



# Fullerton College

## Self-study for English as a Second Language Program

2025

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### Section 1: Introduction

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1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Fullerton College English as a Second Language Department is a highly specialized program designed to support the college's mission by preparing students from **diverse communities** to fulfill their **educational and career goals**, whether that be through **certificates, associate degrees, or transfer**. Because English language skills underpin every course of study and aspect of life in the United States, ESL courses and certificate programs support students by providing **flexible pathways to become successful learners, responsible leaders, and engaged community members**.

Instructors in the English as a Second Language Department are committed to **transforming their students' lives** not only through English language development but also by strengthening students' familiarity and comfort with American culture inside and outside of the academic setting. The department encourages **positive change** by enabling students to do well in their college studies in all disciplines and succeed as members of our **multicultural and multiethnic community**.

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## Section 2: Students

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### 2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

The ESL department serves an average of 230 English language learner students (headcount) each year from diverse ethnolinguistic backgrounds and with various academic and professional goals. As ESL students typically register for more than one ESL course each semester, the average enrollment is at 417 yearly.

In addition, the ESL program offers two to three sections of ENGL 110 F, Enhanced College Writing for Non-Native Speakers, each year with an average of 50 students (headcount). This data point is listed separately under the ENGL department in the OIE program review data dashboard.

Most ESL students identify as either Asian (50-55%) or Latina/o/x/e (26-30%). About 10% identify as *Two or more races*. Many speak Spanish, Mandarin Chinese, Korean, Vietnamese, Arabic, and Farsi/Dari as their primary language. Females (65.8% average) outnumber males (30.4% average). While males continue to be underrepresented in the ESL program, their numbers have slightly increased (5%-point decrease in the gender gap) since the 2021 Comprehensive Program Review.

Over the last four years, the demographic profile of ESL students has remained consistent.

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2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Over the past five years, enrollment has dropped by 30%, exceeding the college average by 25 percentage points. This decline is in addition to the 32% decline experienced during the previous five years as described in the 2021 Comprehensive Program Review mostly due to AB 705 changes in the program's curriculum. This time around, the Covid-19 pandemic and the shift to remote learning (2020-2022) were key factors in the sharp decline. ESL students

prefer in-person classes, and many were forced to drop out and return to their home countries. The ESL program's learning community, vital for student success, was disrupted during remote learning, making outreach more difficult and further reducing enrollment. Additionally, external factors like changing immigration policies, visa restrictions, and socioeconomic challenges have led to fewer international students and students taking night courses.

However, enrollment increased by 11.6% from Fall 2021 to Spring 2025, due in part to the hiring of two ESL outreach specialists and the department's efforts to resume in-person instruction as early as possible.

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3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

The ESL department conducts midterm and semester-end surveys of student preferences for course offerings, schedules, and modality through the ESL Weekly Arranged Lab Hour (WALH) Skills Center. Using data from the surveys, the department has created a schedule pattern that has recently improved the fill rate of core academic reading/writing courses (ESL 82, 83, 184, and 190) scheduled between 10:30 am and 1:00 pm and language support courses scheduled from 8:00 am to 10:30 am. This allows students to register for at least one core course and several language support courses if they prefer. Intermediate courses ESL 82 and ESL 83 are also hybridized (80% in-person / 20% online) to provide more access to working professionals, parents, and/or head of households, who generally begin the sequence at an intermediate English language level. The hours of operation for the weekly arranged lab hours (WALH) component of ESL core academic reading and writing courses are also informed by the results from the WALH survey. Finally, the department maintains a rotation of language support courses to give students a variety of options each semester.

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## 2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

The success rate of ESL courses consistently surpasses the institutional set standard of 62% in all five years. In fact, overall success rate is either one or two percentage points above or

below the Stretch Goal of 80% in the past four years.

For the more rigorous **academic reading and writing ESL core sequence courses (ESL 82, 83, 184, and 190)**, the average success rate is at 83.4% for the past five years, while the average success rate for **ENGL 110 F, Enhanced College Writing for Non-Native Speakers**, is at 90%.

