center, Sparkpoint and more. These skills and strategies empower students to transform their lives, further their educational pursuits, and contribute to their communities.

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

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

Our program reaches students from underserved communities including first generation, low income, students of color, and is predominantly Latinx students. (EMP. p.11) We utilize culturally relevant materials and assessment in each of our courses (2.2). A number of our courses utilize Open Educational Resources and all of our courses address diversity, equity, inclusion, and antiracism in our course materials. Our department is excited about the equity minded antiracist direction of the college and our continued contributions to it.

### 2. Articulation

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

n/a

### 3. Community & Labor Needs

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

#### Employment Needs

##### San Mateo County

- Opportunities are opening up in the labor market:

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- Minimum wage has continued to increase
- Extensive development and infrastructure (roads, bridges, etc.) in the Bay Area.
- The service industry in which many of our students are employed remains an inadequate source of income for our students. Students have to work two to three part time jobs.

According to the labor report, current job demands are in education, hospital, local government, and industry. We need to better address current labor needs and support our students in achieving family sustaining professions. Many of our students are undocumented and do not have the right to work; therefore, the labor report is limited in its reflection of what is available to them. We need more support in the development of entrepreneurship, self-employment opportunities, careers that build on students' current skills and work such as specific trades in demand in our area, and careers with opportunities for advancement to promote higher level higher pay professions.

According to the labor report our "regional compensation is 47% higher than national Compensation." This makes the need for higher level professions more essential.

To broaden student awareness of different fields and professions, we have been strongly advocating for all students to get an SEP and do academic counseling. We provide exposure to different fields through class activities, readings, and class visits. We have our Majors to Careers event that introduces students to a variety of fields including STEM areas. We have collaborated with Guided Pathways on connecting ESL to each of the interest areas via the college website.

Our students continue to need access to sustainable careers that pay a living wage.

### Community Needs

- Issues of displacement: housing and transportation are even more prevalent now due to the severe impact of Covid-19 and significant increase in rents and cost of living.
- There has been an increase in mental health challenges.
- The climate towards immigrant students continues to be hostile, resulting in fear, isolation, and distress in the community.
- The uncertainty and challenges around border policies and a lack of cohesive immigration reform continues to negatively impact students and their families.

To accommodate some of these challenges, the ESL department is working closely with SparkPoint, EOPS, TRIO, the Undocumented Community Center, the Multicultural Center, EAPC, and many others to offer relevant events and services. ESL department members have been leading the College's efforts to create a more welcoming and open environment to value and celebrate our students. We also advocated for a full time ESL counselor to assist in navigating our various student needs.

### TECHNOLOGY NEEDS:

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- The digital divide continues to pose obstacles for our students.
- Access to WiFi is still an issue for our students. Being able to provide additional WiFi hotspots for an entire semester is a priority. Dedicated ESL computerized classrooms continue to be a priority for our students in order to meet current technology demands in their personal and professional lives.

To accommodate these needs, we are requesting 35 laptops in our classroom computer carts to accommodate all of our students. Our department Retention Specialists continue to hold a variety of workshops which build students' technology skills. Additionally, we continue to collaborate with the Learning Center and the Library on technology workshops and loans.

## Looking Back

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### 4. Curricular changes

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

Many significant changes have occurred over this program review cycle:

Due to COVID-19, we submitted all of our courses to be DE.

To accommodate AB705 implementation, our department removed prerequisite blocking from our Level I, Level II, and ESL 808 courses.

We instituted multiple measures creating and testing new assessment tools: Students are now using Guided Self Placement ("I Can") to determine their level placement (add notes). We have streamlined the placement process and significantly reduced the time and burden that was placed upon students.

In order to accommodate busy student schedules and diverse needs, several hybrid courses have been scheduled. We are still assessing how to best offer courses in terms of modality and time blocks. We are enthusiastic about so many students returning in person on campus, which will enable us to offer more variety in scheduling and modalities.

As a result of increases in student technological skills, there has been an increased demand for online and hybrid courses even with decrease of Covid.

We have increased Project Based Learning to better address 21st skills.

### 5A. Progress Report - IPC Feedback

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Provide your responses to all recommendations received in your last program review cycle.

N/A no recommendations

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Thank you for the careful attention and commendations.

### 5B. Progress Report - Prior Program Goals

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Provide a summary of the progress you have made on the program goals identified in your last program review.

