

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

Cluster: STUDENT SUCCESS AND SUPPORT PROGRAMS **Program:** English as a Second Language

Current Academic Year: 2021-2022 Current Date: March 2022

Last Academic Year CPPR Completed: 2017

NARRATIVE: INSTRUCTIONAL CPPR

I. GENERAL PROGRAM INFORMATION

A. Program Mission

Cuesta's ESL program provides language development opportunities for students of all English language proficiency levels throughout San Luis Obispo county. The program helps students improve their English language skills so that they may achieve their personal, academic, and professional goals as well as participate more effectively in their communities.

B. Brief history of the program

Cuesta College's credit ESL program developed from a one-unit class to a comprehensive sequence of beginner to advanced level courses over the last 32 years. As the program expanded, more faculty and staff were hired to support it. In addition, the curriculum has undergone several major changes as we have evolved, responding both to statewide success measures and the needs of the local ESL student population. Beginning in the late 1980's, there was a demand in San Luis Obispo County for ESL instruction due to the increasing linguistically diverse population. In the beginning, part-time instructors taught a 3-unit integrated skills ESL class and offered conversation practice. By the time Douglas Pillsbury, the first full-time ESL faculty member, was hired in 1990, there were beginning, intermediate, and advanced integrated skills courses being offered on the San Luis Obispo campus. The program expanded further to four levels of 3-unit A and B classes. The A classes consisted of reading, vocabulary, and conversation; the B classes consisted of writing and grammar. Classes were offered in the evening, and faculty were responsible for promoting the program. In these early years, the ESL program was in the Language Arts Division.

There was a dramatic increase in demand for ESL classes when the North County Center (NCC) opened in fall 1998. By then, the college had established an ESL coordinator position (20% reassigned time) for the lead instructor, Douglas Pillsbury, and a part-time bilingual ESL outreach staff member. Classes were also offered in other locations throughout the county such as Cambria, Shandon, and Arroyo Grande. In 2000, the Language Arts Division reorganized into English and Languages and Communications, and ESL became a discipline in the English

Division. As the program continued to grow, more part-time and full-time ESL faculty members were hired. In 2001, Donna Bower became a full-time instructor at the NCC. Then in 2005, Madeline Medeiros was hired as the third full-time instructor. She was based on the San Luis Obispo campus and the South County Center (SCC). Eventually, two ESL outreach recruiters were also hired as full-time classified staff. One recruiter was responsible for San Luis Obispo and South County, and the other for the North County.

In 2005, as a result of low success rate reports, the curriculum was revised. A and B classes were combined into six-unit integrated skills courses for Levels 1 through 5. ESL 006A, a 6-unit writing and grammar course, and 006B, a 3-unit reading and vocabulary course were added. Three 2-unit conversation classes (i.e., beginning, intermediate, and advanced) were also created. Two certificate programs were established: The Intermediate Certificate of Specialization and The Advanced Certificate of Specialization.

Due to the ESL program expansion and loss of several part-time instructors, two additional full-time faculty were hired in fall 2006: Regina McKeown (Voge) and Amy Kayser. Regina has taught mainly at the NCC, and has taught College Success Studies courses, while Amy has taught at both the San Luis Obispo campus and SCC. As a Basic Skills Initiative (BSI) best practice, three part-time retention specialists were hired through Matriculation in 2007. The retention specialists made an immediate impact on keeping students in class once they had registered; this was achieved through telephone contact and by creating a more welcoming presence for the students. When the Matriculation budget was sharply reduced in 2008, the Academic Skills Committee agreed to use the BSI budget to continue these positions.

In fall 2007, ESL became its own division. This major reorganization allowed us to catch up with the growth and expansion. A full-time assistant was hired and the position of North County Coordinator was created, which Regina Voge was selected to fill. In December 2010, Douglas Pillsbury retired, and Madeline Medeiros became the ESL Division Chair. His full-time position was not replaced, so the ESL division was reduced to four full-time instructors. **The curriculum for ESL 005, 006A and 006B was revised, and the new courses were implemented in fall 2011.** The primary rationale for these curricular changes was to allow for more focused writing and grammar instruction at the higher levels.