The ESL program started offering **two new ESL certificate programs** in Fall 2024. At the end of its first year, AY 2024-25, nine students were awarded with their certificates.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Each year, the success rates of students from each known ethnic group exceed the institution-set standards.

In 2022-23, students who selected “Unknown” (n=13) had a success rate below the institution-set standard. While it’s difficult to identify the exact reason to explain this, one could be the method by which the demographic surveys are administered. The language used in these surveys can be quite daunting ([see Student Supplemental Survey Example](#)), **especially for very low-beginning students, who tend to underperform in their courses**. ESL professors report that some of these students often get confused by these surveys. Some simply select “Unknown” or N/A in cases where they don’t get help.

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3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

The ESL department does not have sufficient data related to certificate completion since it has only been one year since the ESL program offered the two certificate programs and there have only been nine certificate recipients.

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4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

There is no data available since it has only been one year since the ESL program offered the two certificate programs and there have only been nine certificate recipients.

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## 2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

The ESL department typically assesses CSLOs for all courses each semester. However, from 2020 to 2022, assessments were paused due to the challenges of remote learning during the pandemic. Since returning to mostly in-person instruction, the department has resumed assessing all CSLOs across all courses.

Individual instructors review their assessment results and make course-level adjustments. Time is set aside during the department's initial semester meeting to share and discuss these results. Due to difficulties extracting data from eLumen, the department has not been able to systematically review results at the program level. To improve this, CSLO data entry will transition to Canvas Insights starting Fall 2025.

The department is also currently discussing how to assess PSLOs for its two new ESL certificates.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

No data available

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## Section 3: Other Areas of Program Effectiveness

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1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

There have been two substantial changes in the ESL program's curriculum since 2021.

- The ESL program developed two **ESL certificate programs**: (1) ESL Certificate of Proficiency in Academic English and (2) ESL Milestone Certificate of Achievement: Pathway to Transfer – Written and Oral Communication. This project is Strategic Action Plan #5 from ESL's 2021 Program Review. The goal is to encourage students to

complete the ESL course sequence to college writing, create pathways for English language learners to other degrees and career certificates, and promote ESL as a “program” rather than an invisible selection of courses. The certificates were approved in 2024, and the first group of students received their certificates in Spring 2025.

- Fullerton College and NOCE ESL faculty developed, **ESLM 1077, ESL Precollege Reading and Writing, Intermediate**, a noncredit ESL course that “mirrors” FC ESL’s ESL 82 F, Intermediate Reading and Writing, the first course in the ESL core sequence (4 levels below the transfer level college writing course). This project is inspired by Strategic Action Plan #2 from ESL’s 2021 Program Review to promote transition from non-credit to credit ESL. The students enrolled in this NOCE mirrored course get to experience a Fullerton College credit ESL course and all the resources that the college provides but at no cost and with the same benefits of taking a noncredit course. The goal is to inspire noncredit students to transition to credit after their experience and pursue certificate and degree completion at Fullerton College. The first section of this mirrored course is currently offered this Fall 2025 semester.

In addition to these changes, the ESL program plans to address the following in the future:

- Update ENGL 110, Enhanced College Writing for Non-native Speakers, as part of the Common Course Numbering Project phase 3.
- Collaborate with local K-12 districts and create dual enrollment opportunities for high school students
- Expand low-cost and zero-cost textbook use in ESL courses.
- Develop department strategies to manage and guide AI use in writing courses.

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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

Although faculty consistently assign group projects as part of students’ learning, the nature of our courses does not lend themselves to internships, co-ops, clinical placements, or study abroad programs. Students in our courses focus on developing college writing skills across the curriculum and developing English conversation skills. Students are applying their learning in their ESL classes, other classes, and interaction with the overall college community since their priority is academic success and achievement utilizing the English language.

