

Comprehensive Instructional Program Review Self-Study

OVERVIEW OF PROGRAM REVIEW

The Comprehensive Instructional Program Review Self-Study (CIPR), conducted every six years, is a structured opportunity to gather, analyze, and reflect on data related to individual programs or program groupings within Academic Clusters or Areas of Study. The primary purpose of the CIPR is to support continuous improvement by evaluating the overall health of a program and identifying meaningful, actionable recommendations.

In the years between CIPRs, departments engage in Annual Planning, which informs and is summarized within the Self-Study. This process aligns with the College's five-year planning model, ensuring that short-term goals and long-term strategies are integrated.

At the conclusion of each CIPR cycle, the final report is posted to the Program Review Committee (PRC) webpage and shared with the College Council. All instructional programs, whether standalone or part of a defined grouping, are required to participate. Career and Technical Education (CTE) programs with separate accreditation processes may coordinate with their dean to streamline overlapping requirements. Additionally, biennial CTE Mini-Reviews are incorporated into the CIPR.

The PRC acknowledges that the CIPR is a more in-depth and time-intensive process than the previous two-year reviews. We deeply appreciate the contributions of all faculty and staff involved, especially those serving on the Gold, Silver, and Green Teams, who help ensure each report is thorough and meaningful. Thank you for your dedication to this important work!

HOW ARE PROGRAMS SELECTED FOR REVIEW

The PRC maintains a master schedule of all programs, Academic Clusters, and Areas of Study, including a multi-year forecast of planned review cycles. Each year, the committee collaborates with Division Deans to update this schedule and determine which programs will participate in the upcoming cycle. Teams are formed in early fall, and timelines for the year-long review process are distributed.

Each fall, Comprehensive Program Review Evaluation Teams are assembled and include:

- **Gold Team** – Writing Team
- **Silver Team** – Draft Review Team
- **Green Team** – Final Evaluation Team

Important timelines and resources are available on the *Planning Support Canvas* page and in the *Program Review Handbook*, which is posted on the PRC webpage.

ABOUT THIS SELF-STUDY

Before starting your current CIPR, you will complete a brief reflection on outcomes from prior planning efforts. The CIPR is organized into five required sections, varying in depth. We recommend reviewing all sections in advance to understand the scope and how each part connects. Notably, each section's analysis should inform and lead into Section 5 (Summary and Future Plans), which synthesizes your findings and outlines future goals.

The five sections are:

1. Mission and Learning Outcomes
2. Instructional Practices
3. Program Data Analysis
4. Curriculum
5. Summary and Future Plans

Program(s) Under Review

DRAFT submission and date: 2nd week of November 2025

FINAL submission and date: First Week of March 2026

Check the option that applies to this CIPR:

- This Self-Study considers a single degree or certificate.
Enter the name of the degree or certificate:
Non-Credit ESL Certificate of Completion NCR. 1001

- This Self-Study considers multiple degrees and/or certificates organized by
Areas of Study or Academic Cluster.
List Name of Areas of Study or Academic Cluster:
Click or tap here to enter text.

List each degree or certificate associated with the Areas of Study or Academic Cluster:
Click or tap here to enter text.

Please note: *In some sections of the Self-Study, it may be appropriate to report on individual program outcomes rather than academic cluster outcomes, such as PLOs that are distinct vs shared.*

Background Information

PRIOR PROGRAM REVIEW and ANNUAL (formerly Area Plan) PLAN REFLECTION

Last Program Review Term and Year: Fall 2019

1. Revisit the goals from your *last* program review and annual plans. Briefly identify which goals have been achieved, which are in progress, and what evidence demonstrates impact? List any resources your program received to support student learning improvements.

Reflection on Goals of Prior Program Review

A) The 2019 CIPR recommended the addition of an upper-level ESL class on the Tehama campus. This was never achieved. Even so, we continue to see a need to provide a bridge for ESL students between ESL 336 classes and transfer level English classes. A new upper-level ESL courses can provide that bridge.

B) The 2019 CIPR recommended paper STOTS. This goal was not achieved, and the Office of Technology has said they do not have the staff to process paper STOTS. Due to language and technology barriers many of our ESL students do not access their Shasta College email or Canvas, and they will not respond to digital STOTS.

