

CPR - Instructional

A. Program Description

1. Describe your program's purpose and identity/focus, noting any changes since the last review.

CREDIT ESL

The ESL department offers both credit and noncredit ESL courses designed to prepare English language learners for the reading, writing, listening, speaking, and study skills required for college success and career enhancement. In accordance with the mission of the college, through the content of its courses, the ESL department strives to "...assist students in the development of skills needed to succeed in college, prepare for careers and transfer, and nurture a lifetime commitment to learning." The credit ESL program offers low-intermediate to advanced level multi-skills courses and specialized support courses in grammar, pronunciation, reading, speaking, and vocabulary and helps prepare students for success in ENGL C1000 and courses in other disciplines.

Historically, the ESL department has offered and continues to offer these courses in two separate programs. The credit ESL program is located on the main SMC campus, and the noncredit ESL program is located on the Bundy campus. One reason for the separation of these programs is the credit ESL and noncredit ESL programs serve different student populations with different goals. The goal for most students enrolled in the credit ESL program is to transfer to a 4-year institution (*see below*). Noncredit ESL courses serve adult learners with a wide variety of goals including the development of essential language skills to succeed in higher education, the workplace, and their daily lives.

Currently, about 450-500 students are enrolled in the credit ESL program each year. In Fall 2024, 66% of students enrolled in credit ESL classes were international students. International students comprise about 7% of the total student population at SMC, so it's clearly evident that the credit ESL program serves as a critical entry point for a significant number of international students.

In 2018-2019, our department served 1,216 unique students and offered 72 sections. However, in 2024-2025, the credit ESL program had 567 students and offered 31 sections. This represents a decline of 53% in credit ESL enrollment. During the same time period, overall college enrollment has decreased by 14%. This steep decline can be attributed to multiple factors. The implementation of AB 705 resulted in increased student agency via the ESL guided self-placement process, so more students have been enrolling directly into English C1000 and English C1000+28 rather than starting with an ESL course. In addition, there has been a very sharp decline in new international student enrollment. This decrease in new international student enrollment has happened across California and the entire United States. One principal cause for this decline has been current Federal administration policies that directly and indirectly affect international students on F1 visas.

The predominant educational goal for students enrolled in the credit ESL program is to transfer to a 4-year institution. In fact, in 2017, 59% of our students listed "Transfer" as their educational goal. This has steadily increased. In 2024, 71% of our students listed "Transfer" as their educational goal. To support our students' primary educational goal, the credit ESL department sees our role as preparing students for the academic reading and writing that will be required of them in English C1000 and their discipline-specific courses. This departmental purpose is reflected in the ESL department Program Learning Outcomes listed below:

Students will be able to:

1. Plan, draft, and revise a well-supported multi-paragraph essay that establishes a clear point of view and integrates sources
2. Demonstrate advanced reading comprehension by explaining main ideas and supporting details and identifying the purpose of academic texts in speaking and writing
3. Employ a variety of sentences, appropriate academic vocabulary, and advanced grammar in speaking and writing

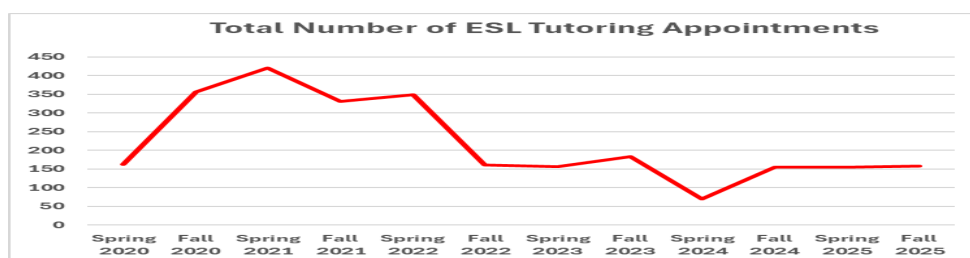
4. Edit written work for cohesion, clarity, sentence variety, and grammatical accuracy

The credit ESL department remains committed to providing as many opportunities as possible for students enrolled in our program to develop their English language skills both in and out of the classroom. Highly successful programs, such as our ESL student workshops, Conversation Groups, and the Culture and Language Exchange enable students to extend their social and academic language development outside of the classroom.

Our robust ESL tutoring program is another aspect of the department that helps support our students' English language development. Currently, the ESL department averages approximately 150 appointments each fall and spring semester. The overall total number of appointments per semester has declined since its high point in Spring 2021 (420 appointments). However, appointments have stabilized since Fall 2024. The department believes this decline could be due to a combined result of declining international student enrollment and the post-AB 705 enrollment trend of more English language learners enrolling directly in English C1000 or English C1000+28.

English language learners in any course can make an appointment in our tutoring program to receive support. For example, English language learners enrolled in a film studies course can visit an ESL tutor to get grammar and vocabulary support for a paper they write.

**Total Number of ESL Tutoring Appointments by Semester
Spring 2020 - Fall 2025**



The number of full-time faculty in the department has also significantly decreased. In Fall 2017, the credit ESL department had 9 full-time faculty members. In Fall 2024, there were 4 full-time faculty members in the ESL department, which represents a 55% decrease in full-time faculty. The ESL department is severely understaffed regarding full-time faculty, and it is critical that additional full-time hiring take place in the next few years. This will be discussed in more detail in question 5a.

NONCREDIT ESL

The noncredit ESL program at Santa Monica College provides free English language instruction to a diverse population of adult learners living and working in the Los Angeles area. As a state-funded program, it serves local residents rather than international students and is designed to support accessible, community-based language education.

The program offers flexible, open-entry/open-exit courses that address the varied needs of adult learners. Its primary focus is to develop students' English proficiency to support success in higher education, the workforce, and daily life, while promoting lifelong learning. Courses are designed to support students' personal, academic, and career goals through a range of instructional offerings.

Since the last review, the program has experienced significant growth. While credit ESL enrollment has declined, noncredit ESL enrollment has increased substantially. The program served 1,486 unique students in 2024–2025, representing a 49% increase from 997 students in 2018–2019. Course enrollment has steadily risen since Fall 2020 (650 student enrollments), reaching a peak of 2,504 enrollments in Fall 2024. These trends reflect the program's expanding role in meeting community demand for accessible English language instruction.

2. What are the critical ways your program advances the college's mission, vision, and goals?

CREDIT ESL

The credit ESL department advances the mission of the college through the content of its courses to "...assist students in the development of skills needed to succeed in college, prepare for careers and transfer, and nurture a lifetime commitment to learning." By focusing on the language development of students in ESL courses, ESL faculty members help students, "Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems." For example, the two highest enrolled ESL courses in the required core sequence are ESL 19A and ESL 19B. Both of these courses focus on developing English language learners ability to read and comprehend academic articles and write essays. The ESL 19A/B course sequence is designed to help prepare students for the academic skills they need to succeed in English C1000 and courses in their major. In addition to ESL 19A and ESL 19B, the credit ESL department currently offers a variety of core required courses and support courses to help English language learners at SMC continue to develop their reading, writing, listening, and speaking skills.

ESL 10G is a low-intermediate multi-skills course that helps English language learners improve their listening, speaking, and grammar.

ESL 10W is a low-intermediate multi-skills course that helps English language learners improve their reading and writing skills in a multicultural setting. This course focuses on composing a variety of sentence types in present, past, and future tense, reading comprehension, and vocabulary.

ESL 11A is an intermediate, multi-skills course that helps English language learners improve their communication skills in a multicultural setting. It focuses on writing academic paragraphs, grammar, reading, academic vocabulary, listening, and speaking.

ESL 19A is a high-intermediate course that helps English language learners improve their communication skills in a multicultural setting. It focuses on paragraph and essay writing, reading, academic vocabulary, critical thinking, and advanced grammar.

ESL 19B is an advanced course that helps English language learners refine their communication skills with an emphasis on reading, writing, and critical thinking in a multicultural setting. Students compose multi-paragraph essays that integrate source materials and use advanced grammar and vocabulary.

In addition, the credit ESL department offers support courses to give students an additional opportunity to improve their pronunciation and speaking skills (ESL 14A, 14B, & 15), grammar (ESL 16A, 16B, 16C, 20A, & 20B), reading (ESL 17), and vocabulary (ESL 28).

The credit ESL department prioritizes SMC's supporting goal of an "innovative and responsive academic environment". ESL faculty members "Continuously develop curriculum programs, learning strategies, and services to meet the evolving needs of students and the community." For instance, in response to AB 705/1705, the ESL department revised the core required course sequence reducing the number of required courses from six courses (ESL 10G, 10W, 11A, 11B, 21A, & 21B) to five courses (ESL 10G, 10W, 11A, 19A, & 19B). By reviewing the course outlines of record for the core required sequence, it was determined that two courses (11B & 21A) had overlapping content that could be combined into one course (ESL 19A). This enabled the department to reduce the completion time for students without sacrificing any skills or content.

Another example of this continuous review and development is the recent update to the ESL guided self-placement process (ESL GSP). Through anecdotal feedback and based on the high number of student enrollment waivers issued at the start of each semester, it was determined that many students were selecting initial ESL course levels that were too low for their language ability. (*See table below for data*)

Semester	Number of Enrollment Waivers Entered
Fall 2023	47

Spring 2024	45
Fall 2024	53
Spring 2025	41
Fall 2025	34
Spring 2026	8

Beginning in Fall 2022, the credit ESL department began to revise the ESL guided self-placement (GSP) process to make the purpose of the ESL GSP more clear to students and easier to complete. The revised ESL GSP is a list of course level descriptors for each required ESL course. Students read the course level descriptors, and then select the level that they believe matches their ability. The ESL GSP, including the descriptors, was translated into 8 different languages to help facilitate the process for students. The languages include Arabic, Chinese (Simplified), Chinese (Traditional), Japanese, Korean, Persian, Russian, and Spanish. The updated ESL GSP was launched in early June 2025. In Fall 2025, the number of enrollment waivers decreased to 34 and this decline continued to 8 waivers in Spring 2026. As a result, the department believes the revised ESL GSP with translations is helping students more accurately place themselves. A discussion on an analysis of the effectiveness of this revision will be discussed later in the Comprehensive Program Review.

In addition, a short video was created to explain the ESL GSP process, and this was posted on the ESL department website and shared with other departments on campus, such as the International Education Center. The video was published in Spring 2025. The ESL department website was also updated with a new page explaining the ESL GSP and includes the same course level descriptors that are included in the ESL GSP.

NONCREDIT ESL

The noncredit ESL program directly supports Santa Monica College's mission to provide inclusive, high-quality education by creating equitable access for adult English language learners from diverse backgrounds. Through free, flexible, and student-centered instruction, the program removes barriers and nurtures a culture of lifelong learning, helping students build the skills they need for academic success, career advancement, and community participation.

B. People Involved – Your Students

Population and Demographics:

3. What are the key characteristics that define your program's student population? Compare your program's population to the overall college population, and discuss the extent to which your program's student makeup (including subgroups who are over or under-represented) currently aligns with your program's intended target populations.

CREDIT ESL

In 2018-2019, the ESL department served 1,216 unique students and offered 72 sections. However, in 2024-2025, the credit ESL program had 567 students and offered 31 sections. This represents a decline of 53% in credit ESL enrollment. During the same time period, overall college enrollment has decreased by 14%. Possible reasons for this decline were discussed previously in Question 1.

Both the average age and gender of students enrolled in credit ESL classes is similar to the overall college population. The average age of the students enrolled in credit ESL programs is 20 to 24, which is similar to the average age for the overall college. Enrollment by gender in the credit ESL program is also similar to the

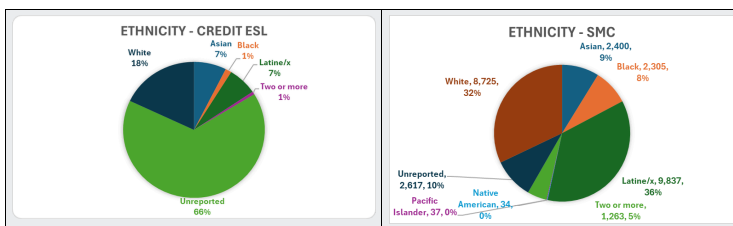
college population. 56.4% of students enrolled at SMC identified as female compared with 55% in the credit ESL program.

One unique characteristic of the credit ESL program is the high number of international students enrolled in credit ESL courses. As of Fall 2024, 66% of students enrolled in credit ESL classes were international students which is significantly higher than the college's international student enrollment of 7.1%.

One challenge the ESL department faces is accurate data on student self-reporting of race/ethnicity. In Fall 2024, 373 students did not report their race/ethnicity out of a total student headcount of 567 in the credit ESL program. This represents 66% of the overall enrollment for Fall 2024. Since Fall 2020, "Unreported" has made up the majority of student self-reporting for race/ethnicity. The department does not have any clear data or survey information on why students are not self-reporting their race/ethnicity. However, one possible explanation could relate to the high percentage of international students enrolled in the credit ESL program. International students might not have experience self-reporting race/ethnicity information in their home countries in an educational context, so they choose not to report this information. They also might not be sure what the purpose of reporting this information is and how the data might be used, so they choose not to self-report.

Looking at the reported categories, the student population in the credit ESL department is racially/ethnically diverse, but the individual make up of different categories differs from the college population.

Ethnicity/Race	Credit ESL Department	SMC College Population
Asian	42	2,400
Black	8	2,305
Latine/x	38	9,837
Native American	0	34
Pacific Islander	No Data	37
White	102	8,725
Two or More	4	1,263
Unreported	373	2,617



Latine/x students make up 36% of the SMC student population, but in the credit ESL program, Latine/x students comprise 7% of enrolled students. A similar difference is seen with students reporting as Black. The overall SMC population is 8%, whereas in the credit ESL program it is 1%.

The large "Unreported" category might influence the interpretation of this data. According to the data in Precision Campus, Asian students comprise 7% of the students enrolled in credit ESL courses. However, based on country of origin data provided by the International Education Center, international students from China, South Korea, and Japan comprise 38% of all international students. Below is a chart showing the

countries of origin for international students enrolled at Santa Monica College in Fall 2024. Please note that this chart only shows the country of origin for countries with 6 or more students enrolled. This chart shows 39 countries, but international students at SMC came from 101 different countries in Fall 2024.

Country of Origin	Number of Students	Country of Origin	Number of Students
China	384	Thailand	14
South Korea	169	Iran	11
Japan	144	Malaysia	11
Sweden	114	Philippines	10
Myanmar	104	Hong Kong	9
Taiwan	81	Norway	9
Indonesia	77	Pakistan	9
France	56	Kyrgyzstan	8
Brazil	46	Peru	8
Turkey	41	Poland	8
Canada	30	Ukraine	8
India	30	United Kingdom	8
Mexico	23	Spain	7
Vietnam	23	Austria	6
Mongolia	22	Cambodia	6
Russia	19	Hungary	6
Germany	18	Israel	6
Italy	18	Kuwait	6
Kazakhstan	18	Singapore	6
Colombia	16		

The ethnic/racial make up of students enrolled in credit ESL courses has remained mostly unchanged since Fall 2020.

First generation students comprise approximately 20% of overall student enrollment in credit ESL courses. This has been consistent since Fall 2020. However, there is a large percentage of students who list their first

year status as “unknown” (54% in Fall 2020 & 66% in Fall 2024).

NONCREDIT ESL

The noncredit ESL program serves adult English language learners across the greater Los Angeles area. In Fall 2024, of the 27,218 students enrolled at SMC, 912 were noncredit ESL students. Students in the noncredit ESL program range in age from 18 to 70+, with more than 90% of students over the age of 25. Nearly half of students are between 25 and 40, and 43% are over 40. This is in contrast to the overall college population where 60% of students are aged 19–25.

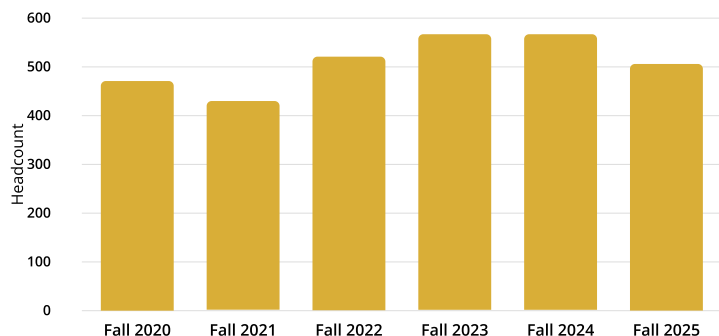
Given that the noncredit ESL program reaches a more mature student population, these learners often have high levels of prior educational attainment than the traditional SMC student who is just beginning their educational journey. While 19% of SMC students have a post-secondary degree, a majority of noncredit ESL students (59%) enter the program with such a credential. 34% hold a high school diploma, typically earned in their country of origin. 6% of noncredit ESL students lack a high school diploma which is higher compared to 1% of the overall college population.

Women are strongly represented in the program, accounting for 70% of enrollment, compared with 56% collegewide. In terms of ethnicity, 38% of noncredit ESL students identify as White (compared to 32% collegewide), 26% as Asian (nearly three times the college average of 9%), and 21% as Hispanic/Latine (compared with 36% of the overall student body). Black students are underrepresented in the program, making up 1% of enrollment compared to 8% collegewide. The most prevalent languages spoken by students in the program are Spanish (10%), Russian (9%), Farsi (8%), and Chinese (5%).

The demographics indicate that the noncredit ESL program successfully serves its intended target population, which includes adult immigrants representing a wide range of ages, linguistic backgrounds, and educational levels. However, the data also highlight opportunities to strengthen outreach to underrepresented groups, particularly Hispanic/Latine learners, to ensure that program enrollment more closely reflects the diversity of the broader college community.

Student Headcount | ESL

Number of unique students officially enrolled in courses during the selected term. Each student is counted once, even if they enrolled in multiple courses.



Measures: Headcount

Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Headcount	471	430	521	567	567	506

Detailed definitions of the report filters and data elements are available with [these additional resources](#).

