

Faculty Request Form - Spring 2025

Department/Area and Name of Submitter

ESL, Linda Yee

Details on Faculty Positions Requested

* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Position Name	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If Both, indicate the ratio	*Area Ranking
ESL Instructor	Replacement	Spring 2019			

Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- Racial Equity: Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- Student Success Factors: The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles above, please refer back to the comprehensive program review and annual program review update to inform your response below (see the following areas in the comprehensive program review: Reflect on Enrollment Trends, CTE Programs - Statewide and Regional Labor Market Trends, Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies, Trends in Awards and Staffing Needs).

A. Instructional Faculty

Faculty Position Request Data Sheet

Limits: From 2019-20 to 2025-26

Fill Rates					
Language Arts - English as a Second Lang-FD					
	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollments	4,385	3,573	2,777	2,936	3,342
Sections	188	167	219	237	280
Fill Rate	92%	87%	86%	92%	89%

Success and Equity

Language Arts - English as a Second Lang-FD

	2019-20	2020-21	2021-22	2022-23	2023-24
Success Rate	85%	85%	82%	80%	77%
Withdraw Rate	5%	7%	8%	8%	9%
Equity Gaps	-9%	-8%	-7%	-12%	-13%

Faculty Load Ratios

Language Arts - English as a Second Lang-FD

	2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	45%	48%	49%	34%	38%
Part Time	46%	43%	43%	56%	54%
Overload	9%	9%	8%	10%	8%
FTEF (full time only)	9.0	8.1	6.9	4.7	6.6

Awards

Language Arts - English as a Second Lang-FD

	2021-22	2022-23	2023-24
Certificates	1	37	77
Associate Degrees	0	0	0
Associate Degree for Transfer	0	0	0

Data is for the academic year, including summer term and early summer/second spring terms for Foothill College. Enrollments include students who are counted for apportionment for the report years (i.e., Apprenticeship, noncredit and other students who do not necessarily have a reported grade). Cross-listed courses are included in the home department. Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities? Be sure to refer back to your Comprehensive Program Review form and Annual Program Review Update form to inform your response.

The data shows that while our enrollments decreased from 2019-20 to 2021-2022, just like the rest of the College and the District due to the pandemic and changing demographics of the Bay Area, the ESL Department experienced **tremendous growth** from 2021-222 to 2023-24 (see data submitted to Mallory Newell):

- Unduplicated headcount increased by 29.3%
- Enrollment increased by 20.3%
- Sections increased by 27.9%
- WSCH increased by 40.5%
- FTES increased by 41.7%

Our growth is largely due to the success of our **mirrored non-credit classes**, whose enrollments have risen dramatically since we began to offer them. Between 2021-22 and 2023-24 (see data submitted to Mallory Newell):

- Unduplicated headcount increased by 133.5%
- Enrollment increased by 153.0%
- Sections increased by 43%
- WSCH increased by 355.1%

- FTES increased by 352.3%

The data clearly shows that we are meeting the needs and demands of the populations served by offering mirrored non-credit classes because they are tuition-free, **eliminating financial barriers** for students who face economic challenges and thereby increasing access and equity. At the same time, by offering them as mirrored classes whose standards and requirements are the same as those of credit classes, students receive high-quality education while being held accountable, resulting in **high retention and success rates** compared to traditional noncredit classes like those offered at adult schools. The success rates in 2021-22, 2022-23, and 2023-24 were 79%, 78%, and 74%, respectively.

In Spring 2023, the department also made a significant change to our **ESL Placement Assessment** in response to AB1705 by replacing the assessment with a **guided-self placement (GSP)** assessment. Tests can create extreme anxiety, especially for the non-native English-speaking populations we serve. They are already under a lot of stress trying to cope with living in a new country and having to learn a foreign language. Though desperate to improve their English, many potential students might have been deterred by the idea of having to take a test and decided not to apply to De Anza. Now, instead of taking a test, students answer questions about their own English ability and place themselves into classes that they feel are most suitable for them. We believe this change has **greatly improved student access and equity** because those who previously felt quality education was out of reach can now easily enroll in our program.

B. Non Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards, be sure to refer back to the program review where applicable).

N/A

C. Instructional and Non Instructional Faculty Justifications

1. How does this request align with the goals in the Educational Master Plan? (refer back to the comprehensive program review areas: Mission and Program Goals and annual program review questions 2-4).