C) Computers were requested for students in 2019. Today, every student has access to free Chromebooks that they can check out for personal use through the library system. Also, our in-person classes now have laptop carts or access to computers during class time.

D) The 2019 CIPR recommended that instructors drop non-attending students in order to create accurate program success rates. Currently, instructors are continuing this practice of dropping non-attending students.

Resources Received to Improve Student Learning

- Chromebooks
- Lending library for student textbooks
- Targeted ESL assistance – ESL Helpline and ESL student success facilitators

(CTE programs may wish to include references to any external accrediting or regulatory agencies).

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Current Comprehensive Instructional Program Review

We engage in this process with the ultimate goals of enhancing program effectiveness and advancing student success and achievement. Completing the Comprehensive Instructional Program Review should be a collaborative effort, involving input from a broad range of stakeholders. Additional guidance on team roles and responsibilities is available in the *Comprehensive Instructional Program Review Handbook* and on the *Planning Support Canvas* page.

Year of Current Review: 2025

List Gold Team Member(s): Ivana Myers, Karla Martin, Jim Kortuem, Kimberly Carlson

List Silver Team Captain: Iva Gallmeister

List Green Team Captain: Paul Calkins

1. MISSION AND LEARNING OUTCOMES

1. *Alignment with Mission: Describe how the program contributes to the [Shasta College mission](#). Include discussion of some of the program's successes and benefits to the students and/or community (ACCJC Eligibility Requirement 6, Accreditation Standard 1.1, 1.5, 2.9).*

The ESL Program contributes to the Shasta College mission by providing skilled instruction and compassionate support that empowers students to succeed. Through free, open-entry courses, the program ensures that English language learning is accessible to all members of our immigrant community. Taught by master's-level instructors who are experts in their field, and supported by free, high-quality textbooks and instructional resources, the ESL curriculum offers structured scaffolding that enables students to progress through leveled courses and earn the ESL Certificate of Completion.

The ESL program values and celebrates the diverse cultures, languages, and life experiences students bring to the classroom. As students build essential English language skills, they are better prepared to achieve their academic and professional goals while contributing meaningfully to the social, cultural, intellectual, and economic vitality of our community.

2. *Describe any current or recent challenges that might hinder students in the program from reaching their goals.*

Immigrants in our program face a heavy load of personal and societal challenges that can affect a student's ability to complete the program. Students may experience economic hardship, have childcare or caregiving demands, and suffer from uncertainty and fear around their immigration status.

3. *List each [PLO](#) and write a brief narrative summary analysis discussing outcomes for each of them. If not assessing PLOs at the time of this report writing, list each PLO and attach your plan and timeline to complete assessments (Accreditation Standard 2.2, 2.9):*

- *Assessment results should include overall success rate on assessment, and as appropriate, provide outcomes achievement data by mode of delivery by courses. Multiple years of data should be used when available.*

PLO for NCR. 1001 ESL Certificate of Completion

Upon successful completion of this certificate, the student should be able to: Meet three of the course level student learning outcomes for the highest-level course in the non-credit program, ESL 336 Advanced. The three student learning outcomes for ESL 336 are the reading SLO, writing SLO, and speaking SLO.

From 2020-2025, we see a 94% total passing rate for students that took the reading, writing, and speaking SLOs at the ESL 336 level. The speaking and

writing SLO have perhaps the highest passing rates with almost 100% success. Upon examination of these results, the Gold Team felt that in the spring of 2026 we would like to reexamine our SLOs and the rubrics used to be sure that instructors are not overestimating students' success.

2. INSTRUCTIONAL PRACTICES

1. *In this section, work on deliberative discussions with varied stakeholders and partners. Describe how your program promotes students' sense of belonging, connection, and engagement? (examples: outside learning experiences, project celebrations, and clubs) (Accreditation Standard 2.8)*
 - In our ESL classes, each student's unique cultural background is celebrated in student presentations and discussions about their country, language, and traditions.
 - Our ESL classes promote community and connections through group work, potlucks, and picnics.
 - Students' vocational experiences and goals are highlighted each semester in order to assist students in their goals, inspire their peers, and share knowledge.