Data loaded 02-Mar-2026

Outreach and Planning:

4. What opportunities do your analyses reveal about your current and future student outreach and planning efforts?

CREDIT ESL

Because approximately 66% of students enrolled in the credit ESL program are international students, we depend on International Education Center (IEC) recruitment efforts. The IEC does an amazing job of recruiting international students to enroll at SMC. The chair of the ESL department meets with the Dean and Associate Dean of International Education on a regular basis for updates on their recruitment efforts. The chair also shares updates to the credit ESL program that can inform and support their recruitment efforts. For example, the chair of the ESL department has attended IEC meetings to share about new courses being developed, such as ESL C1000 as well as updates to the ESL guided self-placement process.

Students currently enrolled in ESL courses are linguistically diverse. The top 9 countries of origin for international students at SMC comprise 48.5% of international students at SMC, and by extension, the credit ESL program. These 9 countries represent 8 different languages: Chinese, Japanese, Korean, Swedish, Burmese, Indonesian, French, Portuguese, and Turkish.

From an analysis of our student enrollment patterns, there are several possible opportunities for student outreach and planning for students currently enrolled in ESL courses.

- The ESL department offers workshops for currently enrolled students in our program focusing on different topics, including grammar, vocabulary, paraphrasing, and oral presentation skills. However, offering enhanced ESL student workshops that target the linguistic development for specific student groups will support improved language learning in ESL courses. This will translate into improved success rates.
- Department-level discussions on how to support the language development of students in our courses focusing on specific linguistic needs at each course level.
- Seven ESL faculty members participated in EtAG cohorts as part of the EGC training program. In addition, one ESL faculty member serves as a faculty lead for multiple EtAG cohorts. The ESL department will continue to analyze and review disaggregated data for success rates to help identify achievement gaps by race/ethnicity and discuss instructional strategies and curricular changes to support different student populations in the credit ESL program. The ESL department has had discussions on other sources of data to help identify achievement gaps including country of origin and linguistic background.

One long-term goal of the ESL department is to encourage English language learners enrolled in the noncredit ESL program to enroll in credit ESL courses. The ultimate goal is for noncredit students to create education plans that lead to either a certificate, degree, or transfer from SMC. From 2022-2023 to 2023-2024, there was an increase in the number of noncredit ESL students enrolling in credit course the following academic year. In 2022-2023, 81 noncredit ESL students enrolled in credit courses. In 2023-2024, 93 noncredit ESL students enrolled in credit courses in the college. However, in 2024-2025, there is no data for noncredit ESL students enrolling in credit courses.

Historically, to accomplish this goal the ESL department has relied upon the noncredit ESL faculty lead and noncredit ESL staff and counselors to help support students in the noncredit program transitioning to credit ESL courses. The noncredit program has done an amazing job in this area. However, the ESL department chair has recently decided that the credit ESL program needs to be more active in supporting this goal. In Spring 2026, the ESL department will offer a credit ESL information session for students enrolled in some of the advanced level noncredit ESL courses (ESL 905 & ESL 906). This event will include an overview of the credit ESL program, how credit and noncredit ESL classes differ, sample assignments from credit ESL courses, and a Q&A session with credit ESL instructors. The event will also feature a presentation by noncredit counselors on how to transition to credit ESL courses.

The ESL department has brainstormed additional potential strategies that might be effective in achieving this goal. These strategies include:

- Develop workshops to train noncredit ESL instructors on the process of moving noncredit ESL students to credit ESL programs
- Create a one-sheet on the transition process
- Create flyers to encourage students in the noncredit program to consider enrolling in credit courses.
- Develop surveys, with the support and guidance of Institutional Research, designed to collect student feedback about the transition process
- Conduct outreach to specific demographic student populations in the noncredit ESL program
- Increase the number of mirrored courses that are offered
- Advertise the noncredit ESL instructors who also teach credit ESL courses

The ESL department chair and noncredit ESL faculty lead will continue to meet and discuss strategies to increase the number of students in the noncredit ESL program transitioning to the credit ESL program.

The ESL department believes that increased marketing to attract more resident English language learners to enroll in credit ESL courses is needed. The department plans to begin discussions on what this marketing strategy will be.

NONCREDIT ESL

Analyses of student outreach trends reveal important opportunities for enhancing both current and future planning efforts. Traditionally, most noncredit ESL students learned about the program through word of mouth. However, findings from the 2024 Noncredit Student Survey indicate that the majority of students now discover the program through the SMC website, with word of mouth ranking second. This shift highlights the growing importance of maintaining an accessible, engaging, and regularly updated online presence. Additionally, the Noncredit Initiatives team continues to participate actively in community outreach events to raise awareness, strengthen relationships with prospective students, and expand the program's visibility. The team also utilizes CollegeAPP, a data analytics service that helps colleges identify and recruit adult learners, including English Language Learners. Moving forward, the Noncredit team (which includes the ESL Faculty Lead) will continue leveraging SMC and community partnerships to ensure that adult learners are well-informed about program offerings and supported in accessing ESL courses.

C. People Involved – Your Staff

Population and Demographics:

5a. Discuss your program's staff (PT/FT faculty, non-faculty, and classified).

CREDIT ESL

The ESL department currently has 4 full-time faculty members. Three of these faculty members teach only in the credit program, and 1 full-time faculty member serves as the faculty lead for the noncredit ESL program and teaches in both of these programs. The credit ESL program has 14 part-time faculty members. The noncredit ESL program has 19 part-time faculty members.

According to FTEF data from Academic Affairs in Spring 2024, the percent of FT FTEF is 25% for the ESL department, which indicates a clear need for additional full time faculty. The ESL department is at a critical threshold below which it will be challenging to maintain the normal functioning of the department and develop innovative programs to support student success.

The credit ESL department has one administrative assistant (AA1) that works 50% time in the ESL department and 50% in the Dance department.

In addition, the ESL department has two instructional tutors that provide tutoring support for both the credit and noncredit ESL programs. The ESL department offers tutoring both online and on-ground on the Main campus in Drescher Hall (credit ESL) and Bundy campus (noncredit ESL).

NONCREDIT ESL

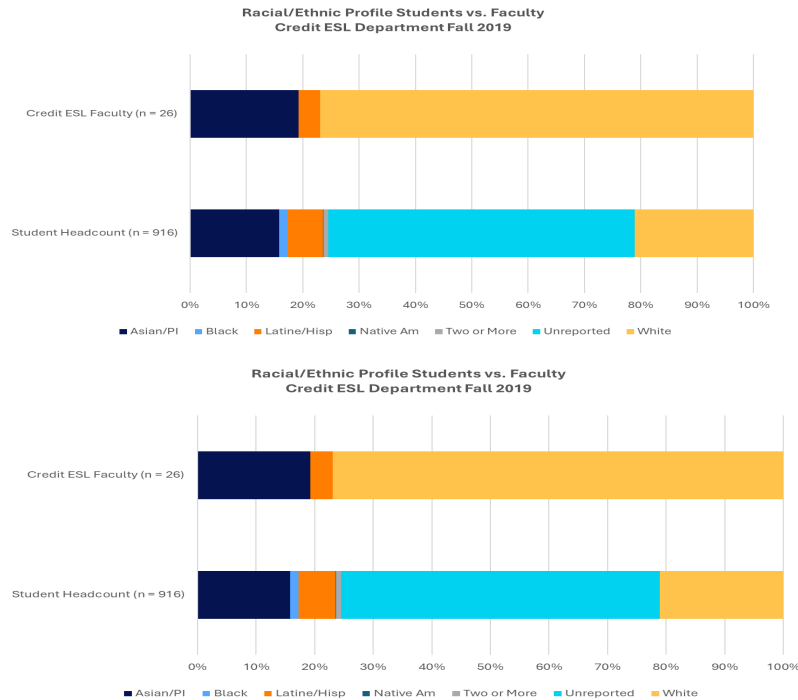
There is one full-time faculty member who teaches in and coordinates the noncredit ESL program and serves as the Faculty Lead for Noncredit Initiatives. In Fall 2025, there were 19 part-time ESL faculty teaching in the noncredit ESL program. Of the 19 instructors teaching in noncredit in Fall 2025, eight also had assignments in the credit program.

5b. How reflective of your program's student population is your staff?

CREDIT ESL

Using data from Fall 2019 and Fall 2024, the credit ESL program has similar Asian faculty representation compared to the proportion of Asian students enrolled in credit ESL courses. Although the number of students who identify as Black or Latine/x is small in the credit ESL program, there is little or no faculty representation for these racial/ethnic groups. As of Fall 2024, 88% of the credit ESL faculty reported their racial/ethnic profile as "White".

There is a high number of students who do not self-report their race/ethnicity in the credit ESL program, and we hypothesize that this is because about 70% of the "unreported" students are F1 students, and they may not know how to answer that demographic question.



NONCREDIT ESL

In Fall 2024, part-time instructors teaching in noncredit ESL (including mirrored classes where a noncredit ESL course is taught concurrently with a credit ESL class using the same instructor and curriculum) reported their ethnicity as White (70%), Asian (10%), and Latinx/e (15%). Overall, the data indicate limited Asian and Latinx/e faculty representation compared to the proportion of Asian and Latinx/e students enrolled in the program.

Collectively, noncredit ESL instructors bring diverse linguistic and cultural backgrounds, speaking languages such as Russian, Spanish, Japanese, Korean, Portuguese, French, Italian, and Armenian. Similar to the program's student population, all faculty members have lived and/or worked abroad, and two are non-native

English speakers. This diversity in experience and language enriches instruction and supports students' multilingual and multicultural perspectives.

Staffing Changes:

6. Discuss your program's staffing changes since the last review. How have these changes impacted your program's ability to achieve its desired student outcomes?

CREDIT ESL

The ESL department is experiencing a critical shortage of full-time faculty. Currently, the credit ESL program has 4 full-time faculty and 14 part-time faculty. The noncredit ESL program has 1 full-time faculty lead and 19 part-time faculty members teaching in the program.

In Fall 2019, the ESL department had 9 full-time faculty members. However, during the 2019-2020 academic year, 4 full-time faculty members retired. In addition, a full-time faculty member unexpectedly resigned in August 2023. None of the 4 retirements and 1 resignation have been replaced in the ESL department. As a result, the ESL department currently only has 4 full-time faculty members, including the department chair. In addition, one full-time faculty member serves as the noncredit faculty lead, and this faculty member's teaching duties are primarily in the noncredit program. Lastly, 1 full-time faculty member will be retiring at the end of the Spring 2026 semester leaving the department with only 3 full-time faculty members beginning in Fall 2026.

While the full-time to part time faculty ratio has rapidly decreased in the ESL department since Fall 2019, enrollment has steadily increased. In Fall 2020, there were 1,260 combined course enrollments for the credit and noncredit ESL programs. In Fall 2024, this number increased to 3,216, representing a 155% increase in combined course enrollments while at the same time the number of full-time faculty decreased by 55%.

Combined Course Enrollment: Credit and Noncredit ESL Programs

Fall 2020: 1,260

Fall 2021: 1,345

Fall 2022: 1,982

Fall 2023: 2,670

Fall 2024: 3,216

The credit and noncredit ESL programs have experienced steady growth since the pandemic ended. The combined headcount for both programs is nearing pre-pandemic levels. In addition, international enrollment has increased at the college since Fall 2021. Specifically, the ESL department has seen a 30% growth in international enrollments since Fall 2021. As a result, the ESL department needs additional full time faculty members to manage this growth in both programs while supporting student success and AB 1705 requirements.

A full-time faculty member serves as the faculty lead for the noncredit program. In the past, when the noncredit faculty lead became sick or took a leave of absence, this was challenging because there was no one available to run the program. An additional full-time faculty member can help the current faculty lead manage the growth of the program and eventually become the next noncredit faculty lead.

The credit ESL department has 5 different required course levels, and the ESL department has always had a full-time faculty member coordinate each level. Because there are only 4 full-time faculty members and the chair of the department does not have the availability to serve as a course level coordinator, that leaves 3 full-time faculty to coordinate 5 different levels. As a result, some full-time faculty members have to coordinate course levels they do not currently teach. Having one dedicated full-time faculty member serving as the course level coordinator creates consistency across course levels. Course level coordinators create sample syllabi, share lessons/activities, and coordinate norming sessions. All of this leads to improved student success because of this consistency across sections of a course level.

The ESL department created the Culture and Language Exchange in 2009. This innovative program matches ESL students with native English speakers who are studying a foreign language in the Modern Languages and Cultures department. International students have especially benefited from this rare opportunity to share their language and culture with the broader college community. In 2018, the program lost its full-time faculty coordinator, and has since been administered exclusively by ESL adjunct faculty members who are no longer able to coordinate this program. An additional full-time ESL faculty member will enable the department to grow this unique program.

The credit and noncredit ESL programs began offering mirrored classes in Fall 2023 as part of a broader plan to increase enrollment in the ESL program. Mirrored classes enable students in the noncredit ESL program to enroll in credit ESL classes through a noncredit section. The advantage for students in the noncredit section is they do not have to pay enrollment fees, and they have an opportunity to experience a credit ESL course. An additional full-time faculty position can assist with offering more mirrored courses, thereby increasing the number of noncredit ESL students transitioning to the credit ESL program.

Since 2018, the ESL department has partnered with the MA TESOL programs at CSUN providing an opportunity for students in these programs to complete their practicum/observation hours in ESL courses at SMC. Initially, a full-time faculty member coordinated this program, but because of the decrease in full-time faculty members, we have experienced difficulty running this program due to the time required to help place practicum students in classes taught by faculty members in the ESL department. . An additional full-time faculty member will enable the ESL department to grow this program with CSUN and expand it to include other regional TESOL programs, such as Pepperdine University.

It is difficult to meet our desired student and program learning outcomes because our department is critically understaffed with respect to full-time faculty.

NONCREDIT ESL

In the 2018–19 Program Review, the noncredit ESL program included eleven part-time instructors and one full-time instructor. Since then, the program has expanded significantly. As of Fall 2025, 20 part-time instructors are teaching in the program. Seven instructors have remained since the previous review, providing a strong foundation of experienced faculty who have served as mentors to the many new instructors who have joined over the past six years. This combination of seasoned and newer instructors has strengthened the program's instructional capacity and supported the continued achievement of desired student outcomes.

Staffing Challenges:

7a. Looking ahead to the next review period, discuss any staffing challenges you anticipate. How is your program planning to address these challenges?

CREDIT ESL

One full-time faculty member is retiring in Spring 2026, which will leave the department with only 3 full-time faculty members beginning in Fall 2026. We are critically understaffed for full-time faculty already, and with the additional retirement, this will make it even more challenging to meet the needs of our students and help reach our program learning outcomes for the department.

Increasing international student enrollment is part of the college's current strategic enrollment management plan. The credit ESL program plays an important role in the language development process for many international students, so an investment in hiring full-time ESL faculty will help support the college's SEM plan and this vital student population.

In addition, in alignment with AB 1705, the ESL department is developing a transfer-level English course to be offered within the ESL department. An additional full-time faculty member is needed to help coordinate and

teach this course. This faculty member will need to have minimum qualifications to teach in the English department and ESL department.

To maintain robust and vibrant credit and noncredit ESL programs that meet the program learning outcomes for the department, the ESL department needs to hire a minimum of 3 full-time faculty during the next review period. Within this hiring, one of the full-time faculty members must have experience teaching and coordinating noncredit ESL courses. This will be discussed in more detail below in the noncredit ESL section.

NONCREDIT ESL

A continuing shortage of full-time ESL faculty presents a significant challenge for the noncredit ESL program. Currently, there are only four full-time ESL faculty members in the ESL department, and just one has direct experience teaching in and coordinating the noncredit ESL program at Santa Monica College. To ensure the program's sustainability and maintain instructional quality, it will be essential to hire at least one additional full-time faculty member dedicated to both teaching and program coordination in noncredit ESL. Expanding full-time faculty capacity will provide stable leadership, promote instructional consistency, and support the ongoing growth and development of the program. The program will continue to strongly advocate for full-time faculty hires in the ESL department.

The noncredit ESL program continues to face counseling capacity challenges which directly impact enrollment. The program is currently supported by two part-time noncredit counselors who are responsible for placing and onboarding new students which is an essential step in the enrollment process. Last year, three part-time counselors provided this support; however, due to budget reductions, the number has decreased to two, with further reductions in available hours during the winter and summer terms. This limited counseling availability is expected to create a bottleneck in noncredit ESL student enrollment, as many prospective students will be unable to schedule timely appointments and complete the necessary steps to begin classes. The program will maintain efforts to expand counseling support, recognizing its crucial role in sustaining noncredit ESL enrollment and student success.

7b. What institutional support does your program need to address these challenges?

CREDIT ESL

To maintain robust and vibrant credit and noncredit ESL programs that meet the program learning outcomes for the department, the ESL department needs to hire a minimum of 3 full-time faculty members during the next review period. Within this hiring, one of the full-time faculty members must have experience teaching and coordinating noncredit ESL courses. This will be discussed in more detail below in the noncredit ESL section.

The previous two times the ESL department was ranked and received approval for full-time hiring were in 2019-2020 and again in 2024-2025. In both instances, the hiring processes were cancelled by the college after the recruitment period had ended and the hiring committees were reviewing applications for the group interview selection. The loss of these two full-time hiring positions has significantly impacted the ability of the ESL department to meet needs of the students enrolled in both credit and noncredit ESL programs.

The ESL department is going to request three full-time positions in the next hiring round to ensure the sustainability of both credit and noncredit ESL programs and to maintain the high level of instructional quality and continuity that our current ESL faculty provide.

NONCREDIT ESL

The noncredit ESL program requires the addition of at least one full-time ESL faculty member with expertise in noncredit instruction and program coordination. Expanding full-time faculty capacity is essential to ensure stable leadership, instructional quality, and ongoing program development.

In addition, the noncredit ESL program needs strengthened counseling support. Currently, two part-time noncredit counselors are responsible for placing and onboarding new students, which is an essential function for enrollment and retention. The program cannot grow or effectively serve students without sufficient noncredit counseling resources to meet demand and support timely student entry into classes.

8. What key elements of your department culture facilitate and impede your program's ability to achieve its desired student outcomes?