#### AB705 Work:

- **Meet with district ESL partners:**

Continuing to meet with partners such as Sequoia Adult School and the Sequoia High School district, Upward Scholars & RWC School District, and Community based (CB) ESL programs

- **Get throughput data:**

Data collection was challenging and the many confounding factors during the pandemic made it unrealistic to make informed decisions based on the results.

- **Evaluate Accuplacer:**

Evaluated Accuplacer and collaborated with district ESL to move forward on more efficient and student friendly Guided Self Placement

- **Explore placement measures:**

Implemented, evaluated, and revised ESL Guided Self-Placement. Collaborated with local and district faculty, staff, and administrators to align our standards and implementation. Worked with Welcome Center on all three campuses to train staff administering the placement.

- **Administer placement:**

To address our need for additional support staff for placement of ESL students per AB705 criteria, we collaborated with welcome center and counseling

- **Increase coordination time for work on AB705:**

The ESL program is on and off campus and in the community, and the coordination takes additional time.

Coordination time to support AB705 was approved and increased to 9 units for four semesters. Current coordination is 3 units from Fund 1 and 3 units from ACCEL. Funding for coordination needs to be secured if the funds from ACCEL are no longer available.

- **Remove prerequisite blocking for lower-level courses:**

Goal achieved.

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- **Collaborate with other departments to create pathways for our students:**

Being online during Covid made it challenging to collaborate; however, we did get ESL connected with all of the Guided Pathway Interest Areas via the Guided Pathway Website: <https://canadacollege.edu/academics/interest-areas/>.

- **Create curriculum for Fashion Design ESP course:**

Began initial planning: developed Fashion Design content based course proposal and met with Fashion Design faculty, but work was disrupted by COVID and staff changes.

- **Continue to facilitate career exploration across disciplines:**

Majors to Career event, I.D. Night Counselor presentation, having all students identify a major, incorporate major exploration across ESL curriculum (research/compare and contrast careers)

- **Continue to advocate to move the ESL Coordinator and a permanent ESL/Basic Skills Counselor to Fund One:**

- The source of the funding has changed and all coordinators receive 3 units of release time as a standard. Currently, three units are Fund 1 and three units are ACCEL. In order to support the ESL program coordination and programming, we will continue to advocate for additional coordination time.
- With the increase in ESL enrollment, an ESL Counselor is essential to support students both on and off campus.

- **Continue coordinating our Careers and Majors event for ESL students. In Fall 2019, we will collaborate with STEM, College for Working Adults (CWA), and Radiologic Technology Department:**

Collaboration continued but efforts had to be put on hold due to COVID

- **Continue to hold our Annual ESL Awards Ceremony**

Despite COVID-19, we successfully organized and carried out our ceremony virtually one year and multimodal the second year with strong attendance

- **Continue collaboration with ACCEL partners, specifically South CATs and Coastside CATs, to create pathways to college and career:**

Collaboration continued but efforts had to be put on hold because student enrollment severely dropped due to COVID.

- **Update ESL course outline of record on 5-year cycle:**

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Successfully completed

- **Revise ESL 400 Course Outline to meet Humanities GE transfer requirement:**

Collaborated extensively across campus, district, and state to revise, analyze rejections across the state, and revise the course outline again. No ESL 400 outlines were accepted.

### 6A. Impact of Resource Applications

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

We made a resource request for computerized classrooms and laptop carts.

The classroom laptop carts make course materials more accessible and affordable for students and enhance instruction and learning. We do not have a sufficient number of laptops to meet our classroom needs with 35 students per class. We continue to need 1 device per student during writing assessments. If our courses continue to have 35-student maximums, we need to have the matching number of computers so that we can ensure equitable and accurate assessment of writing and avoid the unauthorized use of online websites, software, apps, and other online technologies. The expectation that students can use personal devices for in class exams is inequitable and jeopardizes the safety of the exam.

An additional two floating computer carts (see new resource request) would accommodate these needs.

### 6B. Impact of Staffing Changes

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Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

After having our faculty coordination time reduced from 15 to 6 units in the previous years, we have had our coordination time further cut to 3 units (as has happened across the college). Three units were added from ACCEL. This has been particularly challenging for the ESL Department as we have 2 programs: one on campus and one community based. ESL is one of few departments to address the EMP goal to make community connections via our courses in the San Mateo Community, thereby doubling the coordinating position role.