2. *Explain how collaboration between this program and academic support and student services takes place (Accreditation Standard 2.7, 2.8).*
 - Every semester our ESL area counselors provide class presentations for students. Counselors give students the knowledge and support to assist them in taking the next step toward an academic or career pathway.
 - On the Tehama Campus, bilingual student success facilitators and support staff have gone above and beyond to walk students through the registration process step by step, assist students with opening the portal, help them check out books and computers for their classroom, and provide Canvas and computer assistance for students with low digital literacy skills. In addition, Tehama support staff join ESL classes in the first few weeks of classes in order to provide one-on-one Canvas training and assistance with entering the portal. Redding student services staff have been assisting students one-on-one in the classroom in the first week of class to help students register, access their portal, and obtain parking permits.

- Click or tap here to enter text.*

3. *Describe institutional partnerships with other schools, businesses, or organizations (Accreditation Standard 2.2).*
 - The Job Training Center in Red Bluff and the SMART center in Redding have visited our classrooms inviting our students to participate in workforce grants designed for ESL students. In addition, North State Together has been providing free digital skills classes to our students.

4. *Describe collaboration between full-time, part-time faculty, and dual enrollment partners that promote student achievement and learning within the program.*
 - Full-time and part-time ESL faculty meet at least twice a semester to set goals, share materials, refine SLOs, discuss challenges, and attend training.

5. *When multiple sections of the same courses are taught in varied modalities (e.g., online, hybrid, f2f) and by different instructors, explain the processes and strategies used to establish and maintain academic standards and consistency.*
 - Well-defined SLOs, clear course outlines of record, and ongoing communication

between instructors help to establish and maintain academic standards and consistency. In addition, our students and instructors share free books from our lending library and free online materials that are leveled to match our various levels of ESL courses. Finally, instructional aides are essential to support our multileveled classrooms by assisting our instructors with providing instruction at the beginning, intermediate, and advanced level.

6. *Describe how faculty ensure online courses are accessible (ex., Accessibility Check, and universal design) and maintain regular and substantive interaction with students in their online classes to promote engagement and learning. (ACCJC Distance Education Policy, Standard 2.6)*
 - Our online classes are all synchronous zoom classes, so they inherently provide RSI. Online documents in these classes are mostly copies of physical textbooks that are loaned to each student thus increasing accessibility. Our instructors continue to attend training to improve accessibility in their online materials.

3. PROGRAM DATA ANALYSIS (Standard 1.3)

Relevant data is found on the [Institutional Research Intranet page](#) within the “Instructional Program Review” folder. Strong narrative responses will reflect a clear understanding of the data and identified trends. When discussing contributing factors, focus on those within the department’s sphere of influence—such as pedagogy, curriculum design, instructional modality, course location, short-term or late-start offerings, and alignment with general education requirements.

Proposed strategies and interventions should be data-informed, actionable at the department level, and accompanied by measurable outcomes. They should also include realistic short-term timelines and align with broader, aspirational goals. These goals should be clearly articulated in Section 5 (Summary and Future Plans).

Program Completion (*Dashboard Tabs: Awards, Award Demographics, Time to Degree*) (*Accreditation Standard 2.5*): Identify challenges and opportunities for the program. Proposed strategies/interventions should be informed by the data, within departmental control, have measurable outcomes, and include practical short-term timelines and aspirational goals. **These goals should be reflected in Section 5.**

1. *Review the number of degrees and/or certificates awarded. If fewer than 10 were conferred for any award, identify possible factors contributing to the low number. Describe any planned actions the program will take to improve completion and increase the number of graduates. If an individual award has had fewer than 10 completers annually for each of the past five years, discuss the potential for program discontinuance with your area dean and summarize the outcome of that discussion in your response. (Accreditation Standard 1.3)*

NCR.1001 ESL Certificates of Completion Issued:
2024-2025 = 11 certificates

Data from the Institutional Research (IR) Office shows that for 2020-2024 only one student was recorded as completing the ESL Certificate of Completion. However, this

data was found to be inaccurate. Our program identified instances where students passed the requirements and received formal certificates signed by the dean. Yet it seems these paper certificates were locally issued, and these awards were not officially conferred by the Admissions and Records (A&R) Office and added to student transcripts. This discrepancy appears to stem from students' and instructors' lack of awareness about the need to submit a formal application for a certificate to A&R. In fall 2024 and spring 2025, both students and instructors were made aware of the process to submit a formal petition to A&R; hence, in 2024-2025, we can see a large spike in certificates awarded.