This request aligns with the goals in the Educational Master Plan to **increase enrollment**, provide **student-centered instruction**, and **increase retention**. Current demographics data show that the Bay Area is becoming increasingly diverse, with about 50% of county residents speaking a non-English language at home and two out of five residents, or 39%, being born outside the U.S. We can increase enrollment by continuing to attract adult non-native speakers from our community, including adult schools, with our free non-credit ESL classes. Our ESL program is an attractive draw for international students as well because many of them need to strengthen their English proficiency in order to obtain a degree at De Anza or transfer to a four-year university. In fact, the district International Student Program is exploring ways to lower the minimum TOEFL score requirement in order to recruit more international students, which will result in greater demand for ESL classes.

Another goal in the Educational Master Plan is to provide **student-centered instruction**, and ESL instructors do just that by keeping our class size small, designing our curriculum around student needs, practicing student-centered teaching methods in the classroom, and giving individualized attention both in and outside the classroom. This is especially important for immigrant and non-traditional students, including part-time and older students who have a job and/or family to take care of while at the same time, need to improve their English for better employment prospects. Juggling work and studies can be very challenging, putting them at risk of receiving lower grades or even failing their classes. We know that instructors are usually the first line of intervention to help these students, so we often provide extra instructional support and connect students to appropriate services both on and off campus.

Our program also aligns with the mission of **Guided Pathways** because once students complete the ESL program, they meet the prerequisite requirements and are qualified to pursue a certificate, degree, or transfer program at De Anza. Furthermore, some ESL students first come to De Anza only with a goal to improve their English, but upon completing the ESL program, they feel confident enough to continue with their studies. In fact, ESL instructors use content-based curriculum, taking material from a wide range of academic disciplines, and by studying our curriculum, students get exposed to various areas of study, become inspired to explore prospective majors and careers, and enter a certificate, degree, or transfer program at De Anza.

2. How does this request align with the College's Equity Plan Re-Imagined? (refer back to the comprehensive program review areas: Exploring Gaps in Successful Course Completion by Ethnicity and Teaching and Learning Strategies)

According to our Program Review completed in Fall 2023, Filipinx (-9%) and Latinx (-14%) students are less successful than other ethnic groups. Although they represent a small portion (32 Filipinx, 182 Latinx) of our total ESL population (2,922), they still need more support to succeed in our classes and beyond. Individuals with disabilities (-22%) and low-income students (-8%) are also experiencing disproportionate impact. 22 students were identified as having a disability, while 1,025 students were identified as low-income, comprising about one-third of the total ESL population.

One of the ways that the ESL department is addressing the needs of **low-income students** is by offering **tuition-fee non-credit courses**. They are mirrored and enhanced, with the same curriculum, standards, and rigor as those of credit courses, satisfying prerequisite requirements both within the ESL department and for transfer-level courses, but without the financial burden.

We are also now offering **six Non-Credit Certificates of English Competency** – Intermediate, High-Intermediate, Low-Advanced, Advanced, American English Pronunciation, and Grammar, Writing, and Proofreading. Students can obtain these certificates by completing the required courses at each level and in doing so, be motivated to stay on track and continue their studies in our program and beyond.

The last comprehensive program review also showed that students in the lower-level ESL classes had lower success rates than those in higher levels:

- ESL 234 (77% in 2021-2022, 60% in 2022-2023)
- ESL 434 (84% in 2021-2022, 63% in 2022-2023)
- ESL 444 (72% in 2021-2022, 75% in 2022-2023)
- ESL 472 (79% in 2021-2022, 79% in 2022-2023)
- ESL 273 (79% in 2021-2022, 75% in 2022-2023)
- ESL 473 (73% in 2021-2022, 69% in 2022-2023)

To increase the success rates of those most vulnerable, the ESL Department instituted **Embedded Tutoring** in Fall 2024, in which a student tutor - also an ESL student but with high English proficiency - is assigned to a specific lower-level class and provides just-in-time support to students both in and out of class every week. We had four embedded tutors in Fall 2024, four in Winter 2025, and now two in Spring 2025. Surveys show that the program has been a great success because 1) students feel more comfortable seeking support from a peer than from their instructor, 2) they see the same tutor coming to their class every week, 3) the tutor works closely with the instructor and is familiar with the curriculum as well as the students. We hope to continue to have funding so that we can continue to offer this great program and increase student success.