In addition, 50% of our ESL retention specialist time was moved to Guided Pathways. During COVID-19, the ESL retention specialist was partially assigned to support the Human Behavior and Culture interest area.

ESL enrollments have had a significant increase of 63.5% for academic year 2022-2023. In the same academic year, we restored six sections and are planning to add six more, based on enrollment demands especially in beginning levels. The ESL Retention Specialists, Diana and Janet have played instrumental roles ensuring students are registered and supported in myriad ways.

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We expect enrollment increases due to a number of factors including:

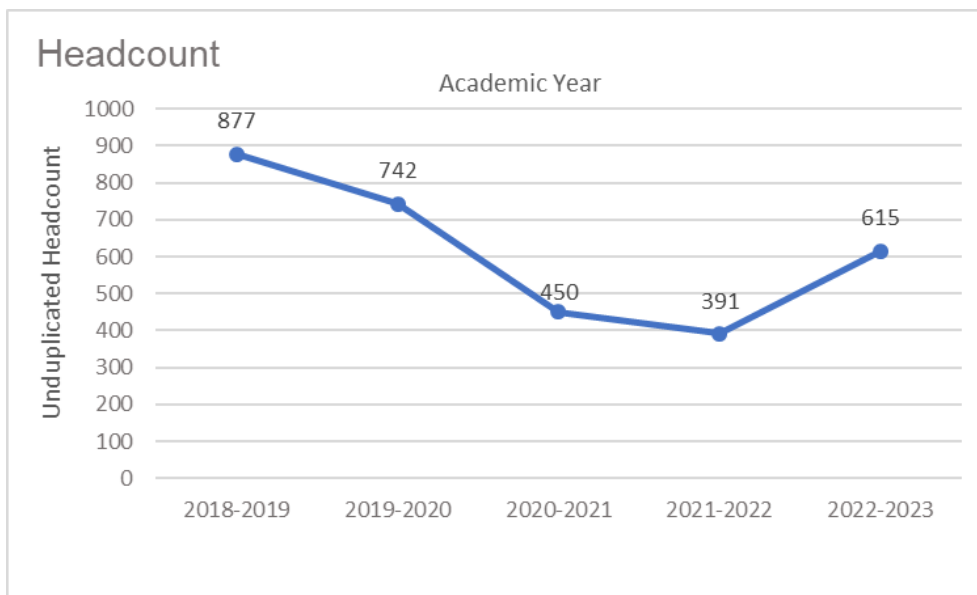
- Free college
- Increase in face to face teaching modality
- Flexibility in modality
- Increase student technological facility and interest in online/hybrid modalities
- A greater sense of community and support for immigrant and undocumented students
- Intentional public support for undocumented students
- Equity and antiracist policies including 6 unit fee waiver, expanded support for undocumented students including an easier enrollment process, fellowships, an undocumented center, and more.

### Current State of the Program

#### 7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

As stated above, our enrollments are increasing. The data from PRIE shows that despite the decrease during the pandemic, our headcount has increased by 224 students in 2022-2023:



With the implementation of SB893, ESL is experiencing a further enrollment boom. Our current head count for the fall 2023 semester is 588, with an expected 2023-2024 headcount of approximately 1000.

We expect enrollment increases due to a number of factors including:

- Free college
- Increase in face to face teaching modality



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- Flexibility in modality
- Increase student technological facility and interest in on line/hybrid modalities
- A greater sense of community and support for immigrant and undocumented students
- Intentional public support for undocumented students
- Equity and antiracist policies including 6 unit fee waiver, expanded support for undocumented students including an easier enrollment process, fellowships, an undocumented center, and more.

As with other departments across the college, our load was low during the pandemic; however, we had a “five year high in 2022-2023,” and load and FTES has increased significantly in 2023. We expect that to continue.

### 7B. Significant Changes in Your Program

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Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

We have made significant changes to our mode of delivery by adding hybrid and online courses. We also added a section of our highest level, ESL 400. These changes have created more options for students in terms of course offerings.

Pre-pandemic there was a decrease in FTES, but post pandemic, we rebounded exponentially. Our load has increased by approximately 23% since 2021.