In order to make it easier for our students to apply for their certificate, our program has collaborated with the IR office and the A&R office. Both offices have quickly remediated the problem and developed a simplified process for conferring awards for our ESL students who might struggle with the formal application process. Now, the ESL department will provide A&R with a list of students who have successfully completed the assessment requirements each term, and A&R will take care of the paperwork to ensure certificates are officially awarded. We are optimistic that this process change will more accurately reflect the number of ESL Certificate completers in future reporting.

2. **Equity:** *Does the program's award distribution reflect Shasta College's student population? Which groups are over or under-represented? What will the department do to improve the equity of the awards conferred? (Accreditation Standard 1.3)*

ESL Certificate of Completion Award Demographics

36.4% Hispanic
36.4% White
27.3% Other

Shasta College Student Population

19.9% Hispanic
61.3% White
18.8% Other

These ESL Certificate of Completion demographics are from 2024-2025, which is the first-year certificates were accurately recorded. Our demographics demonstrate that our certificates were conferred to a diverse student population that exceeds the diversity of the college as a whole.

3. *Is the median time to a degree within a three-year window? If so, what do you contribute to timely completion? If not, what factors within the program's control can help improve median time to completion (e.g., rotation schedule for required courses, identifying and reducing bottlenecks, limiting the number of excess units)? (Accreditation Standard 2.5)*

N/A

Enrollments (Dashboard Tab: Enrollments and Demographics)

4. *Discuss program enrollment growth and decline trends (reflect enrollment data at the course and section level). What interventions will be implemented to increase enrollment?*

ESL Program Enrollments

2020-2021	263
2021-2022	302
2022-2023	270
2023-2024	288
2024-2025	309

The ESL program has shown a steady increase in total enrollments over the last few years. From 2020 to 2025, our enrollments grew from 263 to 309 enrollments which represents a 17.5% increase over the last five years. In more recent years, we see a 14.4% increase in enrollment from the fall of 2022 to the spring of 2025. Our morning, evening, synchronous, and in-person multilevel ESL 332/334/336 classes all appear to be equally popular with a few more enrollments in the evening classes.

To increase enrollments, we have opened two new in-person classes on the Tehama Campus in the spring of 2026. With the outbreak of Covid-19, we moved our courses to online instruction, and the Tehama campus in-person courses were never reinstated. By opening in-person sections of ESL 332/224/336 and ESL 348 English for Health Careers), we are seeking to reach even more students in the Tehama area who prefer in-person instruction.

In addition to opening new courses, we will continue to promote our ESL program through community outreach and advertising. The Tehama student success staff delivers fliers to over 40 local businesses and schools each semester, as well as advertises at community events such as the Cinco de Mayo celebration. Advertising efforts on the Redding campus have not been as comprehensive. We will continue to work with the student services coordinator to increase advertising for our program in the Redding area.

CTE Programs Only

(For the following questions cite your sources for data. Examples of data sources can include Perkins Core IV, DataVista - Strong Workforce data. Also, any other review of relevant external databases. <https://www.shastacollege.edu/faculty-staff/institutional-effectiveness/research-reports/> Institution-set Standards under Outcomes Reporting. CTEOS data under Career Education)

- *Summarize current labor market trends and data that demonstrate demand for graduates in this field. If the labor market trends have consistently declined, and/or the number of individual awards conferred has been less than 10 annually for the past five years, discuss the option of program discontinuance with your area dean and summarize the discussion in the response.*

Click or tap here to enter text.

- *Using current data metrics available, compare program outcomes to Institution-Set Standards for job placement and address hiring percentages.*

Click or tap here to enter text.

Course Retention and Success Rates (Dashboard Tabs: Success/Retention, Success/Retention by Course, DI Demographics) Identify challenges and opportunities for the

program. Proposed strategies/interventions should be informed by the data, within departmental control, have measurable outcomes, and include practical short-term timelines and aspirational goals. **These goals should also be reflected in Section 5.**

A note about Disproportional Impact (DI): Occurs when a subgroup of students is achieving an outcome at a rate/percentage substantially lower than those in the other subgroups.

5. **Retention Rate:**

A. *How does the program's retention rate compare to the college average?*

ESL 5 Year Retention Rate: 99.7%

Shasta College 5 Year Retention Rate: 86.9%

Overall, the retention of our ESL program is high with a 5-year average that is 12.8 percentage points above the college average.