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3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

The following external factors influence the ESL program at Fullerton College:

- **AB 705** and **AB 1705** continue to impact the ESL program course sequence and placement. Soon the program will need to evaluate and validate the Guided Self-Placement survey used by students to place themselves in the course sequence.
- Under **AB 1232**, students who have resided in California for less than one year may qualify for a **non-resident tuition fee waiver** for ESL classes if they are recent immigrants, refugees, or individuals granted asylum. Despite meeting these criteria, many eligible students are still being charged non-resident tuition because the college's registration system does not automatically apply the waiver. Instead, ESL students must navigate a complex residency verification process, often without adequate guidance. As a result, some students are deterred from enrolling due to the unexpected cost ("sticker shock"), while others pay the full non-resident fee unnecessarily. This breakdown in implementation creates a significant barrier for a vulnerable population that the law was specifically designed to support. The college must urgently revise its AB 1232 process to ensure that all eligible ESL students receive the tuition they are entitled to without the obstacles that discourage access and equity.
- Phase 3 of the **Common Course Numbering (CCN) project** will require the ESL program to update ENGL 110 F and adapt the course outline provided by the CCN workgroup. It can also potentially change the future course prefix of ESL, as part of the CCN project is to consider a new prefix for the discipline.
- Recent **federal immigration enforcement actions** (e.g., ICE raids) have created lasting mistrust, even when the ESL program promotes safe and inclusive spaces. Some immigrants or undocumented students avoid enrolling due to fear of exposure to immigration authorities.
- Recent **changes in the F-1 (international student) visa policies and procedures**, such as visa interview suspensions, expanded social media and digital vetting, and termination/revocation of F-1 visas without due process, have impacted international student enrollment and may discourage applications or cause students to choose other countries.

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## Section 4: Faculty and Staff

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### 4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

In Fall 2025, there are 2 full-time and 6 part-time ESL faculty members. The proportion of full-time to part-time faculty has changed from **60% FT / 40% PT (Fall 2021)** to **71% FT / 29% PT (Spring 2025)**. On average, full-time faculty teach 67.5% of sections, while part-time faculty teach 32.5% of sections each year.

ESL faculty is reflective of our student population. In 2024-25, about 67% of ESL faculty identify as one of the top three demographic groups that comprise ESL students (Asian, Latino/a/x/e, or *Two or more races*).

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2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Two full-time faculty members have retired since fall 2021, while we have hired three additional part-time faculty members. In total, four full-time faculty members have retired in the last two program review cycles.

While the department still managed to achieve the strategic action plans in the last comprehensive program review, it has been difficult to focus on other areas and college initiatives, such as dual enrollment, zero-textbook cost, and first-year experience. In addition, full-time faculty members have had to perform more duties related to student and community outreach to address the declining enrollment since the pandemic.

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## 4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

ESL faculty regularly discuss department and course policies related to equitable grading, attendance, late work, and other strategies to support equitable student success during the beginning of the semester department meetings and monthly department meetings. ESL faculty are a close, collaborative group who often work together and share course materials and activities to ensure all students succeed in their classes.

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2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

Equitable grading, attendance, late work, and extra credit policies are evident in all ESL course syllabi. Full time faculty act as course level leaders and regularly collaborate with adjunct faculty teaching each course level to ensure course syllabi, policies, and major assignments are aligned with department policies, course outlines of record, and equitable practices.

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3. What additional areas of professional development could help your faculty and staff engage in this work?

To further support equitable student success, professional development should focus on fostering a community of practice among ESL faculty, allowing for ongoing collaboration and shared learning. Faculty have expressed a strong interest in observing their peers to explore diverse teaching methodologies and classroom presentation styles. Creating structured opportunities for peer observation and dialogue would enhance instructional practices and promote a more cohesive, student-centered learning environment.