CREDIT ESL

There are several elements of the ESL department's culture that facilitate the ability of our program to meet the desired student outcomes. The first aspect of our department culture is collegial support and collaboration. This is a cornerstone of our department. ESL faculty consistently work together to enhance the instructional process in our classes. The ESL department created and maintains an ESL department Canvas shell. In this shell, there are separate modules for each course level where faculty collaborate and share resources. In addition, each core ESL course level (ESL 10G/W, ESL 11A, ESL 19A, & ESL 19B) have Google Doc "Homerooms". In these Homerooms, instructors share lesson plans, activities, exams, articles, essay prompts and other instructional materials for each course level. The resources are thematically organized to ensure contextualized learning, which is a foundational pedagogical approach for English language instruction. The Google Doc "Homerooms" also contain separate sections devoted to the different textbooks used in each course level. All of this reinforces the departments culture of collegial support and collaboration. In addition, many veteran faculty members in the ESL department serve as mentors for new instructors in the credit ESL program. The veteran instructors often allow new instructors to informally observe their classes to provide modeling for the new instructors.

A second aspect of our department culture that supports our students successfully achieving course learning outcomes is the use of common textbooks across course levels. Each core ESL course level adopts the same textbooks for all sections of that course. This creates a consistency across levels and ensures all course objectives are being taught and all SLOs are being met. A collateral benefit is students who have friends taking the same course but with a different instructor can still collaborate and study together because they are using the same course content. Instructors use the same scope and sequence in the textbook across each level.

Third, each core ESL course level has a full-time faculty member that serves as the course level coordinator. The core ESL courses are: ESL 10G, ESL 10W, ESL 11A, ESL 19A, & ESL 19B. Course level coordinators create sample syllabi for each course for fall and spring semesters. Other responsibilities that the coordinators have are to manage the Google Doc homerooms for each core course, to facilitate at least 1 norming session each semester, and to create a common final exam for each level. Most importantly, the level coordinators serve as a resource and point person for all instructors teaching that course level.

A fourth element that supports students in the ESL program is course level norming. At least 1 time each semester, each course level coordinator facilitates a norming session using anchor papers solicited from instructors that semester. Each core course has a rubric that instructors use for grading writing assignments, and this rubric is used during the norming session. The norming sessions ensure that instructors are assessing students using the rubric in the same way. It also enables ESL faculty to discuss the courses and how to adjust the focus of the writing assignments to meet the needs of the English language learners enrolled in credit ESL courses.

Fifth, ESL faculty regularly evaluate the credit ESL program. This includes holding course level meetings to discuss each core ESL course. These discussions include an evaluation of how the courses are meeting the needs of students in the program. ESL faculty also regularly discuss and review the ESL guided self-

placement process and the ESL course level challenge process. This last aspect of continual evaluation is important because it supports ESL student agency in their course progress through the credit ESL program.

A sixth element that facilitates the ESL program's ability to achieve our desired student outcomes is a commitment to equity. The ESL department regularly schedules department meetings that focus on student equity and closing achievement gaps around race/ethnicity. For example, in the 2024-2025 academic year, one ESL department Flex day was devoted to a discussion on incorporating IDEAAS into course syllabi. Another example of our departmental commitment to equity is the high number of ESL faculty that participated in the Equity-to-Action Group cohort as part of the Equitizing Gateway Courses program. Seven ESL faculty members participated in this training, including 1 part-time faculty member serving as the equity faculty lead for our cohort.

Lastly, the ESL department holds regular discussions and collaborative training sessions on the impact of technology and AI on the language learning process. Through the use of lottery funds, the department provides faculty with accounts for Padlet, Quizzlet, WordWall, and Newsela in order to support in-class language instruction. In addition, three ESL faculty members are currently participating in the SOAR Academic, and over 4 ESL faculty have completed the course Education 50 - Teaching in the Age of AI.

One element that the ESL department can implement to improve the achievement of learning outcomes by students enrolled in ESL courses is to administer an IR-based survey on student satisfaction with the program and courses. Many instructors administer course-level surveys, but a department effort to collect data on student satisfaction as well as student concerns and what the credit ESL program can do to better support students is needed. The ESL department plans to make this an action goal during the next review period.

NONCREDIT ESL

A core strength of the noncredit ESL program aligned with its mission to serve adult learners is its flexibility. Because classes are free and do not affect students' GPA, learners can participate in ways that accommodate their personal and professional responsibilities. This flexibility, while essential to promoting access and equity, often results in varied attendance patterns. Students may arrive late, leave early, or attend intermittently throughout the term. The repeatable structure of noncredit courses further supports learning by allowing students the time they need to master course content which is particularly beneficial for adults balancing work, family, and education. However, this same flexibility can pose challenges in achieving outcomes within traditional academic timelines, as student progress may not always align with the pacing or expectations of the credit program.

Another structural factor influencing the program's ability to achieve desired outcomes is the lower load factor for noncredit instruction, currently set at 0.75. This rate is based on the assumption that noncredit courses require less grading and out-of-class preparation than credit courses, which have a load factor of 1.0. In practice, however, noncredit ESL instructors assume extensive responsibilities beyond classroom teaching, including managing continuous enrollment, onboarding new students, and monitoring attendance and progress for a constantly changing student population. Additionally, credit instructors receive compensation for Flex activities, while noncredit instructors do not.

These structural and compensation differences may limit noncredit faculty participation in professional development, department meetings, and collaborative efforts such as SLO assessment, curriculum revision, and other initiatives that support ongoing program improvement.

Staff Support and Professional Development:

9a. Discuss how your program involves and supports its staff (classified, non-faculty, and PT/FT faculty).

CREDIT ESL

Credit ESL faculty members are supported by the ESL department chair, who oversees scheduling, facilitates curriculum discussions/updates, coordinates textbook adoptions, mentoring of new full-time and part-time faculty, instructional support, and training, including both instructional and technology tools. This last element is seen as an important responsibility of the department chair. For example, during the Spring 2025 and Fall 2025 semesters, the department coordinated training sessions for the National Geographic Spark platform. In addition, the department chair led training sessions on the Newsela reading platform the department had integrated into Canvas for both credit and noncredit programs.

ESL faculty are also supported by one another via the department's culture of collegial support and collaboration. In addition, course level coordinators create sample syllabi and facilitate norming sessions each fall and spring semester. The coordinators also provide a more focused, specific level of support at each required ESL course level, including maintaining Google Doc homerooms for each course level. These Google Doc Homerooms contain resources specific to the course textbooks, activities, lessons, and a wide variety of instructional materials designed to support new and veteran instructor teaching that level.

During fall and spring department Flex days, break out sessions are held for each core ESL course level so that faculty can gather to discuss textbooks, assignments, assessment, and other changes to the course level that need to be made in order to improve student success and retention.

Lastly, mentoring is an important part of the ESL program. Both full-time and part-time ESL faculty members provide support and mentoring to new part-time faculty members. Some ESL faculty members allow new instructors to observe their classes to provide additional guidance and support.

ESL faculty are involved in all aspects of the functioning of the department. This involvement includes:

- **Course Level Coordinators:** Full-time faculty and some part-time faculty members serve as course level coordinators for the core ESL course levels.
- **Course Updates:** Both full-time and part-time faculty participate in course updates and SLO revisions on a regular basis.
- **ESL Student Workshops:** Part-time ESL faculty present ESL student workshops on grammar, vocabulary, and writing. One part-time ESL faculty member serves as the coordinator of the student workshop series and oversees scheduling, advertising, and logistics for running the program.
- **Culture and Language Exchange:** Part-time ESL faculty have served as faculty leads for the Culture and Language Exchange (CLE). The CLE matches ESL students studying English with students enrolled in foreign language courses in the Modern Languages and Cultures department. The ESL-MLC pairs of students are then able to practice their language skills while at the same time learning about new cultures, making friends, and deepening their connections with other SMC students. For the past 8 years, this program has been coordinated by adjunct ESL faculty members who have voluntarily managed the CLE.
- **Department meetings & course level meetings:** ESL faculty actively participate in department meetings, department Flex day meetings, and course level meetings.
- **ESL Tutoring:** One full-time faculty members serves as the ESL tutoring coordinator. The duties of the tutoring coordinator include scheduling, hiring of instructional tutors, coordinating the ESL Conversation Group, tracking appointments, providing student customer support, and regularly assessing the effectiveness of the ESL tutoring program.
- **Equitizing Gateway Courses Program - Equity-to-Action Groups:** Seven ESL faculty members participated in this training, including 1 part-time faculty member serving as the equity faculty lead for our cohort.
- **Updates to ESL challenge process:** ESL faculty regularly provide feedback, discuss, and vote on changes to the ESL department challenge process. The department goal for any changes made to the challenge process is to facilitate and enable students to move through the ESL course sequence.
- **SLO Ambassador:** One part-time ESL faculty member served as the SLO Ambassador during the 2024-2025 academic year and mapped the student learning outcomes to the ESL department's program learning outcomes.

NONCREDIT ESL

The noncredit ESL faculty are supported by the faculty lead/assistant department chair, who coordinates key aspects of the noncredit ESL program, including curriculum, textbooks, mentoring, and instructional support. Instructors are actively involved in curriculum development, grading sessions, department meetings, and other collaborative activities that promote engagement and professional growth. The faculty lead also works closely with the project manager for Noncredit Initiatives and support staff to assist instructors in administering assessments required by the WIOA grant and to ensure smooth program operations. The noncredit ESL program provides professional development to the faculty by providing paid workshops and trainings every spring. Past workshops have included Using AI in Adult Education and Teaching Vocabulary With Technology.

9b. What roles do your program's staff play on campus and in the off-campus community?

CREDIT ESL

Credit ESL faculty members consistently participate in both on campus roles and in the off-campus community. One full-time faculty member serves as the ESL department representative on the Academic Senate. Both full-time and part-time faculty members serve as ESL representatives in the Representative Assembly of the SMC Faculty Association. In addition, one full-time faculty member is a member of the Faculty Association Executive Committee and also serves on the FA negotiating council.

ESL faculty regularly serve on full-time hiring committee. Recently, one faculty member served on a Health Sciences hiring committee, and another faculty member served on a Photography department hiring committee. In addition, full-time faculty members also serve on probationary / tenure evaluation committees. Currently, one full-time faculty member has served on the tenure evaluation committee for a probationary faculty member in the ECE department since 2022 to present.

The ESL department shares a Curriculum Committee representative position with the Modern Languages Department. From 2020-2023, when it was the ESL department's turn to assign a representative, an ESL full-time faculty member served in that capacity.

Both full-time and part-time ESL faculty members participate in the ESL table as part of the VIP Day every fall semester. Another full-time ESL faculty member selects recipients of two ESL-related scholarships (the Kathryn Seidman scholarship and the James Apostolos scholarship). ESL faculty also mentor students from CSUN's MATESOL program. Graduate students in this program are placed into ESL classrooms at Santa Monica College to complete practicum observation hours and teaching hours. Each June, one full-time ESL faculty member volunteers to help with SMC's Commencement day event.

ESL faculty members are members of CATESOL, the primary professional organization for English language instructors in California. ESL faculty also regularly attend and present at both regional and state CATESOL conferences. Some ESL faculty members are also part of TESOL, the national parent professional organization of CATESOL.

One full-time ESL faculty member has been involved with the statewide Academic Senate for California Community Colleges as part of its Periodic Review. ESL faculty members have also been involved in the SMC Accreditation process, including one full-time faculty member helping to write the Physical Resources section for the 2021-2022 accreditation report. In addition, the ESL department chair has recently been selected to participate in the Chancellor's Office Strategic Enrollment Management Academy. Lastly, a part-time ESL faculty member volunteers at events organized by the Student Equity Center.

NONCREDIT ESL

Noncredit ESL instructors are actively engaged both on campus and in the broader community. Many participate annually in SMC VIP Day, and at least five noncredit ESL instructors have taken part in the SMC

Equitizing Gateway Courses cohorts, with one participating in the Equity Avengers initiative. Two noncredit ESL instructors have consecutively served as ESL representatives in the Faculty Association, demonstrating the active leadership of noncredit faculty in campus governance. Recently, a noncredit ESL instructor served as Co-Chair of the Academic Senate Adjunct Faculty Committee, and she, along with another instructor, led the Culture and Language Exchange (CLE), which is a collaboration between the credit ESL program and the Modern Languages and Cultures department. The CLE pairs native English speakers with speakers of other languages for mutual practice. Currently, two noncredit ESL instructors are participating in the SOAR Academy. Off campus, noncredit ESL faculty contribute their time as volunteers, mentors, and advocates for faculty labor rights through various community organizations.

9c. Discuss how your staff's professional activities since the last review period have positively impacted your program.

CREDIT ESL

The ESL faculty's commitment to professional development has resulted in many positive impacts on the credit ESL program. ESL faculty members are focused on the continued implementation and assessment of AB 705/1705. ESL faculty attend AB 705/1705 workshops sponsored by the ASCCC. This has resulted in ongoing discussions on how to improve throughput in the ESL program and increase course success rates while also maintaining our high retention rate in the credit ESL program.

One immediate result of this work surrounding AB 705/1705 was the revision of the ESL guided self-placement (GSP) process. The revised ESL GSP was launched in June 2025. This new process includes course level descriptors for all ESL core courses and English C1000 and English C1000+28. The ESL GSP has been translated into 8 different languages (Arabic, Chinese - Traditional, Chinese - Simplified, Japanese, Korean, Persian, Russian, and Spanish). In addition, a new page was created on the ESL department website that explains the entire ESL GSP for students before they complete the process. The ESL department also created a 3-minute ESL GSP orientation video. This video was uploaded to the ESL department website, and also shared with several student service areas, including the IEC and the Counseling department.

Another positive impact on the ESL program is the focus ESL faculty place on equity and addressing achievement gaps that we observe in success rates across racial / ethnic groups. Many full-time and part-time ESL faculty participated in an ESL Equity-to-Action cohort group as part of the Equitizing Gateway Courses professional development program at SMC. From this cohort and subsequent discussions during ESL department meetings, equity has become an important part of our department culture. ESL faculty have institutionalized equity at a department level by incorporating IDEAAS into course outlines of record. During Spring 2025 and Fall 2025, ESL faculty updated all course outlines of record for our core ESL courses and ESL support courses with a focus on including IDEAAS in these updates. In addition, ESL faculty have discussed and incorporated equity into syllabi revision, grading policy discussions, and student communication.

Many ESL instructors have completed Education 50: Teaching in the Age of AI, and several part-time ESL instructors are currently participating in the SOAR Academy. Lastly, the ESL department chair regularly agendaizes AI discussions as part of ESL department meeting discussions.

NONCREDIT ESL

Since the last review period, noncredit ESL instructors have actively engaged in professional development that has strengthened the program's teaching and learning practices. Five instructors participated in the Equitizing Gateway Courses program, enhancing their ability to integrate equity-focused strategies in the classroom. Additionally, several instructors have explored the use of Artificial Intelligence in instruction: two are participating in the SOAR Academy, and several completed Education 50: Teaching in the Age of AI to learn more about applying AI in ESL teaching. These instructors have shared their knowledge with the broader faculty and provided mentorship to peers, supporting the integration of AI tools while maintaining

an equity-centered approach to instruction. These activities have contributed to more innovative, inclusive, and effective teaching across the program.

9d. What additional areas of professional development and trainings are needed for your staff?

CREDIT ESL

The ESL department would like to continue equity-focused discussions and schedule department-specific training on equity. Some of the discussions that have emerged from faculty participation in the ESL Equity-to-Action cohort group include incorporating IDEAAS into course syllabi and course outlines of record, grading policies, and instructor-student communication. One area the department would like to investigate is identifying the specific linguistic needs of racial / ethnic groups that have lower success rates in courses. For example, students in ESL courses that identify as Black may have different linguistic backgrounds that require different instructional approaches to support their language development and overall success in ESL courses. Continued equity-focused discussions are needed to help discover the underlying causes for the equity gaps in success rates and SLO mastery rates in ESL courses.

The ESL department chair met with Jessica Krug and Lea Hald (EpiCenter faculty leads) to discuss department specific training opportunities. From these meetings, the ESL department chair will be working with Erica Onugha (English department) to offer department-specific equity training in Fall 2026.

The ESL department remains committed to continued professional development on AI. Several ESL faculty have completed Education 50, and 3 ESL faculty are currently in the SOAR Academic, and the ESL department chair will ask these participants to share what they have learned with the department. The ESL department will continue to agendize AI discussions at every department meeting, with specific discussions on the impact AI has on language teaching and learning.

NONCREDIT ESL

The noncredit ESL program offers in-person trainings and workshops for its faculty. In the 2025 Noncredit Faculty Survey, 75% of respondents indicated that workshops were their preferred form of professional development, with conference attendance ranking second. Additionally, 50% expressed interest in peer learning communities, with several respondents noting a desire for this type of training specifically for online instructors to share best practices. Finally, 73% of respondents identified *Motivation and Persistence for Adult Learners* as the workshop topic of greatest interest.

If applicable:

10a. In what professional organizations does your program's staff participate?

CREDIT ESL

Credit ESL faculty are members of and actively participate in CATESOL and TESOL. Several credit ESL instructors regularly present at both regional and statewide CATESOL conferences. One full-time credit ESL faculty member was asked to provide feedback to an AB 1111 CATESOL workgroup.

NONCREDIT ESL

Noncredit ESL faculty actively participate in professional organizations such as Association of Community and Continuing Education (ACCE), California Teachers of English as a Second or Other Language (CATESOL), and its national counterpart, TESOL. Several faculty members have distinguished themselves within CATESOL, with one earning a University/College Level Research Award and another elected to serve as the

University/College Level Chair for the state. These accomplishments reflect the faculty's ongoing commitment to professional growth and leadership within the field of ESL education.

10b. Discuss your staff's grant-funded research and projects.

Not Applicable

10c. Discuss your program's partnerships with regional educational institutions.

CREDIT ESL

The ESL department has an MOU with California State University - Northridge MATESOL program. This MOU enables graduate students in the MATESOL program to complete practicum observation hours and teaching hours in both credit and noncredit ESL courses at SMC under the supervision of ESL faculty. With the help of the CSUN's placement coordinator, the ESL department chair finds interested and available ESL faculty members willing to host MATESOL students in their classes.

In Spring 2025, the ESL department chair created an MOU with Pepperdine University's MATESOL program. The MOU was approved by Academic Affairs and Human Resources at SMC in Fall 2025. Unfortunately, Pepperdine University recently paused their MATESOL program due to low enrollment in the graduate program. Once their program resumes, graduate students in the MATESOL program at Pepperdine University will be able to complete practicum observation hours and teaching hours in both credit and noncredit ESL courses at SMC under the supervision of ESL faculty.