The ESL and College Success Studies (CSS) departments joined to make a new division, Student Development and Success (SDS) in 2013. Madeline Medeiros served as SDS Division Chair from 2013 until fall 2016, at which time she became interim Dean for Arts, Humanities, and Social Sciences. Amy Kayser then became interim SDS chair, and Emily Klingenberg was hired as a full-time temporary ESL instructor. Since this time, the ESL curriculum has undergone two major revisions while facing pressures of declining enrollments and low success rate data. In fall 2012, the curriculum was revised to accelerate the more advanced courses, emphasizing reading and writing skills. Using models presented at the Strengthening Student Success Conference in October 2012, faculty created an intermediate reading and writing course, ESL 053, which replaced ESL 003 and ESL 004, and a high-intermediate reading and writing skills course, ESL

054, which replaced ESL 006 and ESL 045. Separate grammar courses were also developed at the intermediate and high-intermediate levels, ESL 043 and 044 respectively. An advanced reading and writing course, ESL 099E, was also created. This course was the equivalent of English 099 but designed specifically for second language learners. **In fall 2013, ESL faculty began teaching this new curriculum at all Cuesta sites.**

While this new curriculum solved some of the previously identified weaknesses, it did not best serve the needs of the local ESL student population, which consists mainly of working students seeking better job opportunities, not necessarily students on an academic path. The Scorecard data from the California Community Colleges Student Success Initiative showed a very low success rate. Like the college-wide trend, ESL enrollments began to decrease. Factors that most likely contributed to this decline included lack of student success, rising costs of credit tuition, and limited course repeatability. Students also struggled to find childcare while they attended classes. The ESL Department faculty believed students would benefit more from a noncredit ESL program, so the curriculum needed to be revised once again.

Noncredit ESL had been offered as Adult Education using grant funds in 2002, and in 2005, it was offered throughout San Luis Obispo County at community sites. These classes were multi-level and open entry/exit. Noncredit ESL levels 701-703 were offered as managed enrollment classes starting in spring 2013 at NCC. During this time, noncredit ESL and VESL was under Workforce Economic Development, and there was little to no coordination and collaboration with the credit ESL program. In converting credit courses to noncredit, the credit program needed to merge with the existing noncredit ESL program. The goal was to increase access to students and allow for course repeatability and free childcare. The focus was on building foundational skills at the lower levels, which comprised the majority of our student enrollments. While making these changes, ESL faculty were committed to maintaining the rigor of the program so that it still provided a pathway for students who planned to continue studying at the college level. As such, the Student Learning Outcomes for each course were revised and included the academic rigor of the credit courses.

The conversion of credit courses to noncredit happened in stages. In fall 2014, credit and noncredit ESL faculty met to revise the curriculum. In the process of coordinating the credit and noncredit ESL programs, an MOU was created to move the twelve part-time faculty who had been teaching only in the noncredit ESL program into the Collective Bargaining Agreement for credit faculty, effective fall 2015. At that time, the Career Development and College Preparation (CDCP) noncredit ESL and VESL courses began receiving 100% apportionment from the state. In fall 2015, the credit and noncredit ESL programs were joined under the SDS Division. VESL courses also became housed there. ESL 001, 002 and 015 were discontinued and replaced by ESL 701, 702, 703 and 704. The noncredit ESL 705 and ESL 706 courses were cross-listed with the credit courses, ESL 053 and ESL 054. In fall 2016, the conversation courses became noncredit ESL 725 and 735 and were offered at 3 hours per week instead of 2 hours. Increasing

the contact hours for conversation classes had been a recommendation in the previous program review. Finally, the two VESL courses were revised and became VESL 711 and 712.

The new courses included a computer literacy skill-building component, and together they comprise the VESL certificate. **At the time of the last CPPR in 2017, ESL 99E was the only remaining credit course in the program.**