B. *Discuss the program's 5-year retention rate growth or decline trends (reflect on data at the course and section level).*

ESL Program Retention Rates

2020-2021 100%

2021-2022 99.7%

2022-2023 100%

2023-2024 99.6%

2024-2025 99.3%

Overall, ESL retention rates remain high over the last 5 years across all courses and sections. A 50% retention rate can be seen in ESL 236 in 2024-2025. However, the enrollments in this section are low. With only 2 enrollments this year, it is difficult to draw any conclusions from data. This class is cross listed with other high enrollment non-credit classes.

C. *What interventions will be implemented to increase retention rates overall?*

With high retention rates at both the course and section level, there is no need for intervention.

D. **Equity:** *Do the Disproportionate Impact Indicators (DI indicators) show any groups having retention rates in program courses disproportionately below their peers? What specific strategies/interventions will the program employ to move these groups out of DI? (Accreditation Standard 1.3)*

No, DI indicators did not show any issues of concern by age, race, or gender in our retention rates.

6. **Success Rate:**

A. How does the program's success rate compare to the college average and Institution-set Standard?

ESL Program 5 Year Success Rate: 84.4%
 Shasta College 5 Year Success Rate: 75.6%

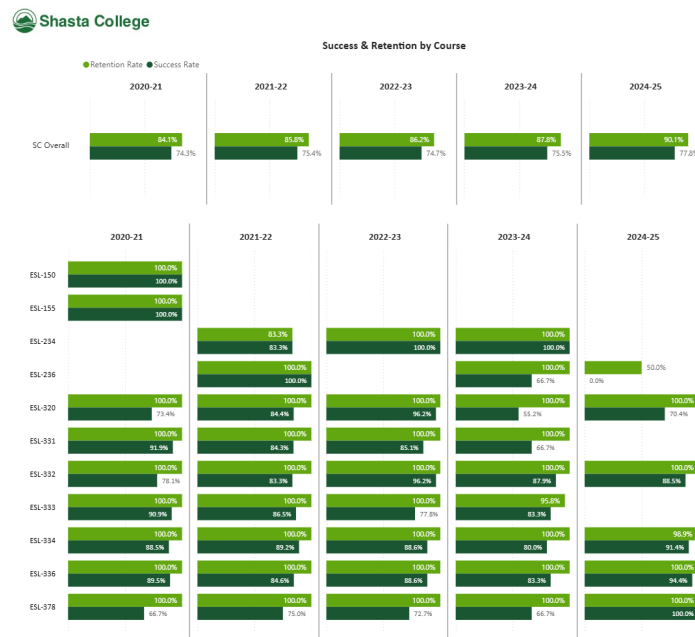
The success rates of the ESL program are high with a 5-year average that is 8.8 percentage points higher than the Shasta College 5-year success rate.

B. Discuss the program's 5-year success rate growth or decline trends (reflect on data at the course and section level).

ESL Program 5 Year Success Rates

- 2020-2021 85%
- 2021-2022 84.9%
- 2022-2023 87.9%
- 2023-2024 75.6%
- 2024-2025 88.4%

Over the last 5 years ESL Program success rates have proven to be high, mostly hovering in the mid to high 80s. In 2023-2024, success rates appear to have dropped to 75.6%, which is the same as the Shasta College 5-year success rate.



Though our ESL program overall shows a higher-than-average success rate, a few isolated sections of various courses do show a lower-than-average success rate in some years. Some of these lower success rates can be attributed to the fact that students may sign up for our non-credit course before the semester begins but then find they are not able to attend when school starts. These students may fail to drop the class, and instructors may issue a No Pass as their final grade.

ESL 378

2020/2021 - 3 Enrollments, 66.7% Success Rate

2023/2024 - 6 Enrollments, 66.7% Success Rate

ESL 236

2023/2024 – 3 Enrollments, 66.7% Success Rate

2024/2025 – 2 Enrollments, 0% Success Rate

Other courses like ESL 378 and ESL 236 show isolated years with low success rates. However, these courses also had low enrollment making it difficult to draw conclusions on the success rate of the program or course when there were only a few students enrolled in each course. ESL 378 and ESL 236 are cross listed with other high enrollment high success rate classes.