NONCREDIT ESL

The Noncredit Initiatives program partners with the Santa Monica-Malibu Adult Education program through the Santa Monica-Malibu Regional Consortium (SMRC) to assess and address the academic and career needs of adults in the region. The noncredit ESL faculty lead serves as the SMC faculty representative on the SMRC Governing Board and, in this role, collaborates with the Adult Education Center to align ESL curricula and ensure that the respective ESL programs are mutually supportive.

10d. Discuss your program's industry partnerships and relationships.

Not Applicable

10e. Discuss how your faculty are upskilled to address industry and/or curricular changes.

CREDIT ESL

Five credit ESL faculty members completed Education 50: Teaching in the Age of AI in Spring 2025 and Summer 2025. In addition, at least 1 credit ESL faculty member is currently participating in the SOAR Academy. Upon completion, this faculty member will serve as a valuable resource in developing strategies to incorporate AI competencies into the credit ESL curriculum and guide faculty and students in using these tools ethically and effectively.

A number of credit ESL faculty have completed online teaching and learning certification programs and courses during the last program review cycle. Two credit ESL faculty have completed online teaching

certification programs in the last 5 years through LACCCD and the Online Network of Educators. In addition, 3 credit ESL instructors have completed at least 1 course in online teaching.

NONCREDIT ESL

Since the last program review, at least 8 noncredit ESL instructors have completed the Certificate in Online Teaching to effectively support the expansion of online instruction within the program. Faculty are also increasingly focused on the integration of artificial intelligence (AI) in teaching and learning. A cohort of noncredit and credit ESL instructors completed Education 50 in Summer 2025 to deepen their understanding of AI applications in education. In addition, two noncredit ESL instructors were accepted into the 2025–26 SOAR Academy. Upon completion, they will serve as valuable resources in developing strategies to incorporate AI competencies into the noncredit ESL curriculum and to guide students in using these tools ethically and effectively.

10f. Provide your program's advisory board membership and meeting dates since the last review period.

Not Applicable

D. Curriculum, Courses, and Scheduling

11. Analyze your program's enrollment trends disaggregated by modality and other course attributes. Reflect on the extent to which your current course offerings and class scheduling practices maximize student success. Include any evidence to support your points. Discuss any changes your department plans to better respond to students' needs.

CREDIT ESL

Prior to the pandemic, all core ESL courses (ESL 10G, 10W, 11A, 19A, & 19B) were offered as on-ground sections with no online or hybrid sections of the core ESL courses. However, as a result of the pandemic, all credit ESL courses were shifted to an online format.

As the pandemic ended, the ESL department began to offer more on-ground sections. For example, in Fall 2023, 80% of core ESL courses were on-ground and 20% were online. In late Fall 2023 and early Spring 2024, ESL faculty began to discuss the benefits and drawbacks of offering the core ESL courses in different modalities.

In Spring 2024, the ESL department voted to offer all core ESL courses (ESL 10G, 10W, 11A, 19A, & 19B) as on-ground sections only with no online or hybrid sections of the core ESL courses. The basis for this decision centered on three main points:

- International students need on-ground (or hybrid) courses for their visa requirements, and the ESL department wanted to provide a robust on-ground schedule to help them.
- ESL faculty felt that on-ground instruction is more effective for English language learning.
- Anecdotal evidence was shared by some ESL faculty members that ESL students preferred taking classes in person.

Since Spring 2024, all core ESL courses have been offered on-ground, and our course fill rates have been very high. However, we offer some of our ESL support courses online, such as ESL 16A, ESL 16B, ESL 16C, ESL 20A, ESL 20B, & ESL 28. The only three support courses that we don't offer in a hybrid or online modality is ESL 15, ESL 14A, and ESL 14B. ESL 15 is a conversation and U.S. culture course and ESL 14A & ESL 14B are pronunciation courses. The department believes that these support courses are more effective and engaging for students when offered in an on-ground format. Again, course fill rates for these three on-ground support courses back up this belief. Lastly, the ESL department has not received many requests from students for the

core ESL courses to be offered online. The chair of the ESL department receives approximately 1-2 emails per academic year inquiring about online course offerings.

Even though the ESL department does not see high demand for the core ESL courses to be offered online, more formal research and data gathering needs to be done in this area. A student interest survey should be completed to find out what modalities students prefer. The ESL department should also research what other ESL departments at local colleges in the area are offering.

Another program attribute that has changed substantially since the last review cycle is offering evening classes. Historically, and during more robust enrollment periods, there was higher demand for evening classes. For example, in Fall 2017, when total headcount in the ESL program was high, the ESL department offered 5 evening classes, 1 section each for ESL 10W, ESL 11A, ESL 11B, ESL 21A, and ESL 21B. However, since the pandemic ended, demand for evening classes has substantially decreased. We offered ESL 10W in the evening in Fall 2024, and that course ran. However, the last two semesters that we offered ESL 10W in the evening (Spring 2025 & Fall 2025), the course was cancelled due to low enrollment. Because of this trend, the ESL department has stopped offering evening classes. Perhaps an interest survey on this trend administered to students might be helpful to find out the causes for this decline and what courses might fill if they are offered in the evening.

NONCREDIT ESL

Overall enrollment in noncredit ESL has shown strong and sustained growth over the past four years, increasing from 791 course enrollments in Fall 2021 to 2,504 in Fall 2024. This upward trend reflects expanding demand for noncredit ESL offerings and increased student engagement across multiple instructional modalities. When disaggregated by modality, the data show distinct patterns of enrollment behavior. Students enrolled in both Distance Education and on-ground courses increased significantly, from 93 students in Fall 2022 to 387 in Fall 2023 and 460 in Fall 2024. This trend suggests growing student preference for flexible or hybrid participation models that allow them to combine online and in-person learning.

Purely on-campus enrollment has also increased steadily, rising from 64 students in Fall 2022 to 107 in Fall 2023 and 170 in Fall 2024. This growth indicates continued or renewed demand for face-to-face instruction, particularly among learners who benefit from structured in-person support and classroom interaction. In contrast, Distance Education-only enrollment has declined over the same period, decreasing from 530 students in Fall 2022 to 342 in Fall 2023 and 288 in Fall 2024. This shift may reflect changing student preferences, increased interest in hybrid learning models, or a reduced demand for fully remote noncredit ESL instruction.

Taken together, these patterns demonstrate a dynamic enrollment landscape in noncredit ESL at Santa Monica College, characterized by increasing participation in hybrid and in-person formats alongside a gradual decline in fully online-only enrollment.

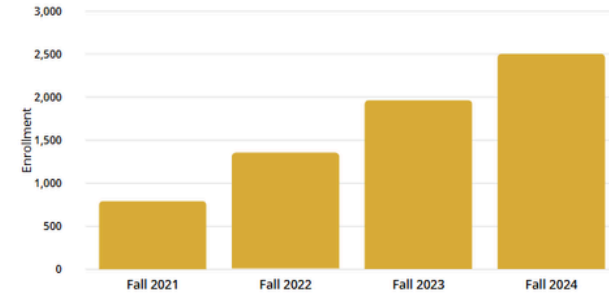
Following the pandemic, core noncredit ESL courses were initially redesigned into a hybrid format. Prior to this change, courses met in person twice per week; under the current model, students attend in person once per week and complete additional coursework online. This adjustment has improved scheduling flexibility and reduced on-campus time commitments, enabling many students to enroll in additional courses within the same term.

In addition, the noncredit ESL program restructured course scheduling so that each level offers different courses on different days of the week. This approach increases access and flexibility for noncredit learners, many of whom balance employment and family responsibilities. It also supports greater course-taking intensity by allowing students to more easily combine multiple courses within a single term. The effectiveness of these changes is reflected in sustained overall enrollment growth and in students' increased ability to enroll in more than one course per term.

Moving forward, the noncredit ESL program will continue to monitor enrollment trends by modality and course level to ensure that course offerings remain aligned with student needs and demand. Based on continued strong interest in flexible learning options, the department will explore expanding both hybrid and online sections while maintaining adequate in-person offerings for students who benefit most from face-to-face instruction. The noncredit ESL program is also considering expanding in-person offerings to include Saturday sections to further improve access for working students.

Course Enrollment | Noncredit Education

Represents a student enrolled in a specific course section during the specified term. A student is considered enrolled if they remain enrolled past census. Each course enrollment reflects one student in one section. A single student may have multiple course enrollments within a term if they are registered in more than one course section.

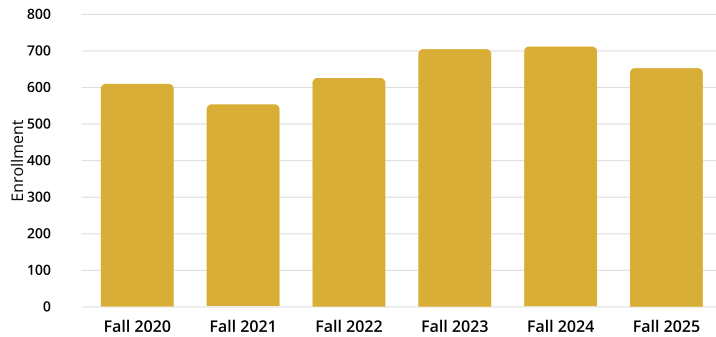


Measures: Enrollment

Term	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Enrollment	791	1,356	1,965	2,504

Course Enrollment | ESL

Represents a student enrolled in a specific course section during the specified term. A student is considered enrolled if they remain enrolled past census. Each course enrollment reflects one student in one section. A single student may have multiple course enrollments within a term if they are registered in more than one course section.



Measures: Enrollment

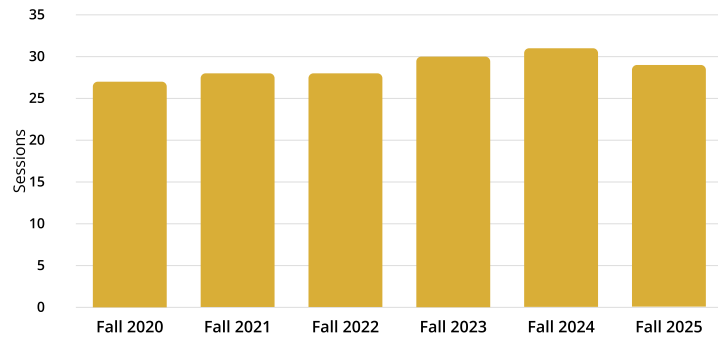
Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Enrollment	610	554	626	705	712	653

Detailed definitions of the report filters and data elements are available with [these additional resources](#).

Data loaded 02-Mar-2026

Section Offerings | ESL

The total count of course sections offered during the specified term. Each section is counted once, regardless of the number of students enrolled.



Measures: Sessions

Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Sessions	27	28	28	30	31	29

Detailed definitions of the report filters and data elements are available with [these additional resources](#).

Data loaded 02-Mar-2026

12. What institutional support do you need to create a more equity-minded and student-centered curriculum, course offerings, and class schedules?

CREDIT ESL

Faculty Hiring

To maintain robust and vibrant credit and noncredit ESL programs that meet the program learning outcomes for the department, the ESL department needs to hire a minimum of 3 full-time faculty members within the next 2-3 years. Currently, the ESL department is below a critical threshold for the number of full-time faculty. We have 4 full-time faculty, with 1 full-time faculty member serving as department chair and another full-time faculty member serving as the faculty lead for Noncredit Initiatives. A longtime full-time faculty member is retiring at the end of Spring 2026, and this will leave the department with only 3 full-time faculty members. If the ESL department is not able to hire at least 1 full-time faculty member by Fall 2026, we will need a temporary full-time faculty member or long-term sub to help maintain the minimum basic functions of the department. Hiring a minimum of 3 full-time faculty members within the next 2-3 years will ensure the department's effectiveness, longevity, sustainability, and help our students reach their learning outcomes.

Culture and Language Exchange

The ESL department needs institutional funding to maintain the Culture and Language Exchange (CLE) program. The CLE matches ESL students studying English with students enrolled in foreign language courses in the Modern Languages and Cultures department. The ESL-MLC pairs of students are then able to practice their language skills, and at the same time, they learn about new cultures, make friends, and deepen their connections with other SMC students. For over the past 10 years, this program has been coordinated by adjunct ESL faculty members who have voluntarily managed the CLE. The ESL department would like to find permanent funding for this program to provide stipends to the adjunct faculty who facilitate this program, to create marketing and promotional materials for the CLE, and to offer social functions for students in the CLE to meet with partners and other participants in the program. Due to a lack of funding, the CLE has not been offered since Fall 2023.

Funding of AB 705/1705 related-projects

The ESL department needs continued institutional support in the form of stipends for faculty to work on AB 705/1705-related projects. The goal of these projects is to increase student success rates, and as a result,

throughput rates in the credit ESL program. Academic Affairs has already provided support for many AB 705/1705 projects, and this has been extremely successful. For example, Academic Affairs provided faculty stipends for the following projects during the 2024-2025 academic year:

- ESL guided self-placement update and translation of the ESL GSP into 8 different languages
- Course Updates for ESL 19A and ESL 19B
- Creation of a transfer-level English course (ESL C1000) to be housed within the ESL department
- ESL student workshops series

Student-focused Data

The ESL department needs additional data to create a more equity-minded and student-centered curriculum and class schedule. Surveys on modality offerings as well as scheduling times will support the ESL department in adjusting class schedules to meet the needs of students enrolled in credit ESL classes. In addition, student interest and satisfaction surveys are needed to assess the effectiveness of the ESL department, the course sequence, curriculum, and overall student satisfaction.

Institutional Support for Additional Equity Training

Institutional support in the form of faculty training stipends is needed for continued equity training. More specifically, faculty stipends for additional department-specific equity-focused training will help the ESL department continue to center equity within our program, courses, and department culture. It is also necessary for our continued work on closing achievement gaps.

Support for International Students

Because international students comprise over 66% of the student headcount in ESL courses, greater ability to add sections of core ESL courses levels at the start of the semester is needed. There has been a high number of students moving course levels at the start of the semester, and the ESL department often needs additional space to accommodate resident students and international students who are ready to move to higher ESL course levels. Having greater flexibility to open additional sections will make it easier for international students to add the ESL courses they need while at the same time meeting their minimum number of units for visa requirements.

NONCREDIT ESL

Equitable Expansion of Course Offerings and Access Needs

To create a more equity-minded and student-centered curriculum, course offerings, and class schedules, the noncredit ESL program requires sustained institutional support to expand access for underserved student populations. While the program has experienced strong growth due in part to institutional flexibility in opening sections based on demonstrated demand, current expansion has been largely limited to morning, in-person offerings. As a result, the program continues to primarily serve a cohort of students (predominantly women) who are available during daytime hours.

There is a significant population of working adults in the region who are unable to attend daytime classes and would benefit from in-person instruction in the evenings and/or on Saturdays. Expanding access for this population would require institutional commitment to allocate additional Weekly Teaching Hours (WTH) to support new sections beyond current offerings. It would also require institutional patience and long-term planning, as building consistent enrollment in evening and weekend cohorts will take time.

Institutional Support for Noncredit Student Services

In addition, equitable expansion of course offerings necessitates increased institutional investment in noncredit-specific support services, including office staff and counseling support for evening and weekend students. At present, much of this support is funded through grants with limited ongoing institutional funding, which constrains the program's ability to provide consistent, student-centered services across all time slots.

Campus Safety and Infrastructure Considerations

Finally, addressing campus safety concerns is essential to creating equitable access to evening and weekend instruction. Limited security presence at the Bundy Campus has raised concerns among both faculty and students and has deterred expansion during these time periods. Increased institutional support for campus safety and security during evenings and Saturdays would be necessary to ensure that expanded offerings are both accessible and safe for students and instructors.

13. 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.

CREDIT ESL

There have been many substantial changes to the credit ESL program curriculum since the last review, and they are highlighted below.

AB 705 / 1705 Implementation and Review

During our last 6-year Program Review conducted in 2018-2019, the ESL department was just beginning to analyze and review our course sequence and discuss what modifications should be made to ensure that ESL students complete their individual ESL course sequence in a timely manner as mandated by AB 705, which states that “instruction in English as a Second Language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above.” ESL students have a three-year timeline, identified as 6 primary terms, in which to complete all of their ESL requirements and enroll in English C1000.

At that time (2018-2019), the ESL department was already in compliance with AB 705. However, the ESL department used this opportunity to revise our course sequence and remove potential exit points and obstacles for students enrolled in the credit ESL program. The changes made to the ESL course sequence were based on feedback from instructors teaching the core ESL courses, academic counselors, an ESL faculty workgroup tasked with reviewing the course sequence and proposing changes, and ESL students previously enrolled in these courses. The 2018-2019 6-year ESL department program review discusses these changes in more depth (pp. 35-36). The updated ESL course sequence was implemented in Fall 2020.

ESL Course Sequence Before and After AB 705

ESL Course Sequence Prior to AB 705	Updated ESL Course Sequence After AB 705
ESL 10G / ESL 10W (6 units each)	ESL 10G / ESL 10W (6 units each)
ESL 11A (6 units)	ESL 11A (6 units)
ESL 11B (3 units)	ESL 19A (4 units)
ESL 21A (3 units)	
ESL 21B (3 units)	ESL 19B (4 units)

Since Fall 2020, the ESL department regularly discusses these course sequence changes and student success and retention rates in the new courses. More information on these discussions and changes the ESL department has made in response to AB 705/1705 are presented below.

Course Updates for ESL core course and ESL support courses

In Spring 2025, all credit ESL core courses (ESL 10G, 10W, ESL 11A, ESL 19A, & ESL 19B) underwent major

updates and were approved by the Curriculum Committee. Our core ESL courses had not been substantially revised in over 6 years, and the department wanted to look at what components of the courses needed to be reassessed and changed. Specifically, we wanted to use this opportunity to make significant updates to ESL 19A and ESL 19B, two new courses added to our program sequence in response to AB 705/1705. In addition, the ESL department used this opportunity to incorporate IDEAAS into the course outlines of record for all core ESL courses. In Fall 2025, all credit ESL support courses were updated.

Like the ESL core courses, the department focused on incorporating IDEAAS into the course outlines of record for our support courses. All currently offered ESL support courses were updated in Fall 2025. These courses include: ESL 14A, 14B, 15, 16A, 16B, 16C, 17, 20A, 20B, and 28. Due to declining enrollment in ESL 23 for several years, the department voted to deactivate ESL 23 - Advanced Reading and Study Skills in Spring 2025. This course had not been offered since Fall 2019.