As stated above, [ESL enrollment is trending up](#). After experiencing a significant decline in enrollment during the pandemic, ESL students are returning to classes in large numbers, filling and over-enrolling classes. Consequently, a group of students was turned away from classes. Because we did not have sufficient faculty, we were unable to open the additional sections needed (despite several of our faculty having overloads). Overall, this leads to a loss of enrollment for the college. As enrollment continues to trend up, we look forward to creating more flexibility in our schedules for both students and faculty.

### 7C. Planning for Your Program

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What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

#### Course Scheduling and Modality

We are currently discussing adding sections to accommodate student and faculty needs. Plans to add sections are:

#### Adding for Spring 2024:

- ESL 922 Tues/ Thurs at 11:10
- ESL 912 Mon/Wed at 11:10

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- ESL 913 Mon/ Wed at 7:10
- ESL 923 Tues/Thurs at 7:10

### Adding for Fall 2024:

- Level 3 in day
- Level 2 in eve

### Adding for Spring 2025:

- Level 3, 4 and up as students progress in the program

We are continuing discussion on best practices for modality options with these increased sections.

### Marketing

We will continue with district marketing plans that communicate new opportunities for ESL students across our district.

We will advocate for the continuation of social media marketing for our program within the college. It is imperative that the Marketing Department is adequately staffed for the timely completion of our requests.

### Faculty Recruitment

We are in the process of recruiting, hiring and onboarding ESL Adjunct Faculty to meet the needs of our new program plans. We have updated our job announcement and distributed it widely. Additionally, we are collaborating across the District and with HR to update the district ESL Adjunct Job Posting this fall.

### 8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

Success and completion rates were heavily impacted in the academic year 2022-2023 as we returned from COVID 19 closures. Our interpretation of the data follows:

- Students experienced learning loss during Covid lockdowns.
- The pandemic exacerbated the digital divide.
- Many students reported working extra hours to make up for lost wages during the pandemic.
- Many students continue to experience mental health challenges that impede learning.

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During the last program review cycle, it was possible for a student to complete the coursework for the PASS certificate at Cañada College. We have added hybrid classes to increase flexibility and access in order to prepare students for various degrees and certificates specifically at Cañada. The ESL program prepares students to enter all certificate and degree programs, and the PASS certificate includes collaboration with other departments.

The college can help us improve student completion and success by continuing its commitment to support services in both day and evening. These important services include: Personal Counseling, DRC, Library, Learning Center (especially tutoring), IT, and food services. The college can continue and enhance its commitment to additional funds for books, technology, transportation and housing.

Hispanic ESL students represent over 6.6% of the Hispanic student population at our Hispanic Serving Institution (HSI), and we would like to see these students embraced in the college wide Latinx activities as well as supported in the initiatives. For Latinx heritage, “community platicas,” Latinx graduations, or other events focused on Latinx students, for example, we would like to request that ESL faculty and Retention Specialists be notified early in order to involve Latinx ESL students, spread the word to ESL students, and in some cases to be involved in the planning.

Additionally, the ESL Department will need more support for our spring ESL Awards Ceremony including for food services and entertainment.

The ESL department is aligning with the district ESL departments to evaluate and collect data in the assessments in order to validate the instruments. We will need AB 705 grant funding for ESL.

### 8B. Student Equity

**One of the goals of the College’s Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?**

Hispanic males are experiencing disproportionate impact in our program. From our PRIE packet: Hispanic male students had withdrawal rates six percentage points higher than the average rate for ESL. Additionally, we have a larger percentage of older first generation low income students in our classes.

- The college could offer a variety of programs that are attractive to Latino males including short-term certificate programs. Our male students have a variety of skills that can be further enhanced by our current programs.
- Financial assistance continues to be an issue as even if the tuition is paid. Students are taking time away from work to study, and for many Latino students who have the pressure to support their families or be the primary income earner, that is a barrier.
- In our department, we have committed to engaging curriculum with diverse authors and role models including Hispanic authors/poets, activists, musicians, artists. We have also engaged in training on supporting Men of Color in Community colleges via CORA and flex sessions.

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- We plan to explore collaborations with community partners (Immigrants Rising, Upward Scholars, and others) and the Business, Design and Workforce Division to create a student-led entrepreneurship/small business clinic with organized networking. We are also exploring ways to integrate business English into our current course offerings.

### 8C. Completion – Success Online

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The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write “not applicable”.