C. *What interventions will be implemented to increase success rates overall?*

Instructors will be reminded to drop non-attending students when appropriate. In addition, student success facilitators have agreed to contact and assist non-attending students who might be having challenges with technology or basic needs issues like transportation that keep them from attending.

D. *Equity: Do the Disproportionate Impact Indicators (DI indicators) show any groups having success rates in program courses disproportionately below their peers? What specific strategies/interventions will the program employ to move these groups out of DI? (Accreditation Standard 1.3)*

Overall, our DI indicators do not indicate any concerns for the success rates related to the age and gender of students. For race, our data reveals that action is advised to increase equity for one Filipino student.

Although there aren't any significant DI indicators, there are a few isolated incidents of groups that had below average overall success rates including:

- Gender of "Other" at 62.5% success rate in 2020-2021
- Age 30-39 at 65.3% success rate in 2023-2024
- Race/Ethnicity of "White" at 66.7% success rate in 2023-2024

Our ESL teachers will continue to do all we can to provide a quality curriculum that focuses on inclusivity and diversity and celebrates people of all races, cultures, genders, and age groups. In cooperation with the student success facilitators, we will

seek to contact and support non-attending students and assist them with any basic needs that might be limiting their attendance, and we will work to drop non-attending students.

4. CURRICULUM

Although courses are reviewed as they come due, independent of associated inclusion in programs every 5 years, PRC recommends a review of all courses in a program as part of this Self-Study. Below are the minimum recommendations for this report.

1. Challenges to offering key courses

Briefly explain any challenges to offering key courses in order for students to complete their degree or certificate in a timely fashion. (Accreditation Standard 2.5)

Students who preferred in-person courses in the Red Bluff area have not had any in-person options since the Covid epidemic because the ESL program has not had a full-time faculty member to facilitate the hiring of new staff and the opening or reopening of in-person classes. With the hiring of a full-time faculty member in the spring of 2025 and with the support of the dean, we opened our first in-person Tehama multi-level ESL 332/334/336 course since the Covid epidemic, and we opened ESL 348 English for (Health) Careers in the spring of 2026.

In addition, the lack of an in-person morning Beginning ESL 332 class in Redding makes it challenging for low-level learners to begin their ESL journey to proficiency. If enrollments remain strong, we hope to open an in-person section of an ESL 332 Beginning on the Redding Campus.

Program Design

2. *Are there any unnecessary or bottleneck courses that prevent students from completing the program? Could those courses be made optional? For example, there could be a required course with low interest (based on enrollment). This would prevent students from completing an award. Alternatively, legacy math and English requirements could no longer be appropriate.*

No, there are no bottleneck courses. In 2023, our course sequence for NCR. 1001 was reduced from 5 levels to 3 levels. This change allows students to move more quickly through the levels and to have a better chance of successfully completing the ESL Certificate of Completion.

3. *How will the program be changed to allow for stacked certificates/awards without adding units? Reach out to Interest Area Counselor for suggestions and alternative approaches. Include timelines and action items.*

N/A

4. *Review the "Course Schedule" tab on the dataset and identify the courses in your program that have not successfully run in 2 or more years. Justify keeping the course active or note the course for deactivation. (ACCJC Eligibility Requirement: 20)*

ESL 150 Reading and Writing I and ESL 155 Reading and Writing II have not been offered in 2 or more years. These courses serve to provide a much-needed bridge between ESL 336 and English C1000E. ESL 150 and 155 were deactivated in the fall of 2025, but if enrollments are strong, we hope to replace them with similar noncredit advanced courses by spring of 2027.

5. *In consultation with your dean, describe how our current course scheduling helps or hinders efficient program completion (Accreditation Standard: 2.5)*

Dean Vines has been very supportive of multiple initiatives that will improve program completion. He has encouraged the opening of two new noncredit ESL classes in the spring of 2026, and he has been proactive in seeking the necessary classroom space and classroom amenities that are needed for student success. Our new in-person ESL 332/334/336 class will provide more opportunities for the Tehama Campus community to complete the program and receive the ESL Certificate of Completion.