Mapping of Course SLOs to ESL Department PLOs

As part of the college-wide SLO/PLO mapping project, the ESL department mapped all course SLOs to the ESL department program learning outcomes (PLOs). This project began in Spring 2024 and was completed in Fall 2025.

Update to ESL Department Certificate and Creation of New Department Certificate

The ESL department updated its existing department certificate and created a new department certificate. The revised department certificate focuses on the SLOs and objectives covered in ESL 19A & ESL 19B. This revised certificate is called the "ESL - Advanced English Language Skills" department certificate. Because the existing department certificate that we revised only covered SLOs and objectives in our higher ESL courses, we decided to create a new department certificate that focuses on the SLOs and objectives covered in ESL 10G, ESL 10W, and ESL 11A. This new certificate is called the "ESL - Intermediate English Language Skills" department certificate. These certificates were submitted to the Curriculum Committee in Spring 2026 for approval. Revising and adding a new certificate enabled our department to update the Program Learning Outcomes for the credit ESL program.

Update to the ESL Guided Self-Placement Process

The ESL department updated the guided self-placement process (GSP) and this new update went live in Spring 2025. The purpose for this update was to demystify the guided self-placement process for students and make it easier and more transparent for them. The previous ESL GSP required students to look at sample reading articles and writing samples for each core ESL course level. Students had to decide which reading articles were at their level and which writing samples appeared to be similar to their own writing. The department felt the process wasn't clear for students, and this was evident in the high number of enrollment waivers the chair of the ESL department had to enter the first week of each semester. Each fall and spring semester, approximately 40-50 enrollment waivers were entered for students to move to higher ESL course levels or English C1000. Based on this data, the department concluded that students were choosing levels too low for their ability, and as a result, the ESL GSP wasn't clear.

The updated ESL GSP has a list of student-centered course level descriptors for all required ESL courses and English C1000 + 28 and English C1000. Students read the course level descriptors and choose the level they feel is most appropriate. Students then see what course level this descriptor corresponds to. They then have an opportunity to choose this course level or go back and look at other course level descriptors. We feel the updated ESL GSP is more in alignment with the AB 705/1705. A feature that we are most proud about is that we translated the ESL GSP into 8 different languages:

- Arabic
- Chinese - Simplified
- Chinese - Traditional
- Japanese
- Korean
- Persian Russian
- Spanish

Because of these updates, we anticipate that students will place themselves more accurately. We plan to evaluate the effectiveness of the updated ESL GSP as part of our CPR action plan.

Revision of the ESL Department Challenge Process

The ESL department revised the challenge process, which provides students enrolled in ESL courses an opportunity to demonstrate their readiness to move to a higher ESL course level or English C1000. Students now have multiple opportunities to challenge their course level after completing the ESL GSP. In addition, students can challenge their course level while they are completing the ESL course sequence. We feel this provides students with increased agency. As with the update to the ESL GSP, we believe these revisions enable students to progress through the ESL course sequence faster if they are ready.

Student-centered ESL GSP Information

To increase transparency for students, the ESL department created a webpage that explains the ESL GSP process. The webpage includes information about the process as well as the course level descriptors for each ESL course level.

In addition, an ESL faculty member created a 3-minute orientation video for the ESL guided self-placement process. The goal of the video is to help students understand that when they complete the ESL GSP, they are choosing their first ESL course (or English C1000). The video is posted on the ESL GSP webpage. The ESL department chair also shared this video with other student support service areas including the Counseling department and the International Education Center.

ESL Student Workshops

Beginning in Fall 2024, the ESL department began offering workshops to students enrolled in ESL courses. Attendance at these workshops was high, with 64 students attending in Fall 2024. In Spring 2025, attendance doubled to 113 students. Topics for these workshops included:

- Subject-Verb Agreement
- Sentence Structure
- Paraphrasing
- Sentence Variety
- Adjective Clauses
- Phrasal Verbs
- Improving Presentation Skills
- Using ChatGPT for Vocabulary Learning

Creation of Transfer-level English Composition Course in ESL Department

As a result of AB 1111, ESL departments are able to offer a transfer-level English composition course that fulfills Cal-GETC Area 1A. The ESL department created a transfer-level English composition course that is equivalent to English C1000. We have tentatively titled this course ESL C1000. The ESL department presented the course outline for ESL C1000 during a recent department Flex day meeting and requested English faculty feedback and suggestions on the course. We plan to submit the course to the Curriculum Committee in Spring 2026.

ESL Conversation Groups

The ESL department consistently seeks to provide opportunities for English language learners to improve their listening and speaking skills outside of the classroom. For over 10 years, the ESL department has offered Conversation Groups to students enrolled in ESL courses. These Conversation Groups, which are offered every fall and spring semester, are facilitated by one of the ESL department's instructional tutors, and they are always well attended. Because student demand has been so high, the ESL department began offering two Conversation Groups beginning in Spring 2024, one on Main campus and one on Bundy campus. Because of continued growth, we began offering 3 Conversation Groups in Fall 2025.

ESL Tutoring Program

The ESL department coordinates its own tutoring program. There are two instructional tutors for students to meet with, and the department offers both online and on-ground tutoring for students on the Main SMC

campus and the Bundy campus. The ESL department reviews the tutoring program annually and makes changes to the format and scheduling based on student demands and needs.

Credit ESL and Noncredit ESL Mirrored Courses

The ESL department currently offers three mirrored support courses. Mirrored classes enable students in the noncredit ESL program to enroll in credit ESL classes through a noncredit section. They take the credit ESL class alongside students in the credit program. Noncredit students, however, do not receive credit for the course. Mirrored classes are an effective way to enhance enrollment in these courses while at the same time generating state apportionment. Starting in Fall 2023, we offered three of our ESL support classes as mirrored courses. Offering these mirrored sections has benefited the ESL department by increasing enrollment in these support courses. Please see below for a list of courses offered as mirrored sections along with enrollment numbers from Fall 2023 to Fall 2025.

Course	Fall 2023 Noncredit Enrollment	Spring 2024 Noncredit Enrollment	Fall 2024 Noncredit Enrollment	Spring 2025 Noncredit Enrollment	Fall 2025 Noncredit Enrollment
ESL 15 / ESL NC 922	3 (Seat cap of 5)	2 (Seat cap of 3)	7 (Seat cap of 11)	8 (Seat cap of 11)	6 (Seat cap of 10)
ESL 20A / ESL NC 926	7 (Seat cap of 10)	7 (Seat cap of 10)	4 (Seat cap of 6)	5 (Seat cap of 7)	4 (Seat cap of 6)
ESL 28 / ESL NC 976	8 (Seat cap of 10)	2 (Seat cap of 3)	4 (Seat cap of 5)	2 (Seat cap of 6)	1 (Seat cap of 2)

Because of the success of these three initial mirrored sections, the ESL department mirrored a pronunciation support course, ESL 14B. The mirrored noncredit section of this course (ESL NC 921) will be offered for the first time in Fall 2026.

Development of ESL Department Equity Plan and Centering Equity

An important component of the ESL department is our commitment to equity. This is an integral part of the department culture. Because the main goal of the ESL department is to support our students' language development process at SMC, our department views equity from a linguistic perspective. Our discussions around equity center on how we can support the different linguistic and cultural backgrounds of our students as they develop their academic language skills, especially for students from racial / ethnic groups that have lower success rates and SLO mastery rates in ESL courses.

The ESL department regularly schedules department meetings that focus on student equity and closing achievement gaps around student racial / ethnic groups. For example, in the 2024-2025 academic year, one ESL department Flex day was devoted to a discussion on incorporating IDEAAS into course syllabi. Another example of our departmental commitment to equity is the high number of ESL faculty that participated in the Equity-to-Action Group cohort as part of the Equitizing Gateway Courses program. Seven ESL faculty members participated in this training, including 1 part-time faculty member serving as the equity faculty lead for our cohort.

Despite this focus and commitment to equity, the ESL department lacked a formalized written equity plan. Beginning in Fall 2025, the ESL department began drafting an equity plan. The work on this plan will continue into the Spring 2026 and Fall 2026 semesters. The department views the equity plan as a living document that will be continually reviewed and updated. Centering equity and closing achievement gaps are two of the main goals of the department equity plan.

Remote Instruction and Course Modality

As a result of the Covid-19 pandemic, the ESL department updated all course outlines of record and received full distance education approval to offer all support and core ESL courses online and in hybrid format. After the pandemic ended, the credit ESL department voted to offer all core ESL courses in an on-ground instructional modality. The reason for this decision was to help international students meet their F1 visa requirements for on-ground courses. In addition, the credit ESL program believes that English language instructions is most effective in an on-ground modality. The credit ESL program does offer ESL support courses online.

Scheduling Patterns

Currently, there is high demand for credit ESL courses offered on-ground and during the mornings and afternoons. The ESL department will continue to offer this scheduling pattern, but we remain committed to evaluating this pattern annually. If student demand changes, we will adapt and make changes to these patterns.

Prior to the pandemic, on-ground evening courses were popular, and the department was able to offer and fill at least one section of each core ESL course level. However, since the end of the pandemic, demand for on-ground evening classes has significantly decreased.

Enrollment History for On-ground Evening Courses

Semester / Year	Classes Offered	Enrollment	Comments
Fall 2023	ESL 10W	19	This section was added after the semester began due to high enrollment in other ESL 10W sections.
Spring 2024	ESL 19B	14	Changed this 16-week section to a late-start Week 4 class due to low enrollment. This section only had 14 students by Week 4, but it was permitted to run.
Fall 2024	ESL 10G ESL 10W	21 0	ESL 10W cancelled due to low enrollment
Spring 2025	ESL 10W	0	Cancelled due to low enrollment
Fall 2025	None	NA	
Spring 2026	None	NA	

The credit ESL program plans to make several curricular changes based on the emerging needs of the discipline and student population.

- The ESL department is discussing how to improve credit ESL support course offerings for our students.
 - The ESL department offers a sentence structure course (ESL 16C) for students at the ESL 19A/B level. The department is considering creating an additional sentence structure course designed for students at the ESL 10G/W & ESL 11A course levels.
 - The department is discussing combining two support courses (ESL 16A & ESL 16B) into one support course. This would create a support course that covers the article / noun systems in English AND verb tenses.
- The ESL department continually discusses and reviews our department modality policy of offering only core ESL courses on-ground. The department believes a continual reassessment of this policy is essential to meet the needs of our student population.
- The ESL department is developing a transfer-level English composition course (ESL C1000) for English language learners to be offered in the ESL department.
- The credit ESL program will continue to assess demand for evening classes to determine if this scheduling pattern needs to be re-implemented.

NONCREDIT ESL

Course Outline Revisions

After completing extensive revisions to the core course outlines (ESL 902–906) in 2020, the program updated the nine noncredit ESL support courses: beginning, intermediate, and advanced listening and speaking; reading and writing; and vocabulary. A curriculum revision workgroup was established to update the courses and pilot new textbooks. To support Career Development and College Preparation (CDCP) Certificates of Competency, course objectives and SLOs were revised to emphasize not only language development but also college and career readiness, critical thinking, and digital literacy. In Fall 2025, all but two noncredit ESL course outlines were updated again. These updates included revised textbook lists, clarified and more accessible SLOs, adjusted course outcomes, and the integration of IDEAA principles into sample assignments and textbook selections where feasible.

Implementation of Progress Indicators

In 2020, the noncredit ESL program introduced Progress Indicators for all courses, documenting student progress at the end of each term with marks of Pass, Satisfactory Progress, or No Pass. That same year, noncredit ESL courses were transcribed for the first time, laying the foundation for six ESL Certificates of Competency.

Noncredit ESL Certificates of Competency

Six Noncredit ESL Certificates of Competency were launched in 2021. These certificates are awarded to students who successfully complete a combination of noncredit ESL courses. The Noncredit Certificates of Competency are transcribed. This was an essential step in ensuring the program was compliant with the CDCP requirements laid out by the Chancellor's Office and to ensure that the program continues to receive enhanced funding.

The College receives federal funding through the WIOA Title II AEFLA grant, which supports programs that integrate English language acquisition with civic education and workforce preparation for adult English language learners. Additional IELCE (Integrated English Literacy and Civics Education) funding is provided under Section 243 of WIOA. The IELCE program helps adult English learners achieve economic self-sufficiency by equipping them with the language skills, civic knowledge, and workforce training necessary to succeed in the U.S. job market. Programs that successfully implement an IET (Integrated Education and Training) model receive enhanced funding under IELCE.

In Fall 2020, two new courses were approved to support English language learners concurrently enrolled in noncredit Career Education programs:

- ESL 994: ESL for College and Career Pathways – Introduction
- ESL 995: ESL for College and Career Pathways – Effective Communication

These two courses, which lead to a Certificate of Competency in ESL for College and Career Pathways, are designed for implementation within the IET model. The curriculum is contextualized to align with any career or Career Education program.

In Spring 2020, noncredit ESL faculty collaborated with Early Care and Education faculty to develop contextualized ESL curriculum supporting students co-enrolled in the Noncredit Early Care and Education Certificate Program. This Zero Textbook Cost (ZTC) curriculum was piloted in Spring 2020, with ESL students concurrently enrolled in ESL 994/995 and the noncredit ECE courses.

In Spring 2021, noncredit ESL faculty partnered with Health Sciences faculty to create additional contextualized ESL curriculum for students co-enrolled in noncredit Health Care certificate programs or interested in exploring healthcare career pathways. This ZTC curriculum was first offered in Fall 2022 through ESL 994 and 995 contextualized for healthcare.

Distance Education Approval for all Noncredit ESL Courses

Before 2020, the noncredit ESL program had not offered distance education courses. The sudden shift to

online instruction during the COVID-19 pandemic required both instructors and students to adapt quickly. Despite initial concerns about students' digital readiness or interest, they proved highly capable and engaged. Rather than submitting emergency approval, the noncredit ESL program pursued full Distance Education approval for all seventeen noncredit ESL courses. Since then, distance education has proven to be a viable and valuable modality for meeting the needs of noncredit ESL learners.

Zero Textbook Cost Canvas Shells for Online Support Courses

In support of the ongoing effort to provide noncredit ESL instruction at no cost to students, four noncredit ESL faculty worked to develop Zero Textbook Cost Canvas Course Shells for online support courses: Reading and Writing (ESL 961, 963, 965) and Vocabulary (ESL 973 and 975). The faculty completed the course development in Spring 2023, and in Fall 2023 the courses were launched for the first time. Since then, students enrolled in those online courses are able to access all the course content in their Canvas shell for no cost.

Mirrored ESL Courses

To support advanced noncredit ESL students interested in exploring credit ESL coursework, the ESL department introduced three new noncredit mirrored courses in Fall 2023. These tuition-free courses align with credit ESL offerings, featuring the same curriculum, instructors, and learning outcomes—without impacting GPA, financial aid, or residency status. The program reserves up to ten spots for noncredit students in three ESL support courses: ESL 926 mirrored to ESL 20A *Advanced Grammar Workshop*, ESL 976 mirrored to ESL 28 *Advanced Vocabulary Skills*, and ESL 922 mirrored to ESL 15 *Conversation and Culture in the U.S.* In Fall 2025, a new mirrored course was developed and approved: ESL 921 which is mirrored to the credit course ESL 14B *Pronunciation, Rhythm and Intonation*.

Emerging Needs

The noncredit ESL program continues to prioritize flexibility to meet the needs of working adults. By offering online and hybrid courses, students can participate according to their individual schedules and availability. Looking ahead, and contingent on budget resources, the program plans to expand its course offerings to better serve adult learners in the region. A key focus will be developing new ESL conversation courses, designed to strengthen students' speaking and listening skills in practical, real-world contexts. These courses may be offered in-person and/or online in the afternoons, on Saturdays, and at community-based locations, providing additional opportunities for students to practice English, build confidence, and achieve their personal, academic, and professional goals.

E. Evaluation, Effectiveness, and Equity:

Course Success and Retention: Indicate your program's chosen level of analyses for the review (choose one):

Gateway Course(s)

14a. Analyze your program's course success and retention against your program's institution-set standards (minimum threshold, as defined by program/department) and improvement goals. Discuss any significant changes/trends over time. Include your program's plans to improve course success and retention.

CREDIT ESL

For Section E, the credit ESL program has chosen to focus on ESL 19A, which is one of our gateway courses (along with ESL 19B) and has the highest enrollment of our core ESL courses (along with ESL 19B). From Fall 2020 to 2024, ESL 19A and ESL 19B had very similar student headcount enrollment. ESL 19A is also our introductory essay writing course, and is UC/CSU transferable.

Student Headcount Enrollment

Course	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ESL 19A	140	117	161	150	160

ESL 19B	140	142	142	172	178
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ESL 19A Success Rates

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ESL 19A Success Rates	NA	72%	79%	78%	78%	80%
ESL Department Success Rates	78%	77%	84%	79%	80%	77%
Santa Monica College	68%	69%	81%	66%	74%	74%

The success rates for ESL 19A have been steadily increasing and reached 80% in Fall 2024, which is above the 6-year department average of 79.2%. The success rates for ESL 19A are also consistently above SMC's average success rates. It's important to note that EW's (Emergency Withdrawals) were first introduced in Spring 2020, which might be a factor for why success rates increased significantly from 72% to 79% during the period from Fall 2020 to Fall 2021. Since Fall 2021, success rates have remained above 78%.

Because international students make up approximately 66% of student enrollment in credit ESL courses, the ESL department requested data on ESL 19A success rates for resident students compared to international students. Since ESL 19A was first offered in Fall 2020, success rates have been higher for international students compared to resident students (3 of the last 5 years). However, during Fall 2023 and Fall 2024, success rates for resident students exceeded international students. Further investigation into why international students have higher success rates is needed. For example, it would be interesting to research whether international students enroll in our ESL support courses in higher numbers. Data has shown that students enrolled in ESL support courses concurrently with ESL 19A have higher success rates in ESL 19A. There is clearly a need to research this trend further to see what strategies are working for international students and how we can extend this to our resident student population.