However, we know we need to do more to close the equity gaps and develop high impact practices to accomplish the goal of the College's Equity Plan, and to do so, we need more full-time faculty because it is mainly full-time faculty that become involved in shared governance and college-wide and department-specific efforts to fulfill the mission and vision of the College.

3. How does the position support on-going college operations and/or student success? (refer back to the comprehensive program review areas: Exploring Course Success Rate Trends, Exploring Gaps in Successful

The position supports ongoing student success by teaching foundational English skills required to achieve many of the **Institutional Core Competencies**, including Communication and Expression, Information Literacy, and Critical Thinking. Our reading classes teach students to read, comprehend, critically evaluate, and respond to academic text. In our writing classes, we teach them skills to express themselves clearly and logically in the written form, while our listening and speaking classes teach them to engage actively in dialogue and discussion with clarity and logic. With strong academic English skills in reading, writing, listening, and speaking, non-native English-speaking students can pursue certificate, degree, and/or transfer programs with confidence and achieve success.

ESL 272/472 and ESL 273/473, which are one level below transfer, are **prerequisites** or **advisories** for many of the transfer-level courses at De Anza. By going through the ESL sequence and completing ESL 272/472 and ESL 273/473, non-native English-speaking students are better prepared for transfer-level courses and therefore, more likely to be successful in those classes.

We also offer two **transfer-level ESL courses** – **ESL 5** and **ESL 6**. ESL 5 is equivalent to English 1A while ESL 6 is equivalent to English 1B, both of which meet the **CSU and UC transfer requirements** as well as **GE/Breadth requirements** for an AA/AS degree at De Anza. By taking transfer-level ESL classes, students continue to receive language support in a safe classroom environment while satisfying transfer/degree requirements, which enhances their chances for success. De Anza is one of only five community colleges in California that offer transferable ESL courses, and these courses have been proven to be extremely popular with degree- and transfer-seeking students.

In addition, we are increasing the accessibility of our Canvas courses, especially for online and hybrid modalities, by participating in the RSI trainings and updating our courses accordingly. We are also working towards developing more low or zero-cost courses, especially our 2- and 3-unit classes, by developing our own materials.

4. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program? (refer back to the comprehensive program review area: Staffing Needs and annual program review questions 5 & 6)

We had **four retirements** between 2018-2019 and 2021-2022 but only one position got filled in Fall 2023. However, our enrollments have increased significantly in the past three years as described above, and we expect the numbers to increase even more in the future. Furthermore, due to the easing of pandemic-related regulations and policies as well as rising political tensions in certain countries such as Myanmar, we're seeing an increase in the number of international students coming to De Anza. Prior to the pandemic, international students comprised about one-third of the ESL population, so we expect the number of international students needing ESL classes to continue to increase.

We need more full-time faculty not only to teach ESL classes but to contribute to the overall health, growth, and vitality of the department by collaborating with the following programs and offices:

- **Institutional Research** - to identify reasons for the declining success rates among non-credit students and find solutions to improve those rates; to identify the changing needs of our students, e.g. vocational or CTE ESL, and develop courses to meet those needs.
- **International Student Program (ISP)**- to help recruit more students from overseas and improve enrollment for the College and the District; participate in their New Student Orientations and Check-In events to provide information about ESL classes.
- **Academic counselors** (including English Performance Success (EPS) counselors - to ensure that ESL students, many of whom are first-time college students, receive appropriate guidance, support, and information as they navigate the College.
- **The Assessment Office** - to ensure that the ESL GSP Assessment is placing students into appropriate classes and make necessary adjustments to improve its effectiveness.
- **Outreach** – to help recruit students from local high schools and adult schools by participating in their recruitment efforts and making site visits.

- **Communications Office** – to create materials to advertise our program in various languages; to ensure that our department website is accessible and appropriate for English learners.
- **North Santa Clara County Consortium**, a group of community colleges (Foothill & DeAnza) and adult schools (FUHSD, Mountain View-Los Altos, and Palo Alto), that received state funding to provide services to adults in our region
- **English Department** – to ensure that our transfer-level courses are aligned with the English counterparts
- **Other Academic Departments** - to create pathways for ESL students to transition smoothly to a certificate, degree, or transfer program.