In addition, the location and amenities of our in-person classrooms can greatly improve the success of the students. Our Redding ESL classes have been relocated into a different classroom each semester for many semesters. This classroom shuffling can cause a negative impact to ESL students who have language and technology barriers that make getting registered and finding their classroom difficult. We are hoping that our ESL classes in Redding will find a permanent home, so that our students can more easily find their classroom each semester and so that instructors will have a home for their in-class library. Also, our ESL students often do not have personal computers, so having access to a laptop cart for our classrooms is essential for student access to online programs.

Finally, we have opened a new ESL 348 English for (Health) Careers class in spring of 2026 on the Tehama Campus. This class combines English language skill development with health-specific vocabulary and communication skills for non-native English speakers, preparing them for entry-level healthcare jobs or further training. Though this class is not part of the required sequence for NCR. 1001, it will help to grow the ESL program as a whole and attract more students who may also enroll in ESL 336 and earn their certificate.

Credit for Prior Learning Opportunities (<https://www.shastacollege.edu/counseling/credit-for-prior-learning/>)

6. *Which courses within your program lend themselves to CPL opportunities? What is the plan to develop or expand the existing CPL opportunities?*

Often students have completed ESL 336 and are eligible for the ESL Certificate of Completion, but they have not completed the lower courses in the certificate sequence, ESL 332 and ESL 334. We assist these students in filling out the *Substitution of Core Courses Form* so that they can receive credit for prior learning.

7. *What support or resources would faculty in your program need to implement or expand CPL opportunities? Identify any challenges or concerns you anticipate in implementing*

CPL in your discipline (e.g., academic integrity, workload, transferability).

N/A

Program Map (*Accreditation Standard 2.2 and 2.5*): Program maps represent one possible pathway to complete a program. Attach a copy of the program map to the final CIPR.

8. *Review your program map with your program's Interest Area counselors and explain how the program map supports timely course completion.*

[2025 - NCR.1001 - ESL.xlsx](#)

- Please check this box once you have attached Curriculum Map(s) and Program Map(s). These documents will be updated throughout this review process.

5. Summary and Future Plans

This section serves as the foundation for your Annual Plans leading up to the next Comprehensive Instructional Program Review. All program improvement and resource (funding) requests (formerly called Initiatives) must be clearly linked to the goals outlined in this Self-Study.

For additional guidance and planning tools, refer to the Planning Support Canvas page.

Note: Using a six-year planning model ensures alignment with the College's Annual Planning process. Once completed, the final Self-Study will be posted on the Program Review Committee webpage, and Section 5 goals will be highlighted at College Council.

1. *Drawing on the analysis provided in Sections 1–4, identify both short-term and long-term goals for the program over the next six years. For each goal, outline strategies to achieve them, including a proposed timeline, estimated budgetary needs, and responsible individuals or roles. (Aligned with ACCJC Eligibility Requirement 19 and Accreditation Standards 1.2, 1.3, 1.4, 3.4, 3.5, 4.3)*



NCR. 1001
Goals.docx

The Gold Team has developed the following goals:

1) More Books for our Lending Library

The ESL staff and Gold Team unanimously agree that our program is in need of more funding for student books in order to increase student success. Much of our student population has financial barriers, language barriers, and digital literacy barriers that make their ability to purchase their own books or use online sources a challenge. Over the years our program has been very fortunate to receive some funding for materials from the CAEP program. This CAEP funding has allowed us to develop a small lending library for our ESL classes. However, CAEP funding has not been sufficient to cover all the needs of both the Tehama Campus and Redding campus.

As we increase the number of ESL classes offered, our need for increased funding for materials is growing.