ESL 19A Success Rates: Resident Students & International Students

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ESL 19A Success Rates: Resident Students	NA	62%	77%	75%	82%	83%
ESL 19A Success Rates: International Students	NA	78%	80%	80%	77%	79%

The 5-year average success rate for the ESL 19A is 77.4%. Because ESL 19A was first offered in Fall 2020, there is currently only 5 years of data available. As a result, a 5-year average is used for success rates. The ESL department has decided to set the floor level performance to be 90% of the 5-year average, which is 69.7%. The ESL department's goal will be to maintain the ESL 19A course level success rate above 69.7%. If the annual success rate for ESL 19A drops below this level, ESL department faculty will meet to analyze this data and implement any instructional strategies to address the decrease in success rates for ESL 19A. The

ESL department will also examine any potential changes at the curriculum level to ensure the ESL 19A success rate increases above this minimum threshold.

The target success rate goal the ESL department would like to achieve for ESL 19A is 83%. The highest success rate achieved in ESL 19A in the last 5 years was 80% in Fall 2024. The ESL department believes that increasing the success rate in ESL 19A by 3% is an effective and attainable goal. The total number of students who attempted ESL 19A in Fall 2024 was 157. That year, the success rate was 80%, which means 126 successfully completed ESL 19A in Fall 2024. A success rate of 83% for ESL 19A in that same year would require an additional 4 students to successfully complete ESL 19A. The ESL department feels strongly we can achieve this target goal of 83%.

Although the success rates are trending upward in ESL 19A, there is more that the ESL department can do to continue to increase success rates in ESL 19A and achieve our target goal of 83%.

- Provide additional language support for different linguistic demographic groups, especially where equity achievement gaps are present.
 - For example: ESL student workshops
- Market ESL tutoring to different linguistic demographic groups
- Revise COR for ESL 19A (Completed in Fall 2025)
- Continued department and course-level training focusing on equity-based instructional strategies and support

ESL 19A Retention Rates

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ESL 19A Retention Rates	NA	94%	97%	95%	96%	94%
ESL Department Retention Rates	93%	92%	99%	93%	94%	93%
Santa Monica College	83%	84%	100%	83%	91%	90%

Note: ESL 19A was first offered in Fall 2020, so there is no retention rate data for Fall 2019.

The course retention rates for ESL 19A are consistently higher than the department average and the SMC college average as a whole. One primary reason for the high retention rates in ESL courses is due to the high enrollment of international students in our program. For example, in Fall 2024, 9% of course enrollments at SMC were international students. However, in the ESL department, 62% of course enrollments were from international students that same year. International students on an F1 visa must enroll in at least 12-units of on-ground or hybrid courses each fall and winter semester. If an international student withdraws from a course, this can impact their visa status, and this is one primary reason for the high retention rate in ESL 19A and in credit ESL courses as a whole.

Comparing international student retention rates and resident student retention rates for ESL 19A, international students have an overwhelming higher retention rate. As mentioned in the preceding paragraph, this higher retention rate is most likely due to F1 visa requirements for international students. Although international students have higher retention rates than resident students in credit ESL courses, resident student retention rates are still higher than the overall college retention rate each year.

ESL 19A Retention Rates: Resident Students & International Students

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
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ESL 19A Retention: Resident Students	NA	90%	100%	86%	93%	90.5%
ESL 19A Retention: International Students	NA	95.5%	96%	99%	97%	96%

NONCREDIT ESL

In its ongoing efforts to foster learner persistence, retention, and success, the noncredit ESL program continues to provide a safe and welcoming environment for adult learners. Teachers play a central role by using culturally responsive instruction, individualized support, and interactive lessons that connect to students' goals and real-life needs. The program also builds community by celebrating student milestones and progress, while noncredit counselors offer wraparound services, including academic and career counseling and assistance accessing social services. By ensuring students feel supported, engaged, and guided by instructors, counselors, and staff, the program increases the likelihood that they will persist and succeed in achieving their goals.

Student success in noncredit ESL is measured in multiple ways. Comprehensive Adult Student Assessment Systems (CASAS) testing data show that 54% of noncredit ESL students demonstrated an Educational Functional Level (EFL) learning gain in 2024–25, up from 42% the previous year. This is an important measure of success recognized by the California Adult Education Program (CAEP) and WIOA. Precision Campus data show a 56% course success rate in both Fall 2023 and Fall 2024, reflecting the percentage of students who earned a Pass or Satisfactory Progress in their courses. This Precision Campus data was only recently made available to the program. In the Fall 2025 noncredit ESL faculty meeting, it was agreed to start with a minimum course success threshold of 55%, with a goal to increase success by 1% annually until reaching 60% in Precision Campus.

Because noncredit ESL operates on an open-entry/open-exit model, the greatest barrier to student success is students not persisting long enough to demonstrate learning gains or earn a Pass in the course. The program currently tracks persistence using TOPSpro Enterprise metrics, as required by the California Department of Education and the WIOA grant. This metric counts students with both pre- and post-CASAS tests. All incoming students take a CASAS pre-test, and students with at least 70 hours of instruction are administered a post-test. This provides a meaningful measure of persistence, as students must attend a minimum number of hours before taking the post-test.

In 2024–25, 59% of students completed both pre- and post-tests, a 16% improvement over the previous year, though still slightly below the state average of 63%. The program has set a goal of increasing persistence by 2% annually to meet or exceed the state average.

Further analysis of attendance and persistence data highlights additional challenges. In 2024–25, 20% of students had zero hours of instruction, meaning they enrolled but never attended, while 11% attended 1–11 hours, indicating initial participation but limited persistence. These patterns point to two primary issues:

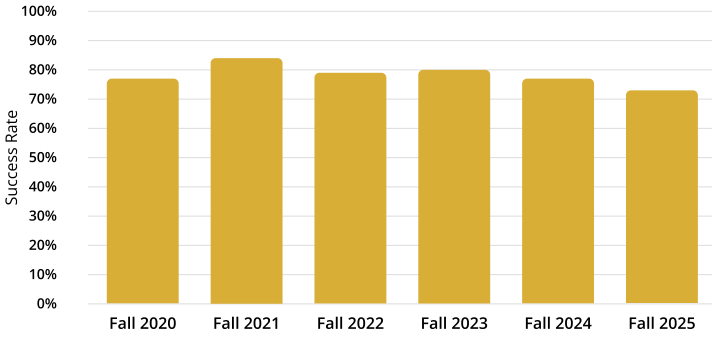
- **Non-attendance after enrollment:** Long waitlists likely contributed, as some students were tested and onboarded but never offered a course. Some students may also have missed notifications about class placement.
- **Early departure:** Some students attend briefly but do not persist beyond 11 hours. Currently, definitive data on reasons for early departure is lacking.

To address these challenges, the noncredit ESL program is collaborating with Noncredit Initiatives to implement targeted strategies:

- ESL instructors will notify program staff when waitlisted students do not attend their first class, enabling staff to follow up and remind students of their enrollment
- Students attending fewer than 12 hours will receive friendly email invitations to return, accompanied by a short survey to identify potential barriers to continued participation.
- School-wide faculty and staff training on best practices for retention and persistence is planned, promoting consistent implementation of these strategies across the program.

Course Success Rates | ESL

The percentage of credit course enrollments in which students earned a successful grade (success rate) during the specified term. A successful grade includes A, B, C, or P. The denominator includes A, B, C, D, F, I, NP, P, W grades. RD (report delayed) and EW (excused withdrawal) grades are not included in the calculation.



Measures: Success Rate and Success Count and Attempts

Term	Fall 2020			Fall 2021			Fall 2022			Fall 2023		
	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts
Measures	77%	472	610	84%	434	519	79%	495	625	80%	434	519

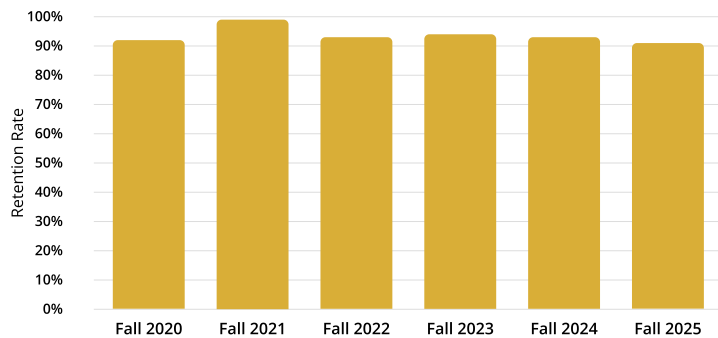
Credit Courses Only. Detailed definitions of the report filters and data elements are available with [these additional resources](#).

Data loaded 02-Mar-2026

Course Retention Rates | ESL

The percentage of credit course enrollments in which students remained enrolled in a course through the end of term. A "retained grade" includes A, B, C, D, F, I, NP, P. The denominator includes A, B, C, D, F, I, NP, P, W grades. RD (report delayed) and EW (excused withdrawal) grades are not included in the calculation.

Limits: Course Credit Type Credit, Degree Applicable , Credit, Not Degree Applicable Course Retention Not Retained , Retained



Limits: Course Credit Type Credit, Degree Applicable , Credit, Not Degree Applicable Course Retention Not Retained , Retained

Measures: Retention Rate

Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Retention Rate	92%	99%	93%	94%	93%	91%

Credit Courses Only. Detailed definitions of the report filters and data elements are available with [these additional resources](#).

Data loaded 02-Mar-2026

14b. Disaggregated data: Which racial/ethnic student group completes their courses at the highest rates? Which racial ethnic groups experience the largest gaps when compared to the highest performing group? Analyze the trends across the last review period.

CREDIT ESL

An analysis of success rates by race/ethnicity over the most recent six-year review period shows that several student groups demonstrate high success rates in individual years; however, small sample sizes in some categories limit the ability to draw stable conclusions. As a result, trends must be interpreted cautiously, with attention to enrollment context and year-to-year variability.

Students identifying as two or more racial/ethnic groups showed the highest course completion rates in four of the last six years. During Fall 2021 and Fall 2022, this group had 100% success (2 of 2 students in each term), and the same pattern appeared in Fall 2023 and Fall 2024 (1 of 1 student in each term). While these outcomes are positive, the extremely low enrollment in this category makes it difficult to generalize these results or identify meaningful trends during this most recent review period.

Similarly, Black students demonstrated the highest course completion rates in four of the last six years, including 100% success in Fall 2020 (2 of 2 students), Fall 2022 (2 of 2 students), Fall 2023 (1 of 1 student), and Fall 2024 (1 of 1 student). As with students reporting two or more races, the total number of Black students enrolled each year is very small in credit ESL courses. Therefore, while the observed success rates are strong, the data should be interpreted with caution due to the low enrollment numbers.

When examining racial/ethnic groups with higher enrollment levels, there is no consistent pattern of a single group outperforming others across the entire review period. Instead, the highest-performing group varies by year:

- Fall 2020: Unreported (78%)
- Fall 2021: Asian (89%)
- Fall 2022: White (89%)
- Fall 2023: Latine/x (92%)

- Fall 2024: Latine/x (83%)

This year-to-year variation suggests that course success rates fluctuate and may be influenced by cohort characteristics, instructional conditions, or external factors rather than by race/ethnicity alone. Notably, Latine/x students showed strong outcomes in the two most recent years, including the highest success rate in Fall 2023 and continued relatively high success in Fall 2024.

An analysis of equity gaps by race/ethnicity in ESL 19A indicates that the racial/ethnic groups experiencing the largest gaps relative to the highest-performing group vary by year, rather than remaining consistent across the review period. Since ESL 19A was first offered in Fall 2020, the largest equity gaps have been observed as follows:

- Fall 2020: Native American students experienced the largest equity gap (-100%).
- Fall 2021: Black students experienced the largest equity gap (-50%).
- Fall 2022: Latine/x students experienced the largest equity gap (-46%).
- Fall 2023: Asian students experienced the largest equity gap (-33%).
- Fall 2024: White students experienced the largest equity gap (-26%).

In each of these years, the groups experiencing the largest equity gaps had very small numbers of enrolled students, which limits the reliability of year-to-year comparisons and makes it difficult to identify sustained patterns of disproportionate impact. Even though the number of enrolled students in the groups with the highest gaps is often low, the ESL department will examine possible causes for these gaps.

Across all years, the unreported race/ethnicity category, which represents the largest enrollment group, consistently experienced the second or third largest equity gap when compared to the highest-performing group. The size of this category suggests that equity gaps affecting unreported students may have a greater overall impact on success rates than those observed in smaller racial/ethnic groups.

Preliminary review indicates that the vast majority of students who do not report race or ethnicity are international students. As a result, additional research and improved data collection are needed to better understand the factors contributing to equity gaps within this population. Overall, while the specific racial/ethnic group experiencing the largest equity gap changes from year to year, the data point to the importance of further investigation into outcomes for students in the unreported category and the need for more robust demographic and linguistic background data to support equity-focused interventions.

NONCREDIT ESL

Using Pass as the measure of completion, Asian students had the highest rates across the review period. In Fall 2023, overall completion was 29% compared to 35% for Asian students; in Fall 2024, overall completion was 28% compared to 30% for Asian students.

Latine/x students improved from 24% in Fall 2023 (5 points below the overall rate and 11 points below Asian students) to 29% in Fall 2024, slightly above the overall rate. White students increased from 26% in Fall 2023 (3 points below overall) to 28% in Fall 2024, matching the overall rate.

Overall, equity gaps narrowed over time as completion rates for Latine/x and White students improved, though Asian students remained the highest-performing group

14c. Equity Gaps: What factors might be contributing to the equity gaps? Consider factors that relate to people, programs, practices, and policies in the classroom, program, or college.

CREDIT ESL

There are several factors that might contribute to the equity gaps in ESL 19A that the credit ESL department should discuss and consider.

One possible contributing factor is the linguistic diversity of students enrolled in credit ESL courses. Students in ESL 19A enter with different linguistic backgrounds, and this might be contributing to the equity gaps. For example, students whose written form of their L1 (first language) shares common characteristics with English (i.e. Latin script) may succeed at higher rates than students whose written form of their L1 does not.

A second possible factor leading to equity gaps might be the focus of English language preparation that occurs in students' home countries. ESL 19A is a credit ESL course that requires students to engage in college-level academic language tasks, including reading, writing, and paraphrasing. For students whose prior English language instruction emphasized conversational fluency rather than written academic English, the scope and sequence of ESL 19A could create obstacles for their success. In addition, the length of time students study English in their home countries as well as whether English language instruction is compulsory can have impacts on student success resulting in the observed equity gaps.

Another factor may relate to the structure of ESL 19A. As mentioned above, because ESL 19A requires students to engage in college-level academic language tasks, this could be a barrier for student success. A major update to ESL 19A was completed in Spring 2025, with a focus on incorporating IDEAAS into the course outline of record. Given the current equity gaps that exist, additional review and analysis is needed on the scope and sequence of both grammar and writing skills required in ESL 19A.

A fourth factor could be language tutoring support. Currently, the ESL department has two instructional tutors that provide tutoring support to students enrolled in ESL courses. Even though the appointment rate is well below 100%, there could be issues with a lack of flexibility with scheduling the tutoring hours and/or tutoring modality that are impacting student success and leading to equity gaps.

In addition, there is variation in some faculty policies regarding how we support student success, such as submitting late assignments. Our department would benefit from continued discussion on these policy variations to create a more cohesive approach and create a set of department policies that are equity-centered and student centered.

Lastly, there are gaps in ESL faculty training on equity-centered pedagogy and practices. The ESL department has led department trainings on course and syllabus design that focus on equity. However, there are other areas of training that should be offered including student-faculty community and the use of Precision Campus by individual faculty to examine equity gaps in their courses.

NONCREDIT ESL

Equity gaps in course completion may be influenced by several factors. At the student level, differences in prior education and English proficiency may affect students' ability to meet course outcomes and earn a Pass, particularly for Latine/x students in Fall 2023.

Structural factors likely also contribute. As an open-entry/open-exit program, students may enroll late in the term, limiting their ability to complete required coursework and earn a Pass within the course timeframe. Additionally, course scheduling, modality, and placement processes may affect students' ability to meet course requirements.

The increase in completion rates for Latine/x and White students suggests that recent improvements in support and instructional alignment may be contributing to more equitable outcomes, though continued attention is needed to further close remaining gaps.

14d. What else does your program need to know to better understand how to address equity gaps in your program's course success and retention rates?

CREDIT ESL

Retention rates in the credit ESL program are very high, and the department feels confident that these retention rates will continue. However, continued monitoring of retention rates is needed to ensure that if any equity gaps appear, they can be addressed quickly.

However, the ESL department needs more data and information in a variety of areas to better understand how to address equity gaps related to success rates in the credit ESL program.

- The ESL department needs a better understanding of the level of language preparation our students have. We currently don't have this data, but it's possible that students with higher success rates have had more academic English language preparation in their home countries.
- More information on our students' countries of origin is needed to clearly identify their L1 so that specific language intervention strategies can be implemented to help students achieve success in their ESL courses.
- Data identifying how many students and how often they reach out to instructors will help the department address the observed equity gaps. In addition, information on how students contact instructors will help with planning (e.g. email, Canvas, etc.)
- Student focus groups eliciting information and data on student satisfaction with the credit ESL program is essential for any equity-related planning the department undertakes.
- Although not related to data or information needed, additional funding to provide student workshops that target the specific linguistic backgrounds of our students is very important. The ESL department has offered student workshops on grammar, vocabulary, paraphrasing, and writing, but due to funding issues, we have not been able to offer these workshops every semester.
- The ESL department will benefit from continued discussions and additional training on addressing equity gaps. Specifically, more professional development focused on equity-centered instructional practices will be beneficial to ESL faculty members as the department works to address equity achievement gaps in the credit ESL program.

NONCREDIT ESL

To better understand and address equity gaps in course success and retention rates, the noncredit ESL program needs more detailed and disaggregated data across several key areas. This includes examining outcomes by entry point (e.g., late vs. early enrollment), level placement, course modality, and attendance patterns in order to better understand how these factors influence students' ability to successfully complete courses.

The noncredit ESL program also needs a clearer understanding of how these factors interact with student success. While retention patterns are generally strong, more specific data is needed to determine whether certain student groups are disproportionately impacted by course structure, scheduling, or modality.

The program would benefit from qualitative information to complement quantitative data. In particular, student feedback on barriers to completing coursework, clarity of course expectations, and access to academic and student support services would provide important insight. Input from students who do not earn a Pass is especially critical for identifying specific points of difficulty and potential intervention strategies.