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## Section 5: Program Planning

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### 5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

**SAP #1: Hire bilingual community outreach experts to promote the ESL program and degree and certificate completion at Fullerton College.**

In Spring 2024, the ESL department, in partnership with FC's Outreach and Educational Partnerships, hired two ESL outreach experts to engage prospective ESL students from local high school districts. Since then, they have:

- Organized the annual ESL Jump Start event, bringing ELD students to FC to explore programs and resources
- Reached out to hundreds of prospective students via phone and email every semester
- Represented the program at campus and community events
- Developed promotional print and digital materials

Their efforts have received positive feedback from ELD students and teachers and have played a key role in stabilizing ESL enrollment post-pandemic. See the [ESL Outreach Data Infographic \(Dec. 2024 – June 2025\)](#) for more details.

The ESL department was able to secure additional funding for the outreach experts for the consecutive year using leftover funds, but it is set to be depleted by the end of spring 2026. The ESL program and Fullerton College need to institutionalize this outreach effort, which has proven to be an effective engagement strategy for prospective students and their families that epitomize our multicultural and multiethnic community (College Goal #1, Objective 5).

**SAP # 2: Collaborate with NOCE faculty and staff and conduct more outreach events to promote transition from non-credit to credit ESL.**

In early 2022, discussions about the transition from non-credit to credit courses led Fullerton College and NOCE ESL faculty to collaboratively develop a new non-credit ESL course mirrored with FC ESL's *ESL 082 F: Intermediate Reading and Writing*. The goal is to increase the transition of NOCE non-credit ESL students into credit ESL courses at Fullerton College. *NOCE ESLM 1077: ESL Precollege Reading and Writing, Intermediate* was approved in 2025 and is being piloted in the Fall 2025 semester.

**SAP # 3: Collaborate with existing Fullerton College Student Support Departments and Programs to help with ESL student outreach, matriculation, and counseling.**

Progress has been made in strengthening collaboration with various Fullerton College student support departments to enhance services for ESL students. Key developments include:

- Two ESL outreach specialists were hired under **FC Outreach and Educational Partnerships** to focus specifically on ESL student engagement and support (see SAP#1).
- ESL faculty conducted presentations during the **International Student Center's** beginning-of-semester orientation to provide incoming international students with information about ESL course offerings and pathways.
- The ESL department participated in the **Undocumented Student Conference** hosted by Grads2Be, offering a Spanish-language presentation and staffing a resource table to connect with prospective students and their families.
- A collaborative effort with **Admissions and Records** led to the development of a new ESL certificate application form, along with a processing workflow to streamline certificate completion and recognition for students.

These efforts reflect an ongoing commitment to improving outreach, access, and support for

ESL students across campus.

**SAP # 4: Produce a video promoting the ESL program and degree and certificate completion at Fullerton College with student testimonials from diverse groups.**

The ESL program produced 7 videos (four published in spring 2024 and three in spring 2025) featuring ESL students to promote the ESL program and degree and certificate completion. The videos are in Arabic, English, Farsi, Korean, Mandarin Chinese, Spanish, and Vietnamese. They are posted on the [ESL website](#), ESL [YouTube channel](#), and shared on ESL's [Instagram](#) and [Facebook](#) accounts.

The videos that were shared as collaborated posts with Fullerton College's main Instagram had high engagement (e.g. Spanish – 12.4K views).

**SAP # 5: Develop an ESL Certificate Program**

The ESL program started developing two ESL certificate programs in 2021. The goal was to encourage student completion while promoting ESL as a clear program rather than an “invisible” pathway of courses. Both certificate programs were approved by the state in 2024, and by the end of spring 2025, the department awarded 9 students with ESL certificates at the Inaugural ESL Certificate Ceremony.