C. Significant changes/improvements since the last Program Review

While the mission of the ESL program has not changed, it is more inclusive and responsive to student needs and no longer solely offers academic preparation. Many students want to remain at the same ESL level for one year in order to complete the textbook and master skills, so the hours spent studying at the beginning to high intermediate level needed to be increased. The new courses ESL 713, 714, and 715 were created to provide students more time at the beginning and intermediate levels, where they are building foundational skills, grammatical competence, and proficiency. This also allows students to earn a certificate in one year rather than two. In order to support low level students, beginner conversation classes ESL 720 and 721 were developed. These classes are equivalent to the former credit ESL 15 A, B, and C. The high-intermediate ESL 706 was modified to be more communicative and less academic in focus, the last of the credit courses, ESL 99E, was also converted to a noncredit course, ESL 799. While ESL 799 had been under enrolled in the past, the numbers have been much higher since the conversion to noncredit. This trend as well as a student survey lead to the revision of ESL 799 to focus more on general integrated skills at the advanced level instead of academic reading and writing. This class is more consistent with advanced noncredit courses at other community colleges. Overall, the current curriculum offers life skills, general language development, and academic preparation that is consistent with student needs. It also supports the goals as a Workforce Innovation and Opportunity Act (WIOA) program.

The current ESL Program has five main levels. Each level consists of two classes, one taken in fall semester and the other taken in spring. For each level, students can also take a conversation class. In the summer session, grammar classes are offered.

During the last two years, the ESL program faced enormous challenges due to the COVID-19 crisis. As all other college programs, ESL had to convert to emergency online instruction in spring 2020. This was especially challenging for the ESL student population because many students not only lack access to technology but digital literacy skills as well. ESL students are particularly vulnerable and face many barriers; coping with the added difficulty of navigating and learning technology along with language proved too much for many. Through the collaboration of tutors, the noncredit counselor, Continuing Education Staff, and faculty, the entire program was offered online for the 2020-2021 academic year. All current ESL Faculty successfully completed the Cuesta DE certification. While additional support was available to students, the program has been negatively affected by lower enrollment. The positive result is that the students who rose to the challenge have developed technological skills and are able to

successfully learn remotely. Despite this fact, face-to-face language learning is preferable and better meets the majority of students' needs, especially at the lower levels. In fall 2021 face-to-face classes were offered on the SLO and NCC campuses. In spring 2022, face-to-face classes were added back in SCC and North County off campus. Face-to-face enrollments in spring 2022 exceeded the program capacity with many classes waitlisted, and the upper levels offered DE were also well enrolled.

D. List current faculty, including part-time faculty.

Full-time: Amy Kayser and Regina Voge

Part-time: Mark Beasley-Murray, Emily Purificacao, CR Taylor Burns, Bill Compton, Scott Ferree, Adrienne Sandvik, Monica Linggi, Jessica Michelsen, Minerva Rangel, Teri Schouten, Minerva Soto, Karin Taylor

E. Describe how the Program Review was conducted and who was involved.

ESL faculty had the opportunity to participate in the CPPR. As Division Chair, Amy Kayser took the lead on completing the report. First, she reviewed the 2017 CPPR and the APPWs from 2018-2021. Next, she brought questions to the February 11, 2022 Division meeting to elicit faculty input for the report. Then she wrote different sections of the document, which were forwarded to Regina Voge. Her ideas were incorporated into the revisions. ESL part-time faculty also had the opportunity to give input on the resource plan and data section during the February 11, 2022 meeting and via email.

II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

The District's Mission Statement aims to inspire "a diverse student population to achieve their educational goals." ESL students come from various educational, cultural, linguistic, and ethnic backgrounds, and they contribute significantly to the diversity of Cuesta's student population. Furthermore, the mission of the college includes helping students "improve their foundational skills." ESL students attend Cuesta in order to develop the foundational skills necessary to expand their professional opportunities through greater mastery of English. Many of the students receive job promotions and better wages as a result of their increased proficiency of the language. Additionally, the ESL program is committed to helping students improve their language skills so that they may develop personally and participate more effectively in their communities. Finally, some students wish to pursue their studies beyond ESL, and the program helps them develop the skills necessary for further study.