In addition, continued collaboration among faculty and staff to regularly review disaggregated data is essential.

SLO Mastery Rates:

15a. Description of process: Describe your program's processes and practices for defining, assessing, and analyzing learning outcomes. Include a discussion of how your program uses the results of SLO data to inform course and program improvement efforts.

CREDIT ESL

The ESL department uses a faculty-led, collaborative process to define, assess, and analyze student learning outcomes at both the course and program levels. We hold course-level meetings every fall and spring semester, and during these meetings, instructors teaching the same course level engage in discussion focused on textbooks, instructional approaches, and the course outline of record, including a review of course-level SLOs. As a result, SLOs for each course are discussed and reviewed at least once each academic year, and often during both fall and spring semesters.

Most recently, the ESL department completed a comprehensive review and update of all course-level SLOs for all credit ESL courses. As part of this process, faculty:

- Revised all course SLOs to better reflect the current language learning needs for students in our program;
- Engaged in department-wide discussions on IDEAAS and incorporated equity-minded language and principles into the revised SLOs;
- Removed SLOs that referenced academic behaviors, focusing instead on measurable language learning outcomes;
- Incorporated listening and speaking skills into SLOs in recognition of their importance for student success in ESL courses.

Based on the revised course-level SLOs, the department also updated the Program Learning Outcomes for the credit ESL program during the Spring 2025 and Fall 2025 semesters. In addition, the ESL department chair revised the existing department certificate and the PLOs that map to ESL 19A and ESL 19B. The chair also submitted a new department certificate that includes PLOs which map to the SLOs for ESL 10G, ESL 10W, and ESL 11A. Both certificates were mapped to institutional learning outcomes. The revised certificate and new certificate were submitted to the Curriculum Committee and were approved in Spring 2026. Lastly, the ESL department completed a PLO-SLO mapping project in Fall 2025 and submitted this mapping to the Curriculum Committee.

Historically, the ESL department has primarily used an analysis of course success rates as a measure of course and program effectiveness. In practice, the department has operated under the assumption that if a student passes a course, they have mastered all the course SLOs. However, this assumption needs to be discussed and examined by the department. Can a student pass a course but not have mastered all of the SLOs for this course? As a result, the department has identified the need to place greater emphasis on SLO mastery rate data rather than relying solely on course success rates.

Moving forward, the department plans to use SLO mastery rate on an ongoing basis, including disaggregated SLO mastery rates, to better understand trends in SLO mastery and equity patterns. Faculty recognize that this data can provide more precise insight into which specific skills students are mastering and where additional instructional support or curriculum change may be needed.

The ESL department intends to strengthen its use of SLO mastery rate data by expanding discussions beyond individual course-level meetings. After completing course-level SLO reviews, the department plans to institute department-wide discussions of SLO mastery trends to identify common strengths and challenges across the ESL curriculum. These discussions will inform:

- Revisions to instructional practices and assignments
- Adjustments to course SLOs and objectives
- Development of targeted instructional interventions and student support resources
- Identification of professional development needs for faculty

To support this work, the department recognizes the need to designate a departmental SLO coordinator who can facilitate data analysis and ongoing discussions. Unfortunately, a lack of full-time ESL faculty to serve in this capacity is a barrier to this.

By shifting from a "*pass equals mastery*" model to a more nuanced analysis of SLO mastery rates, the ESL department aims to more effectively "close the loop" between assessment and improvement. The

department views this work as part of a continuous improvement cycle that connects student learning outcomes, assessment results, and intentional instructional and programmatic change.

NONCREDIT ESL

Noncredit ESL faculty measure Student Learning Outcomes (SLOs) using a variety of direct and indirect assessments embedded throughout their courses. In listening and speaking classes, SLOs are commonly assessed through solo and group presentations, listening quizzes, homework assignments, and ongoing class participation. Reading and writing SLOs are measured through comprehension quizzes, paragraph and short writing assignments, and peer-editing activities.

Across skills, instructors also use task-based projects evaluated with rubrics to assess students' ability to apply skills in meaningful contexts. Additional tools include listening tests, oral presentations, and Canvas Learning Mastery, which allow instructors to track progress and alignment with specific outcomes. Together, these varied assessment methods provide multiple opportunities to measure student learning and ensure SLOs are met.

15b. Most salient findings: Describe the most salient results of course or program SLO mastery rates data over the last review period, including results of disaggregated data. Include a discussion of how the results will be used to improve student learning.

CREDIT ESL

ESL Department and College-wide SLO Mastery Rates

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ESL Department SLO Mastery Rates	85%	87%	87%	90%	89%	86%
ESL 19A SLO Mastery Rates	NA	80%	83%	91%	84%	85%
Santa Monica College SLO Mastery Rates	85%	88%	86%	85%	86%	87%

Even though our ESL department SLO mastery rates are higher than the overall college SLO mastery rates, SLO mastery rates for ESL 19A are generally lower than the ESL department rates and the overall college mastery rates. When ESL 19A was initially offered in Fall 2020, there was an increase in SLO mastery rates from Fall 2020 to Fall 2022. However, SLO mastery rates in ESL 19A dropped by approximately 5% from Fall 2022 to Fall 2024. The ESL department needs to investigate why there has been a drop in overall SLO mastery rates for ESL 19A while success rates for ESL 19A steadily climbed during the same period.

Across the review period, Latine/x, White, and students identifying as Two or More races demonstrated consistently high SLO mastery rates. However, the total number of students in these categories was small (Black - 1 out of 1 students; Latine/x - 3 out of 3 students; Two or More - 2 out of 2 students). This makes it challenging to identify meaningful trends or draw conclusions about sustained differences among groups.

The largest demographic category was students who selected “unreported” for race/ethnicity, representing approximately 81.5% of students (245 out of 302) across the review period. The average SLO mastery rates across this period for the “unreported” category was 81.5%, which is still below both the ESL department mastery rate and the SMC college mastery rate. As with course success rate data, the department recognizes

the need to better understand why students are selecting “unreported” and to improve data collection practices in order to strengthen future equity analyses. Preliminary observations suggest that many of these students are international students, but additional research is needed to confirm this and to better understand the linguistic diversity within this population.

When examining trends by outcome, SLO #3 demonstrated higher mastery rates than SLOs #1 and #2 across the review period. One possible explanation is that SLO #3 focuses on academic behaviors, while SLOs #1 and #2 emphasize specific language skills taught in the course. Students may demonstrate strong academic behaviors, such as participation or completion of assignments, even if they have not fully mastered the targeted language skills. This pattern suggests that SLO #3 may not measure the same type or level of skill mastery as the other outcomes.

Over the four-year period from Fall 2020 to Fall 2024, Asian students showed the highest average mastery rates across all three SLOs in ESL 19A among groups with sufficient data for comparison. While this finding is notable, enrollment numbers remain relatively small, and additional data over time will be needed to confirm whether this represents a consistent trend.

Using combined SLO mastery rate data from Fall 2020 through Fall 2024 to examine disaggregated equity gaps in SLO mastery, several groups experienced equity gaps relative to the highest-performing group. However, many of the largest gaps occurred in categories with very small numbers of students. Native American students showed the largest equity gaps during the review period (–87.8% for SLO #1 and –89.8% for SLO #2). However, only one student was enrolled in this category across the four-year period, limiting the ability to draw conclusions. Students identifying as Two or More races demonstrated the second largest equity gaps (–16.3% for SLO #1, –18.4% for SLO #2, and –14.3% for SLO #3), based on a total of seven students. Similarly, Black students experienced notable equity gaps (–12.8% for SLO #1, –14.8% for SLO #2, and –25% for SLO #3), with a total of four students enrolled across the review period. While these gaps warrant attention, the small sample sizes limit reliability and suggest the need for continued monitoring. Latine/x students demonstrated measurable equity gaps (–5.1% for SLO #1, –7.2% for SLO #2, and –8.7% for SLO #3) across 23 students during the review period. Although smaller than some other gaps, the larger enrollment size makes this pattern more meaningful for program analysis.

The unreported category, which included the largest number of students (302 total), also showed equity gaps (–6.3% for SLO #1, –8% for SLO #2, and –11.6% for SLO #3). Because this group represents the majority of enrolled students, these gaps may have the greatest overall impact on student learning outcomes in the course. The size of this category underscores the importance of improving demographic and linguistic data collection to better understand student needs and equity patterns.

The analysis of SLO mastery rates has prompted several important discussions within the ESL department regarding assessment practices and instructional alignment. First, the department has recognized that the historical assumption that course passing equates to mastery of all SLOs may not fully capture student learning. As a result, faculty are working to more intentionally examine individual SLO mastery rates rather than relying solely on course success data.

Second, the higher mastery rates observed for SLO #3 have led to discussions about the alignment and appropriateness of this outcome. Even before analyzing this data, the ESL department had discussions regarding this SLO, and decided to remove SLOs focusing on academic behaviors from all ESL course outlines of record. This was completed in Spring 2025 and Fall 2025.

Third, the large proportion of students in the unreported category highlights the need for improved demographic and linguistic background data collection. The department plans to explore strategies to better understand student characteristics, including potential surveys or collaboration with institutional research, to support more meaningful disaggregation and equity-focused analysis.

Finally, SLO mastery results will be used to inform instructional improvements, including targeted support for language skills that show lower mastery rates and the continued development of supplemental workshops focused on grammar, vocabulary, writing, and paraphrasing skills. As the department

strengthens its use of SLO data, faculty will engage in ongoing discussions to identify patterns, share effective instructional strategies, and implement adjustments to support student learning.

The ESL department revised all SLOs in every credit ESL course in Spring 2025 and Fall 2025. The department will continue to monitor SLO mastery rates to see if the revisions to the SLOs help address the equity gaps that currently exist. In addition, because significant equity gaps for SLO mastery rates exist for Black and Latine/x students, the department will identify additional linguistic support that can be implemented to help improve SLO mastery rates for these groups of students.

NONCREDIT ESL

The noncredit ESL program reviewed SLO mastery rate data for the core ESL courses (ESL 902–906) over the last three fall terms. Overall mastery rates are generally strong; however, several equity gaps emerged that warrant further attention.

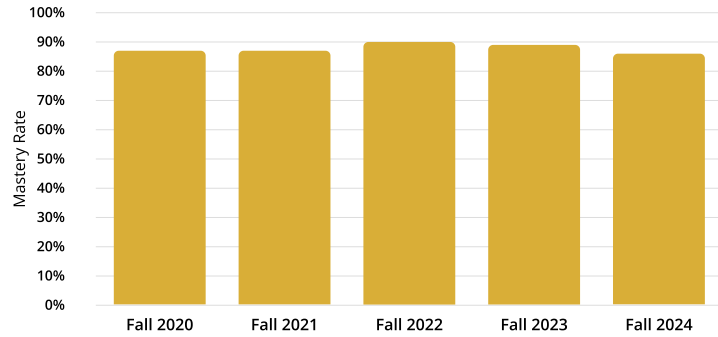
The most salient finding is a persistent gender gap in ESL 905. Across the three fall terms reviewed, male students demonstrated SLO mastery rates that were, on average, 10.1 percentage points lower than those of female students. This consistent pattern suggests a need to examine instructional practices, course pacing, and engagement strategies in ESL 905 to better support male learners.

Racial equity gaps vary by course, with the widest variance observed in ESL 903 and ESL 905. In ESL 903, Black students demonstrated the highest SLO mastery rates, while in ESL 905, Black students demonstrated the lowest mastery rates; however, sample sizes for Black students in both courses are small, and results should be interpreted with caution. Latine/x students also demonstrated lower-than-average SLO mastery rates in both courses. In ESL 903, Latine/x students achieved a mastery rate of 78.0%, compared to the course average of 85.3%. In ESL 905, Latine/x students achieved a mastery rate of 63.0%, below the course average of 70.2%.

These results will be used to improve student learning by informing targeted instructional and programmatic responses. Faculty will further examine ESL 905 curriculum, assessments, and instructional strategies to identify potential barriers affecting male and Latine/x students. Planned actions include increased faculty dialogue around equity-minded teaching practices, sharing effective strategies across sections, and refining formative assessments to better monitor student progress. Additionally, the program will continue to monitor disaggregated SLO data to determine whether these interventions reduce observed equity gaps over time.

Course SLO | ESL

The percentage of course SLO assessment instances that were assessed as successfully “mastered” during the specified term. Because a course may assess multiple SLOs, each assessment instance or “attempts” may represent outcomes for more than one student within a section. To view the specific SLO statements associated with a course and its SLO order number, access the Course SLO Crosswalk using the “Additional Resources” button below the table or chart.



Measures: Mastery Rate and Successes and Attempts

Term	Fall 2020			Fall 2021			Fall 2022			Mastery Rate
	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts	
Measures	87%	1,185	1,366	87%	1,129	1,299	90%	1,167	1,303	89%

Detailed definitions of the report filters and data elements are available with [these additional resources](#).

Data loaded 23-Aug-1970

Degrees and Certificates:

16a. Analyze your program’s degree and certificate award trends against your department’s institution-set standards (minimum threshold) and improvement goals. Document any significant changes or trends over the last review period.

CREDIT ESL

Not Applicable

The credit ESL program does not award degrees. We currently offer one department certificate, and we submitted an additional department certificate to the Curriculum Committee for approval in Spring 2026.

Data on the number of department certificates awarded is not available in Precision Campus or Stellic since department certificates are non-transcriptable. Therefore, we have no data or trends to report. However, the ESL department chair is working on a method to request a data-query each fall and spring semester in order to begin awarding department certificates to students who have completed the required courses. Once this is implemented, the department will be able to track the number of department certificates awarded and establish institution-set standards and improvement goals.

NONCREDIT ESL

Certificates of Competency were launched in the noncredit ESL program in Spring 2022, when 46 students earned awards. Since their introduction, the number of certificates awarded has increased, more than doubling each academic year. In 2024–25, a total of 449 students earned Certificates of Competency, representing an all-time high.

This growth significantly exceeds the department’s institution-set minimum threshold and reflects strong progress toward improvement goals. Much of the increase can be attributed to greater student awareness of certificate opportunities and clearer processes for certificate completion. In addition, the College’s

implementation of auto-awarding in the most recent academic year substantially contributed to the sharp rise in certificates awarded.

While this exponential growth demonstrates successful implementation and student uptake, it is expected to stabilize as Certificates of Competency become fully embedded within the program and as the auto-award process matures. In anticipation of this normalization, the noncredit ESL program has established a conservative improvement goal of 2% annual growth in certificates awarded moving forward. Continued monitoring of award trends will be used to ensure sustained alignment with institutional standards and to identify opportunities for further improvement.

Degrees and Certificates | ESL

Number of degrees and certificates awarded in the academic year. Students are counted once for each award earned.

No data returned for the criteria selected

16b. Which student racial/ethnic groups disproportionately earn more awards in your program? Which racial/ethnic groups earn disproportionately fewer degrees and certificates?

CREDIT ESL

Not Applicable

NONCREDIT ESL

Measures: Degrees and Certificates

Race/Ethnicity	2021-2022	2022-2023	2023-2024	2024-2025
Asian	12	30	72	148
Black	0	3	2	6
Latine/x	15	29	46	78
Native American	0	0	0	1
Unreported	7	7	15	57
White	12	31	73	155
Total	46	100	208	449

Limits: TOP2 49

Measures: Degrees and Certificates

Race/Ethnicity	2021-2022	2022-2023	2023-2024	2024-2025
Asian	26%	30%	35%	33%
Black	0%	3%	1%	1%
Latine/x	33%	29%	22%	17%
Native American	0%	0%	0%	0%
Unreported	15%	7%	7%	13%
White	26%	31%	35%	35%
Total	100%	100%	100%	100%

Asian students earn certificates of competency at a disproportionately higher rate in the program. While they comprise approximately 28% of the student population, they earn 33% of the awards. In contrast, White students represent about 38% of the student population but earn a slightly lower proportion of awards (35%), indicating mild underrepresentation.

16c. Based on your analyses, what changes is your program exploring, including addressing any equity gaps?

CREDIT ESL

Not Applicable

NONCREDIT ESL

Based on this analysis, the noncredit ESL program will further examine enrollment patterns, persistence, and course completion across racial/ethnic groups to better understand factors contributing to these differences. The program is exploring strategies such as clearer certificate pathways, and enhanced academic and counseling support to ensure that all students have equitable access to and awareness of certificate completion opportunities. Ongoing monitoring of disaggregated award data will be used to assess the effectiveness of these efforts and to address any emerging equity gaps.

If applicable:

17a. Labor Market Data: Discuss the labor market demand for your program. What is the gap between demand and supply? How does labor market data inform your overall program planning?

CREDIT ESL

Not Applicable

NONCREDIT ESL

Not Applicable

17b. Additional Assessment: Describe the results of any additional assessment or evaluation your program conducts and how the findings inform program planning and improvement.

CREDIT ESL

Not Applicable

NONCREDIT ESL

As a recipient of the WIOA Title II AEFLA grant, the noncredit ESL program participates in required external assessments to measure student learning and inform program improvement. All noncredit ESL students complete the Comprehensive Adult Student Assessment Systems (CASAS) test upon entry and are retested at regular intervals. CASAS results provide scaled scores that measure progress, including advancement across Educational Functional Levels (EFLs). In 2024–2025, 54% of students demonstrated an EFL gain, an increase from 42% in the previous year.

In addition, students in selected courses complete EL Civics performance-based assessments, which evaluate the application of English skills in real-world civic, community, and workplace contexts. These assessments are administered after a minimum of 30 hours of instruction and align with objectives selected through student interest surveys. Students who successfully pass these assessments generate WIOA pay points and serve as key indicators of program effectiveness.