**SAP # 6: Celebrate the success of ESL students at the annual ESL End-of-the Year Celebration**

The ESL department held its first end-of-the-year celebration remotely in Spring 2021. Since then, the department has hosted in-person celebrations at the end of each spring term, funded by a \$500 division hospitality budget. These events provide students with an opportunity to celebrate their accomplishments with peers and family members. In Spring 2025, the celebration was formalized as the annual **ESL Certificate Ceremony**, where students who have completed all certificate program requirements receive their certificates and are honored by their families, friends, and peers.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

N/A

### **NOCE to FC ESL Transition Student Outreach and Support**

#### **Short Description:**

This strategic action plan focuses on strengthening the transition pathway from noncredit ESL at North Orange Continuing Education (NOCE) to credit ESL at Fullerton College. The plan proposes hiring two multilingual Student Support and Outreach Experts to provide targeted support and engagement for students completing the NOCE 1077 mirrored ESL course and other non-credit ESL students, particularly as they prepare to enroll in credit classes and complete FC certificates or degrees. This effort aligns with two college objectives: (1) to implement outreach and engagement strategies that reflect and serve our multicultural and multiethnic community, and (2) to improve the sense of belonging and mattering in both physical and online spaces. These experts will serve as liaisons to students and their families, offering guidance through the onboarding and academic transition process. The number of students transitioning from NOCE to FC significantly declined during the COVID-19 pandemic (see NOCE-FC ESL Transition Data

<https://fullcolledu.sharepoint.com/:w/s/ESLDepartment/ERF9MRACZIRNtMwHMyGEJ6wBI0o1O-uEYfkVGQdJo1894w?e=EYC5OY>), disrupting established pathways. This plan is designed to reverse that trend and rebuild the pipeline, with a measurable outcome of increasing the number of new students successfully transitioning from NOCE to FC. Additionally, this plan supports and sustains the momentum generated by the recent launch of the mirrored ESL course (ESLM 1077) at NOCE, which allows NOCE students to experience credit courses at FC. The proposed onboarding support will ensure that students completing this course are equipped with the resources and confidence to continue their credit ESL journey. By investing in personalized outreach and support at this critical juncture, the college reinforces its commitment to equity, access, and student success across diverse communities. The ESL department, Humanities Division, and Outreach have an existing structure for administrative support and supervision of two student outreach and support positions. In addition, to ensure the ESL program's needs and goals are met, this request includes an ESL faculty outreach liaison under a professor expert contract who will provide the experts with important program information and updates, participate in events, such as campus tours and visits, and collaborate in developing marketing materials.

#### **Measurable Outcomes:**

Increase enrollment in ESL classes at Fullerton College of students with course taking history at NOCE. Increase the number of new ESL students transitioning from NOCE to FC.

#### **College Goals:**

1.5 Outreach strategies for prospective students/family; 2.5 Increase sense of belonging/mattering

**SAP Phase:**

New

**Resource Requests****NOCE-FC Student Transition Outreach and Support Professional Expert****Enhancement:**

Hiring two multilingual Student Support and Outreach Experts will improve student learning and achievement by providing targeted transition support for NOCE ESL students entering credit ESL at Fullerton College. These experts will assist with onboarding, enrollment, and connecting students to academic resources, increasing transition rates, retention, and course success. Currently, many students who complete noncredit ESL courses face challenges navigating the onboarding process, understanding credit coursework expectations, and accessing academic resources. These challenges can result in lower transition rates and hinder academic success. Personalized outreach will foster a stronger sense of belonging, especially for students from multilingual and multicultural backgrounds, helping them persist toward certificates and degrees.

**Personnel-Related:**

Yes, this is a personnel-related request. The recent implementation of the mirrored ESL course (ESLM 1077) represents a significant curricular development that creates a new and formalized transition point from noncredit to credit ESL. This initiative requires dedicated support to ensure its success and sustainability. COVID-19 significantly disrupted the NOCE-to-FC pipeline, and these positions are essential to rebuilding it. The proposed positions directly support the college's strategic objectives related to equity, access, and student belonging. As outreach specialists, these individuals will provide support that is linguistically and culturally aligned with the diverse student population, removing barriers to access and increasing students' chances of academic success.

**Resource Category:**

Non-Faculty Personnel

**Quantity:**

2

**Unit Cost:**

\$28,000.00

**TotalCost:**

\$56,000.00

**ESL Faculty NOCE-FC Outreach and Support Liaison****Enhancement:**

To ensure the ESL program's needs and goals are met, this request includes an ESL faculty

outreach liaison under a professor expert contract who will provide the Student Support experts with important program information and updates, participate in events, such as campus tours and visits, and collaborate in developing marketing materials.