Synchronous data does not apply since we are no longer offering synchronous courses; the low enrollment and success rates caused us to no longer offer ESL 400 online. We have been offering hybrid classes. We look forward to more data on that modality, which will inform our course offerings to come.

### 9A. SLO Assessment - Compliance

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

Our department has organized our courses into five groups of two and one group of three, each group being assessed in its entirety once during the three-year cycle. In other words, in a given semester, there are two (or in one case, three) courses being assessed – six groups of courses, six semesters, one group per semester. Every SLO for a course is included when the course is assessed. If a course is canceled due to low enrollment, it will be assessed during the next assessment cycle according to the three-year plan.

The nature or type of assessment is determined by individual teachers in the program according to the type of skill that is addressed in the SLO. For example, if an SLO for ESL 922 requires students to be able to compose an intermediate-level paragraph which includes properly organized relevant content, then the assessment for that SLO would be to write such a paragraph. If an SLO for ESL 914 states that students should be able to utilize academic resources and study skills to support their coursework at the advanced level, then the assessment for that SLO might be to write a one-page summary of a campus library orientation which focuses on identifying and locating materials for an upcoming research paper.

### 9B. SLO Assessment - Impact

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

In our last Program Review (fall 2019), our department had concluded that further data collection from an additional three-year assessment cycle was needed in order to identify trends reliably and draw meaningful conclusions.

However, what followed was the 2020 – 2023 Assessment Cycle, most of which occurred during the COVID-19 lockdown. Our department’s decision during that time was to continue assessing our courses individually for the purposes of department-level discussions at meetings but to suspend reporting the results of those assessments in Nuventive. We felt strongly that the effects of severely diminished class sizes (usually in the single digits) and the sudden, unplanned shift to online/Zoom classes were such that any data collected at that time would produce a false representation of the program. We believed it was critical not to confound assessment work up to that point by comparing pre- and mid-COVID-19 courses as if they were from comparable settings. It would have been an apples-to-oranges

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comparison. Our opinion was reinforced by the district's willingness to institute a policy during the lockdown that allowed all students to drop courses past the usual deadline, to receive "no pass" grades instead of "F" grades, and to repeat courses that they had already passed. Like us, the district recognized the anomalous nature of the COVID-19 semesters.

When face-to-face classes resumed in the spring of 2022, our department began reporting assessment data on Nuventive once again, according to our three-year plan. This means for the 2020 – 2023 assessment cycle we have data reported for ESL 911, ESL 921, ESL 837, ESL 800, and ESL 808. (ESL 836, which was not scheduled by our Dean due to low enrollment, did not get assessed in that cycle.) Additionally, we have continued into the new assessment cycle for 2023 – 2026, with ESL 914, ESL 924, and ESL 400 being assessed this fall semester.

Our department includes assessment as an agenda item for at least one of our meetings each semester. We maintain a GoogleDoc of meeting notes, to which we all have access, and this enables everyone in the department to stay informed of the current status of our courses in terms of assessment. Additionally, it allows everyone to contribute observations and ask questions about our assessment practices and results. This semester, because we now have at least two assessment cycles' worth of non-COVID-19 data for the courses listed above (ESL 911, ESL 921, ESL 837, ESL 800, and ESL 808), one of our agendas will include a discussion item about those assessment results.

One new strategy we plan to implement this year reflects a shift in our assessment procedures. Currently, one full-time faculty member is in charge of gathering and uploading all assessment data, with another full-time faculty member assisting. However, our department plans to reorganize this process so that each full-time faculty member will be responsible for two (and in one case, three) of the 13 courses we offer in our program. Each semester, according to our three-year plan, the faculty members whose courses are being assessed that semester will take a turn collecting and uploading the data for those courses. In this way, every full-time faculty member in the department will share in the responsibility of maintaining our assessment information. This change will also help keep our assessment data up-to-date and accurate because there will be six different people actively keeping track of the data instead of just one or two. Finally, this system will help inform our discussions about assessment because we will all have a hands-on role in maintaining Nuventive.

### 10 PLO Assessment

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

The ESL Department PLOs can be found at the bottom of [our home page](#). Over the past several years, our PLO assessment has continued to evolve. We recently noticed that an SLO adjustment we had made to our program's capstone course, ESL 400, unintentionally created a gap in our PLOs. Specifically, the second and third SLOs of this course were deleted and replaced with others. The problem was that those two original SLOs mirror the second and third learning outcomes of our program, and those PLOs track directly to the Critical Thinking and Communication ILOs for our college.