We are willing and eager to collaborate with all these programs and offices to meet student needs, improve equity, and increase enrollment, but all this work can only be done by full-time faculty.

5. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program. (refer back to the comprehensive program review area: Staffing Needs and annual program review update questions 5 &6)

The number of full-time ESL instructors has decreased dramatically in recent years. In 2007-08, we had **14** full-time instructors; now we have **eight**, with one faculty member planning to retire in Spring 2025. That is a **50% reduction**. In any given quarter, we have faculty on PDL, so we often have less than eight. (This quarter, Spring 2025, we have two full-time faculty on PDL, so we only have **six** active full-time instructors.) Furthermore, one of the full-time instructors is shared with the English department, and currently, her annual load from ESL is just 0.125.

This rate of full-time faculty attrition is not sustainable. It has led to increased dependence on part-time faculty and decreased involvement in department and equity work. The data from 2021-22 to 2023-24 show that (see data submitted to Mallory Newell):

- Full Time Load has **decreased** by 5%
- Full Time % has **decreased** by 22%
- Overload has increased by 17%
- Part Time Load has increased by 53%
- Part Time % has increased by 26%

During the same period, enrollment increased by 20.3% and the number of sections grew by 27.9%. We hired four new part-time instructors in 2023-24 and two more in Summer 2024 to meet the increasing demand for our classes, but we are still experiencing a shortage of faculty. Our classes fill up very quickly and instructors receive numerous emails from students begging us to add them, but unfortunately, we have to turn them away because our classes are at capacity. Seeing the high demand, the VPI allowed us to add an extra class in Spring 2025, which we were thrilled about, but unfortunately, we could not add it to the schedule because we couldn't find anyone to teach it. Plus, as talented and committed as our part-time instructors are, they often teach at many colleges and therefore, their time and focus are divided. They also do not receive any compensation for participating in important activities such as program review, curriculum development, Guided Pathways, equity, and shared governance, resulting in very low participation rates. This is why we need another full-time faculty member for the health, growth, and vitality of the program.

6. Explain how the work will be accomplished if the position is not filled. (refer back to the comprehensive program review areas: Staffing Needs and annual program review update questions 5 & 6)

With fewer full-time faculty members, we must rely more heavily on part-time faculty, which threatens the quality of instruction and our endeavors to accomplish the mission of equity and increased enrollment. Because of the faculty shortage, current full-time faculty members are experiencing a heavy workload, given the fact that the department offers eight levels of classes from basic skills to transfer and a total of **26 credit and non-credit courses**. With so many classes, we are constantly **revising our course outlines** for the 5-year course revision, which is very time-consuming. Because all our classes are in a sequence, instructors must

also maintain certain standards for each course and level so that students are prepared to succeed as they progress through the sequence. This requires **regular norming**, in which instructors discuss standards and design lessons accordingly, but with so few full-time instructors to act as course leads, it has become extremely difficult to have regular norming sessions. Furthermore, as mentioned above, we just don't have enough full-time instructors to **collaborate** with other programs and offices to adequately address the needs of our students and the College. It is imperative that we hire more full-time ESL instructors in order to close equity gaps and increase enrollment not only for our own department but also for the entire College.

7. Other information, if any.

The Spring 2024 request indicated that the request was to fill the position vacated in Spring 2022. However, as explained in #5 above, since 2007-08, we have gone from 14 full-time instructors to eight, which means **six positions have not been filled**, with one more retirement expected at the end of Spring 2025. Therefore, we chose Spring 2019 as the resignation date because it was the earliest term possible for this request.

Dean/Manager Comments (Deans, please review the form for completeness and clarity and provide additional details as needed)

Our English as a Second Language Department has been shorthanded in the number of full-time faculty since they implemented Guided Self-Placement, restructured their curriculum, and added noncredit options for all of their pre-transfer level courses. As a result of these major program changes, particularly free noncredit classes, ESL has seen its enrollment surge by double-figure percentages each of the last two years. Having two recently retired faculty while facing such rapid enrollment growth has put an undue burden on the remaining full-time faculty with regard to professional obligations. Replacing at least one of these two retirements is urgently needed.

This form is completed and ready for acceptance.