F. Your Program's Past and Future

Past Action Plan:

18. Discuss the progress made on the action plan and objectives from your program's last review.

CREDIT ESL

Goal / Objective	Program Review Type	Status	Notes
<p>Create two credit ESL Department Certificates</p>	<p>6-year Program Review (2018-2019)</p>	<p>Completed</p>	<p>Intermediate English Language Skills Department Certificate covers the PLOs for ESL 10G, ESL 10W, & ESL 11A</p> <p>Advanced English Language Skills Department Certificate covers the PLOs for ESL 19A and ESL 19B.</p> <p>These have been submitted to the Curriculum Committee and were approved in Spring 2026.</p>
<p>Maintain the size and diversity of our student population through outreach, online course offerings, collaboration with the noncredit ESL program, and collaboration with the Intensive English Program.</p> <p>Increase the number of students moving from noncredit ESL to credit bearing and career pathways programs</p> <p>Address decreases in credit ESL course enrollment</p>	<p>6-year Program Review (2018-2019) & Annual Program Review (2020)</p>	<p>Ongoing</p>	<p>Chair of ESL department is currently working on proactive strategies. We will hold a credit ESL information session on Bundy Campus in Spring 2026 to increase the number of noncredit ESL students transitioning to credit ESL program.</p> <p>Chair of ESL department is working on outreach and recruitment to increase the number of residents enrolling in credit ESL courses.</p> <p>Chair of ESL department gives orientations to IEP students at the end of the summer semester each year.</p> <p>Chair of ESL department collaborates with faculty lead of noncredit ESL program → Credit ESL Information Session</p> <p>Chair of ESL department has met with IEC staff to discuss offering core ESL courses (ESL 19B) online for Contract Ed</p>
<p>Create noncredit ESL courses that are mirrored with credit ESL courses.</p>	<p>6-year Program Review (2018-2019) & Progress Update (2023-2024)</p>	<p>Completed</p>	<p>ESL 922 → ESL 15 ESL 926 → ESL 20A ESL 976 → ESL 28</p> <p>These courses were first offered in Fall 2023.</p> <p>In Fall 2026, we will begin offering ESL 921 which will mirror ESL 14B</p>
<p>Create ESL 19A and ESL 19B to comply with AB 705</p> <p>Remain in compliance with AB 705</p>	<p>6-year Program Review (2018-2019)</p>	<p>Completed</p>	<p>ESL 19A and ESL 19B were developed and first offered in Fall 2020 during the Pandemic.</p> <p>ESL 19A and ESL 19B were extensively revised in Spring 2025 for the first time</p>

			since being offered.
Continue to work with International Education Center to address changes in international student enrollment	6-year Program Review (2018-2019)	Ongoing	<p>Chair of ESL department regularly communicates with IEC to get updated information on international student enrollment.</p> <p>To better support international students at SMC, the ESL department voted to offer all core ESL courses (10G, 10W, 11A, 19A, & 19B) as on-ground classes to assist international students with visa requirements.</p> <p>Chair of ESL department has met with IEC staff to discuss offering core ESL courses (ESL 19B) online for Contract Ed</p>
Revise ESL Guided Self-Placement Instrument	Annual Program Review (2020) & Progress Update (2023-2024)	Completed	<p>ESL GSP was revised with a list of course level descriptors that were student-centered. These course level descriptors were translated into 8 different languages (Arabic, Persian, Japanese, Korean, Russian, Chinese Simplified, Chinese Traditional, and Spanish). The revised ESL GSP went live in June 2025.</p> <p>Credit ESL department created a ESL GSP orientation video to help students understand the purpose of the guided self-placement process. This video is located on the main SMC YouTube page with links on the ESL department website, IEC page, & main SMC FAQ page.</p>
Update all CORs and SLOs for all credit ESL courses Refine SLOs and their assessment to improve student learning	Progress Update (2023-2024) & 6-year Program Review (2018-2019)	Completed	<p>Core ESL courses updated in Spring 2025.</p> <p>ESL support courses updated in Fall 2025.</p>
Achieve higher success rates in ESL 19A and ESL 19B	Progress Update (2023-2024)	Ongoing	<p>Success rates in ESL 19A have plateaued around 78%-80%. Success rates in ESL 19B have declined from 84% in Fall 2020 to 75% in Fall 2024. The ESL department recently made major revisions to the CORs and SLOs for ESL 19A & ESL 19B in Spring 2025. We will continue to hold department and course level discussions on how to improve success rates in these courses.</p>
Continue the positive visibility of our department	6-year Program Review	Ongoing	ESL faculty participate on many committees including the Faculty

across campus through participation by faculty and staff on committees and projects that allow us to utilize our unique skills and expertise for the benefit of all SMC students and the college.	(2018-2019)		Association, Academic Senate, & department hiring committees, ESL faculty also serve as student club advisors.
Maintain a robust and effective ESL tutoring program Support tutoring for all SMC ESL students	6-year Program Review (2018-2019) & Progress Update (2023-2024)	Ongoing	The ESL faculty tutoring coordinator and the ESL department chair regularly meet to review and make changes to the ESL tutoring program and ESL Conversation Group that help students in our ESL classes.
Add new full-time faculty positions when possible and maintain a roster of excellent part-time faculty	6-year Program Review (2018-2019) & Progress Update (2023-2024)	Ongoing	The ESL department chair submits requests for full-time ESL faculty on an annual basis when the Academic Senate Full-time Ranking Committee convenes. These requests include a detailed rationale that demonstrates a clear need for additional full-time ESL faculty. The ESL department chair and faculty lead for the noncredit ESL program regularly review applications on the SMC job portal for part-time ESL faculty. They regularly schedule interviews and hire highly qualified part-time ESL instructors for both the credit and noncredit ESL programs.

NONCREDIT ESL

Goal/Objective	Program Review Type	Status	Notes
Increase the number of students who articulate from adult education to noncredit ESL, and from noncredit ESL to credit bearing or career pathways programs	6-year Program Review (2018-2019)	Ongoing	Number of noncredit ESL students transitioning to credit has increased every year. This is an ongoing goal for the program.
Develop and share SLO assessments in Noncredit ESL 902-906	6-year Program Review (2018-2019)	Ongoing	Instructors develop and share SLO assessments for ESL 902-906.

Develop and implement progress indicators in noncredit ESL.	6-year Program Review (2018-2019)	Completed	Progress Indicators were successfully developed and implemented in Spring 2019.
Develop certificates of competency for noncredit ESL	6-year Program Review (2018-2019)	Completed	6 Noncredit ESL Certificates of Competency were developed and launched in Spring 2022.
Develop English for Special Uses Courses (contextualized ESL)	6-year Program Review (2018-2019)	Completed	ESL 994 and 995 were developed and launched in Fall 2020.
Explore making some credit ESL support courses "mirrored" noncredit ESL classes, where credit and noncredit ESL students take the same class concurrently.	6-year Program Review (2018-2019)	Completed	Three mirrored courses were created and successfully launched in Fall 2023.
Accommodate the growing student demand for classes	Progress Update (2023-2024)	Ongoing / completed	Noncredit ESL successfully navigated the growing demand for classes which peaked in 2024-25 by opening new sections of high demand sections and expanding online offerings.
Add Core Courses (902-906) to our Evening/Online Program	Progress Update (2023-2024)	Completed	ESL 905 was offered online in Spring 2025 and Spring 2026. ESL 903 was offered in Spring 2026.
Increase Number of Noncredit ESL Certificates of Competency	Progress Update (2023-2024)	Ongoing	Number of ESL Certificates of Competency awarded has increased every year since its inception in 2022.
Increase Mirrored Course Offerings	Progress Update (2023-2024)	Ongoing / Completed	NC ESL 921 was created to be mirrored to ESL 14B Pronunciation: Rhythm and Intonation. It will be offered for the first time in Fall 2026.
Expand Contextualized ESL Course Offerings	Progress Update (2023-2024)	Completed	In addition to ESL for Healthcare, the program added ESL course offerings contextualized to the Early Care and Education pathway offered for the first time in Spring 2022.

Future Action Plan:

19a. Considering your program's past plan and this review's findings, what challenges and concerns need to be addressed in the next review period?

CREDIT ESL

Based on findings from this program review and the department's previous planning efforts, the credit ESL program has identified several key challenges that will need to be addressed during the next review period. These challenges relate to the need for more full-time faculty, declining international student enrollment,

strengthening the use of SLO mastery data as part of ongoing assessment and planning, evaluating the effectiveness of the revised ESL GSP process, and ongoing efforts to address equity gaps.

One of the most significant concerns is the lack of full-time faculty in the ESL department. The program currently relies heavily on part-time faculty to meet instructional demand. While adjunct faculty play an important role in supporting the program, the limited number of full-time faculty makes it difficult to sustain program coordination, curriculum development, assessment activities, and student support initiatives. Additional full-time faculty are needed for maintaining continuity in course-level coordination, SLO assessment, curriculum updates, and program planning. Increasing full-time faculty will enable the department to address many of the other challenges and concerns discussed below.

An additional challenge is the current decline in international student enrollment at Santa Monica College, which is a trend happening at both the state and national levels. Because international students make up a majority of students enrolled in credit ESL courses, the credit ESL program is seeing a significant impact on course enrollments. The department chair has begun discussions with ESL faculty members on how to address this decline, including a new focus on marketing the credit ESL program to resident English language learners in the district.

The ESL department also identified the need to strengthen the use of SLO mastery data as part of ongoing assessment and planning. Historically, the department has relied primarily on course success rates as an indicator of student learning, operating under the assumption that when students pass a course, they have mastered all the learning outcomes. Creating and writing this current program review document has highlighted the importance of examining SLO mastery rates more closely to determine whether students are achieving specific language learning outcomes. Moving forward, the department plans to incorporate more regular analysis of SLO mastery rate data, including disaggregated results, and to establish structured department-wide discussions of these results.

The ESL department also recognizes the need to evaluate the effectiveness of the revised ESL Guided Self-Placement (GSP) process. The goal of the revised process is to provide greater transparency to students about the process so they understand the purpose of the ESL GSP and the ESL course sequence **BEFORE** students complete the ESL GSP. Beginning in Spring 2026, the ESL department chair will work with Institutional Research to collect validation data (both concurrent validity and consequential validity) for the revised ESL Guided Self-Placement process.

Finally, the ESL department recognizes the importance of continuing to address equity gaps in student learning outcomes and course success rates. Although some equity gaps are associated with small sample sizes, patterns observed in disaggregated SLO mastery rates and course success rates indicate that certain student groups experience lower outcomes. Addressing these gaps will require ongoing analysis of disaggregated data, improved demographic and linguistic data collection, and targeted instructional support. The ESL department plans to continue exploring strategies including student surveys, expanded academic support workshops, and curriculum and program changes.

NONCREDIT ESL

The primary challenges for the next review period focus on expanding equitable access, strengthening institutional support, and ensuring program sustainability. While the noncredit ESL program has experienced strong growth, most courses are still offered in morning, in-person formats. This limits access for working adults and other underserved populations. Expanding offerings to other days and times is essential but will require additional Weekly Teaching Hours (WTH) and sustained institutional commitment as enrollment develops.

A second challenge is the limited availability of student support services during nontraditional hours. Counseling and administrative support are largely grant-funded, which restricts the program's ability to expand and provide consistent services. Ongoing institutional funding for noncredit support services will be necessary to improve access, retention, and student success.

Space constraints at the Bundy Campus present another challenge. Although the Bundy campus provides convenient access and ample parking, recent growth in noncredit ESL, other noncredit programs, and Health Sciences has significantly reduced classroom availability. Noncredit ESL is currently allocated only one designated classroom, which limits the program's ability to offer additional sections of high-demand courses. As the largest noncredit program and a key entry point for many student pathways, it is essential that the noncredit ESL program continues to receive adequate instructional space. The College will need to develop a plan to accommodate expanding programs without reducing access for English language learners.

Finally, the program must continue refining course offerings and scheduling to align with student needs and regional workforce demands, including more flexible options such as evening, weekend, and hybrid formats. Addressing these challenges will be critical to advancing equity, expanding access, and supporting long-term program growth.

19b. Identify 1 – 5 goals for your next review period's Action Plan to address your program's challenges and concerns. Label the goals Ongoing, Revised, or New.

CREDIT ESL

- Evaluate the effectiveness of the revised ESL GSP and ESL GSP orientation video. **(New)**
- Relaunch the Culture and Language Exchange (CLE) **(Revised)**
- Increase enrollment in credit ESL program **(New)**
- Continue to address closing equity gaps **(Ongoing)**
 - Complete the ESL department equity plan
 - Data Coaching Training & Use of Precision Campus
 - Ongoing use of SLO mastery rate data
 - Improved linguistic and demographic data collection
- Implement an IR-based survey on student satisfaction of the ESL program and courses along with other student concerns / interests **(New)**

NONCREDIT ESL

Offer classes on Saturdays and/or evenings (New)

To address classroom space limitations at Bundy during weekday mornings, the noncredit ESL program will explore offering in-person classes on Saturdays, afternoons, and/or evenings. Expanding to these time slots will increase access for working adults and other students unable to attend during the day.

Expand course offerings (New)

The program aims to develop new courses to meet student demand, including conversation classes that complement existing offerings. These courses could be offered in afternoons, evenings, or Saturdays. The program will also explore creating new ESL Certificates of Competency in high-demand areas such as Digital Communication and Collaboration and/or ESL for Business.

Increase student transitions from Noncredit to Credit (Ongoing)

To continue to increase student transitions from noncredit to credit, the program will maintain mirrored class opportunities which allow students to take credit courses at no cost while encouraging enrollment in credit programs. Noncredit counselors and the ESL faculty lead will monitor enrollment and provide follow-up support. Advanced-level noncredit ESL students will be informed about credit options through a Credit ESL Information Session, with counselors assisting students in navigating barriers to entry.

Increase mirrored course offerings (Ongoing)

The program will continue developing classes that mirror existing credit ESL support courses, including ESL 14A (Pronunciation and Spelling), 16A (Noun System and Articles), 16B (Using Verb Tenses), and/or 16C (Sentence Structure and Punctuation). New courses may also be designed to run concurrently in both credit and noncredit programs, providing students with seamless access to credit-level instruction.

G. Resources and Budget

20. What are the most critical resources needed to implement your program's Action Plan in the next review period?

CREDIT ESL

To fully implement the credit ESL program's Action Plan and to continue to support English language learners at Santa Monica College, the most critical resources we need include, but are not limited to:

Hiring 3 full-time ESL faculty members

This is the single most critical need that must be addressed during the next review period. To maintain robust and vibrant credit and noncredit ESL programs that meet the program learning outcomes for the department, the ESL department needs to hire a minimum of 3 full-time faculty in the next review period. Within this hiring, one of the full-time faculty members must have experience teaching and coordinating noncredit ESL courses. This has been discussed in more detail in previous sections of this Program Review.

Funding for ESL Student Workshops

As mentioned earlier in this review, in Fall 2024, the ESL department began offering workshops to students enrolled in ESL courses. Continued funding of part-time faculty stipends to facilitate these workshops is needed for the workshop series to continue.

Professional Development Support

Resources are needed for professional development support for ESL faculty members in the areas of online teaching, the use of AI for language instruction and learning, and closing equity gaps. Resources for professional development should include stipends and/or release time, funding to attend conferences, and funding to pay for trainings offering during department meetings and department Flex day sessions.

Continued Support for Increasing Resident Student Enrollment

The ESL department chair has begun a project to increase resident student enrollment in the credit ESL program. The chair has already received excellent support for this project from the Associate Dean of Outreach and Outreach counselors and staff. Continued support for this project is important to offset the decline of new international student enrollment that the college is experiencing.

Funding to Support the Language Learning Center

The Modern Languages and Cultures Department has been transforming its language lab into a more dynamic language learning center. The chairs of the ESL and MLC departments have had ongoing discussions on how to enhance the Language Learning Center to provide additional support for students enrolled in MLC classes as well as add new support for English language learners in ESL courses. For example, the Language Learning Center is an ideal location to establish a physical home for the Culture and Language Exchange.

Supporting the Development of New ESL Courses

Resources are needed to support the development of bespoke grammar, writing, and pronunciation courses that address the changing language learning needs of English language learners, especially as the ESL department increases outreach and recruitment efforts for the credit ESL program.

NONCREDIT ESL

To implement the noncredit ESL program's Action Plan in the next review period, the following resources are essential:

- **Additional Weekly Teaching Hours (WTH):** Expanding courses to afternoons, evenings, and Saturdays requires allocating more WTH to support new sections.

- **Instructional Space:** Current classroom limitations at Bundy Campus restrict high-demand course offerings. Additional classrooms or dedicated noncredit ESL space are needed to accommodate program growth.
- **Funding for Student Support Services:** Sustained institutional funding is necessary to provide consistent counseling and administrative support for all students, particularly those in evening and weekend classes, and to support mirrored and credit-transition courses.
- **Faculty and Staff Support:** Adequate faculty and staff are needed to teach new courses, develop Certificates of Competency, and manage mirrored offerings. Hiring at least one full-time faculty member with experience in noncredit ESL will be critical not only for maintaining the current program but also for supporting its expansion.
- **Campus Safety:** Expanding instruction outside weekday morning hours requires sufficient security to ensure safe environments for students and faculty.
- **Institutional Commitment:** Long-term planning and administrative support are critical to prioritize the noncredit ESL program in scheduling, resource allocation, and program growth.

These resources will allow the noncredit ESL program to expand access, increase course offerings, support student transitions to credit, and maintain a high-quality, student-centered learning environment.

21. If additional resources are needed to implement your Action Plan, what new funding sources and/or budget reallocations is your program exploring?

CREDIT ESL

In addition to SMC institutional support for the hiring of at least 3 full-time faculty in the ESL department, there are other funding sources and budget allocations the ESL department is exploring.

With the support of the SMC Foundation, we created a fundraising page for the ESL department and the Culture and Language Exchange. However, the department needs additional support to help increase the marketing and visibility of these fundraising pages.

As discussed previously, due to the current budget situation at the college, the ESL department lost a full-time faculty recruitment position in 2024-2025. Part of the responsibilities of this full-time position would have been to coordinate the Culture and Language Exchange (CLE) program. As a result, the ESL department is researching other funding sources to provide a stipend to a part-time faculty to serve as coordinator of this program.

The ESL department is interested in pursuing any additional funding sources to implement the credit ESL program's Action Plan, and the department is open to any suggestions or ideas from the College.

NONCREDIT ESL

There is one year remaining on the WIOA Title II grant, which currently provides critical funding to support noncredit ESL instruction and Noncredit Initiatives staff. The program plans to apply for the next grant cycle, contingent on the continuation of the federal program.

At the same time, the noncredit ESL program recognizes the need to identify more stable, ongoing funding sources to sustain and expand services beyond the grant period. This may include exploring institutional funding to support staffing, student services, and expanded course offerings, particularly for evening and weekend classes.

This form is completed and ready for acceptance.