**Personnel-Related:**

The recent implementation of the mirrored ESL course (ESLM 1077) represents a significant curricular development that creates a new and formalized transition point from noncredit to credit ESL. This initiative requires dedicated support to ensure its success and sustainability. COVID-19 significantly disrupted the NOCE-to-FC pipeline, and these positions are essential to rebuilding it. The proposed positions directly support the college's strategic objectives related to equity, access, and student belonging. As outreach specialists, these individuals will provide support that is linguistically and culturally aligned with the diverse student population, removing barriers to access and increasing students' chances of academic success.

**Resource Category:**

Non-Faculty Personnel

**Quantity:**

1

**Unit Cost:**

\$8,000.00

**Total Cost:**

\$8,000.00

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## ESL Faculty - Community of Practice (CoP)

**Short Description:**

This strategic action plan proposes allocating dedicated professional development hours to ESL faculty so that they can: (a) observe peers (both within the department and cross-discipline) to learn effective inclusive practices, (b) participate in a regular ESL Faculty Community of Practice (CoP) meetings/discussions, and (c) collaboratively design/develop teaching materials aligned with DEIAA (diversity, equity, inclusion, accessibility, and anti-racism) goals. When educators participate in sustained, collaborative professional learning communities rather than one-off workshops, multiple benefits accrue: improved teacher confidence, collaborative reflection, shared resource creation, stronger sense of professional identity and belonging, and ultimately better student outcomes. For ESL faculty working with a diverse, multicultural student body, a CoP fosters shared development of culturally responsive curricula, peer observations and material co creation, enhances belonging and collaboration, and moves beyond isolated PD. Importantly, with several new adjunct faculty members recently joining the ESL program, this CoP offers a valuable opportunity for onboarding, mentorship, and integration into the department's instructional culture. It ensures consistent

support and development for all instructors, while reinforcing equity-focused teaching practices across the board. The CoP model is low-cost and high-return: once operational, faculty take ownership and rotate leadership roles. Materials developed become part of a shared repository, reducing duplication of efforts and facilitating onboarding of new faculty. Having faculty observe each other and design materials together builds a sustainable culture of continuous improvement rather than sporadic PD. In subsequent years, the CoP could expand to include cross-discipline collaborations (e.g., ESL + other credit courses).

**Measurable Outcomes:**

At least 50% of ESL faculty (full-time and adjunct) participate in the Community of Practice during the first semester and increase the number of participants by the second semester. Each participating faculty member completes at least two peer observations and attends a minimum of 2 CoP meetings during the semester. The CoP produces at least 3 new or revised teaching materials (e.g., lesson plans, activities, or assessments) aligned with DEIAA principles.

**College Goals:**

3.5 Increase participation in DEIAA focused professional development

**SAP Phase:**

New

**Resource Requests**

**ESL Community of Practice (CoP) Professional Development**

**Enhancement:**

This resource allocation will fund structured professional development hours that allow ESL faculty to observe peers, reflect on inclusive teaching practices, and collaboratively design culturally responsive materials. These activities directly enhance instructional quality, improve alignment with DEIAA goals, and foster a stronger sense of belonging in the classroom. As a result, students benefit from more relevant, engaging, and supportive learning environments, which can lead to increased engagement, course success, and persistence.

**Personnel-Related:**

The plan does not propose new positions but instead requests compensation for current ESL faculty to engage in structured, collaborative professional development. The need is driven by increased institutional focus on DEIAA goals and the demand for culturally responsive pedagogy. By investing in faculty time, the plan supports program improvement without requiring staffing changes, while addressing current curricular and equity priorities.

**Resource Category:**

Training

**Quantity:**

1

**Unit Cost:**

\$18,000.00

**TotalCost:**

\$18,000.00

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