- 2) **Increased Advertising on the Redding Campus**
We are working with support staff on the Redding campus to better advertise to local businesses and schools in the Redding area.
- 3) **Open In-Person ESL 332/334/336 in Tehama**
In the spring of 2026, we opened a new Tehama in-person ESL 332/334/336 class. This new class will need continued advertising and recruitment to boost enrollments.
- 4) **Increased focus on Vocational ESL**
In the spring of 2026, we opened a pilot ESL 348 English for (Health) Careers class in Tehama. This new class will need continued advertising and recruitment to boost enrollments. Also, we hope future use of the hyflex room will boost enrollments by adding a videoconferencing section to the class. We hope to grow vocational ESL offerings if enrollments permit.
- 5) **Improved ESL Night Registration on the Redding Campus**
Students in the evening class in Redding often arrive after A&R is closed. Because these students struggle with language barriers and have low digital literacy, they often are unable to access the portal and self-register, and the instructor has to take class time to help each student register online. We are currently working with Student Services to better assist these students and provide support for the instructor.
- 6) **Improved Processing of the ESL Certificate of Completion**
A&R and research have streamlined the process for fall of 2025, so that the ESL department can submit the names of certificate earners directly to A&R. This new process will ensure that certificates are recorded on students' official transcripts. Also, the application process and forms to apply for the certificate were quite challenging for ESL students, so having A&R's continued assistance will increase student success.
- 7) **Review SLOs**
The Gold Team felt that in the spring of 2026 we would like to reexamine our SLOs to determine if they need to be updated or refined.
- 8) **Assist or Drop Students not Attending**
Student success facilitators have offered to contact non-attending students and assist them if they are struggling with the technology needed to access their online class. Also, if they are having basic needs issues that keep them from attending, staff can guide them to the proper resources. In addition, instructors can provide instructor-initiated drops when appropriate.
- 9) **Permanent Home for Redding ESL Classes**
To improve student success, we would like to see ESL in a consistent classroom each semester with access to computers and an additional break-out room for multilevel classes.
- 10) **Develop Advanced ESL Noncredit Courses**
Advanced ESL students are in need of classes that would help bridge the gap between ESL 336 and English C1000E. If enrollments are strong, two new advanced noncredit courses for fall and spring (possibly ESL 338 and 340) could provide students with a more solid foundation to help them succeed in C1000E.
- 11) **Open New Morning In-Person ESL 332 Beginning Section in Redding**
Currently, there is no option for beginning level in-person students to study in the morning on the Redding campus. If enrollments permit, we would like to open this course in the spring of 2027.

2. *Any other information/reflections from the Self-Study the Gold Team would like to share:*

The assistance we have received from many faculty and staff members has been invaluable in helping us to complete this Comprehensive Instructional Program Review and to shape and reach our goals in the ESL program. We are excited to see this program grow to meet the needs of our ESL students, and we are grateful for the support of our team.

3. *As a result of this Self-Study, please share what the program is most proud of:*

Our ESL program, with its dedicated instructors and determined students, has much to be proud of. As the only consistent and stable free multi-level ESL program in the area, we provide essential access to English language education for our community. Our skilled instructors seek to provide curriculum that is rooted in innovative best practices, ensuring that students receive effective and meaningful instruction.

Through free lending libraries and substantial academic, career, and basic needs resources, the program provides a supportive high-quality learning experience that leads to accomplished students earning their ESL Certificate of Completion. In addition, we value the strong cross-departmental collaboration that has ensured the awards for the ESL Certificate of Completion are now included in the college's official metrics and recorded on students' transcripts.

Above all, our instructors take great pride in the success of the students themselves. Over the years, we have helped countless students raise their level of English which in turn has opened career and academic doors for them that had previously been closed. Each semester we have celebrated the many successes of students who got a new job, got a better job, transferred to higher level classes, or gained confidence and built community. Our classes level the playing field for immigrants in our community. We are honored to be a part of their journey.

End of the CIPR. Thank you, Gold Team!

TO BE COMPLETED by PROGRAM REVIEW COMMITTEE

See Instructional Program Review Bylaws for additional information.

Green Team Summary: *Please give an overall summary of the program highlights and CIPR strengths.*

• *This final draft of the ESL program review contains several highlights, especially regarding new developments on the Tehama campus. The self-study shows active collaboration between*

student success facilitators and instructors to guide students through the registration process and provide computer assistance for those with low digital literacy skills. Also, Institutional Research in collaboration with Admissions and Records has made it easier for students to apply for their certificate, further assuring that ESL awards get counted toward the college's "award metrics."

•To help win back pre-Covid enrollments, two new in-person classes have been added to the Tehama campus for spring 26. And another attraction to new enrollments in Tehama is the new ESL 348, "English for (Health) Careers," which aims to prepare students for entry-level healthcare jobs.

•In providing a unique blend of academic and student support services, the ESL department is a valuable resource for non-native speakers wishing to advance. As they put it in their closing section, "Our classes level the playing field for immigrants in our community."

Recommendation for program disposition: If disposition is "with qualification" please add rationale and any recommendations for improvement. If disposition is "discontinuance," please provide explanation.

- Without qualification
- With qualification
- Discontinuance