After discussing the pros and cons of replacing the two original ESL 400 SLOs, we made a departmental decision to put back the SLOs that had been removed, thereby ensuring that all students can achieve our program's PLOs by successfully completing ESL 400. The COR for

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this course has been submitted to the Curriculum queue for the October 5th Curriculum Committee meeting, and revisions should be complete by mid semester this fall.

Our department's primary means of assessing our PLOs is via ESL 400. However, as students enter and exit our program at various levels due to lifelong-learning goals, we assess PLO #2 and #3 at multiple levels and in multiple courses. For example, PLO #2, which focuses on academic resources, study skills, and technology skills, and PLO #3, which focuses on creating Student Educational Plans and/or identifying educational opportunities, are assessed every semester and reported in Nuventive according to our 3-Year Assessment Plan.

### Looking Ahead

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**11. Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc. Please enter your response in the textbox below.**

Our program is currently bursting with opportunities in large part thanks to the work of the college on initiatives such as SB893. In order to grow and improve our program:

- Add four sections of program level ESL courses in the next three years to accommodate increasing enrollment.
- Explore adding supplemental courses to accommodate student needs and enhance student learning opportunities and create a summary report.
- Continue to offer modality options for students based on future data from PRIE.
- Explore collaborations with community partners (Immigrants Rising, Upward Scholars, and others) and the Business, Design and Workforce Division to create a student-led entrepreneurship/small business clinic with organized networking. We are also exploring ways to integrate business English back into our current course offerings. Identify two of the most relevant initiatives to focus on.
- Increase the units for ESL Coordinator release time. The coordinator manages on-campus and off-campus work. We are one of few departments to be in the community with classes in the Redwood City School District, the Coast, and at Sequoia Adult School. This work is essential for addressing the College Education Master Plan goals to have community connections, and it takes substantial coordination time.
- Advocate for a Program Service Coordinator to maintain parity across the district.
- Integrate meaningful learning opportunities such as through project based learning (PBL) at all levels.
- Meet the needs of our current students and potential students in a timely manner. With the increase in enrollment, we need to rebuild sufficient support for all our programmatic needs. Over the last decade, the ESL Department has lost 12 units of coordinator time (from 15 to 3) and our ESL Retention Specialist time has decreased by 50%.

**Next Step: If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there. Otherwise, this is the last prompt in the comprehensive program review form.**

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### Supporting Information

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Non-Personnel Item (2023 - 2024)

**Non-Personnel Item (2023 - 2024)**

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**Program Requesting Resources**

ESL Department

**Item Requested**

2 Floating Computer Carts

**Item Description**

Like the computer carts in Building 13, ESL classes request 2 "floating" carts for classes that require more than the current 20 laptops in the classroom cart. These carts could be used in any classroom in Building 13.

**Program Goals this Request Supports**

\*Provides students access to the technology necessary to learn, be assessed, and reach educational goals.

\*Supports instructors by allowing them to provide equitable access to technology and a strategy to ensure equitable assessment and grading.

**Status**

New Request - Active

**Type of Resource**

Instructional Expenses (over \$5,000) e.g., equipment

**Cost**

20,000

**One-Time or Recurring Cost?**

One-time Cost

**Critical Question: How does this resource request support closing the equity gap?**

Floating computer carts will support our students, who often do not have the required technology to succeed in the classroom. Specifically, we need to provide equitable access to technology to our Latino male population in order to close the equity gap.

**Critical Question: How does this resource request support Latinx and AANAPISI students?**

The majority of ESL students are Latinx and ANNAPISI. We need to adequately support these students with technology required to succeed in education. Floating computer carts can help us achieve this.

**Map Request to College Goals and Strategic Initiatives**

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**Which of Cañada College's Goals does this resource request support?**

Student Access, Success, and Completion,Equity-Minded and Antiracist College Culture,Accessible Infrastructure and Innovation

**Which of Cañada College's Strategic Initiatives does this resource request support?**

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete,Support innovative teaching that creates more equitable and antiracist learning environments,Create and sustain an inclusive, antiracist, and equity-minded campus culture,Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps,Help meet the basic needs of Cañada students and other community members,Provide adequate access to technology