According to the RP Group's *Cuesta College Equity Focus Groups Students Perspectives Report* from August 2018, our ESL students provided two interrelated reasons for enrolling. First, they enroll in order to better equip themselves to succeed in future classes, the professional world, and social lives. Second, they connected taking ESL courses with improving their career opportunities. Many noted they already had advanced degrees in their native countries and were frustrated in having to secure basic credentials in the US. The RP report voices our students' desire to move forward in the U.S. with their careers. The ESL program at Cuesta gives them that opportunity.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

The ESL program addresses several of the District's Institutional Goals and Objectives as stated in the Strategic plan 2020-2023 document. Institutional Goal 1 is to increase access to higher education. The ESL Program works continually towards this aim. One measurement was tracking the percent of students who completed ESL 099 and a transfer level English course within two years. The ESL program has been working on transitioning students through various innovative methods such as the IBEST Model and targeted VESL and CSS courses. Most recently, the Associate Director of Continuing Education, the noncredit counselor, the SDS Division Chair, and CSS faculty have met regularly to track students and identify barriers in order to better assist them in transitioning to other studies as well as inform improvements to the program and support services. Moreover, our work with the Guided Pathways team has resulted in a clear program mapper for our students' Area of Study, ESL and Adult Education, which provides

students with distinct next-steps along their college and career pathways. A Canvas shell, which is currently being developed, also provides ESL students with easily navigable connections to support and resources as they progress through the ESL course sequence and transition to credit and transfer-level courses. The ESL team of faculty, designated ESL counselor, outreach staff, and Guided Pathways Student Success Team Program Coordinator are in the planning stages of how to best share with students the academic and career opportunities available to them at Cuesta as they approach transition. Finally, we are working to add a recommended career exploration course to the higher-level ESL student courses.

This work toward increasing access to higher education within our ESL program clearly supports the Chancellor's *Vision for Success* Goals of expanding attainment by increasing the number of ESL students who will have the opportunity to earn an AA, credential, or certificate with stronger English language skills. We are also working to mitigate equity gaps, as our student population includes those who have been disproportionately impacted in the success measures outlined in our Student Equity Plan, 2019-2022. Finally, our work also addresses the Chancellor's Call to Action, as we work to improve the student experience. We are assessing and making changes to our students' experience through our instructional and collaborative work with student services, with the end goal of making our students' pathways clearer and more easily navigable to them.

Institutional Objective 1.A aims to increase enrollment of low-income and underrepresented students, which is the majority of our ESL student population, through intentional program development and targeted outreach efforts. One example includes the conversion of credit to noncredit courses, removing numerous barriers for this vulnerable student population. Thus, the ESL program has increased access to higher education for many members of the San Luis Obispo community. In addition, the program also provides opportunity and access to older students, which is Objective 1.B. As indicated by Institutional Research data, 13.80% of ESL students in fall 2019 were over the age of 50, and 20% were over the age of 50 in fall 2020.

Cuesta's ESL program also furthers Institutional Objective 5A, as a high percentage of our ESL students receive job promotions and increase their median annual earnings after completing ESL course sequences and Certificates of Completion. Finally, the ESL program also furthers the goal of Institutional Objective 7A , Measure 2, as our program works to build and increase a sustainable base of enrollment in noncredit students.

C. Identify how your program helps students achieve Institutional Learning Outcomes.

The ESL program helps students improve their foundational English skills. These skills are the basis for achieving all of Cuesta College's Institutional Learning Outcomes (ILOs). More specifically, all of the ESL courses help students meet ILO #1. Through the development of English language skills, students improve their employment opportunities. This helps them "demonstrate the professional skills necessary for successful employment." The highest-level academic courses, which include ESL 706 and 799, help students achieve ILO #2, especially in

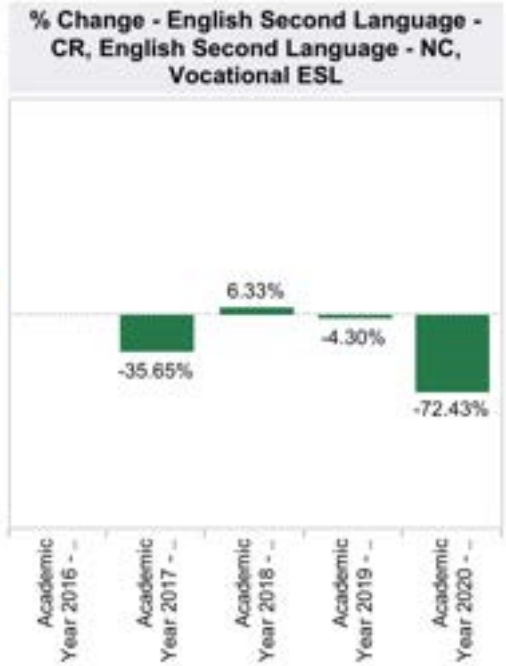
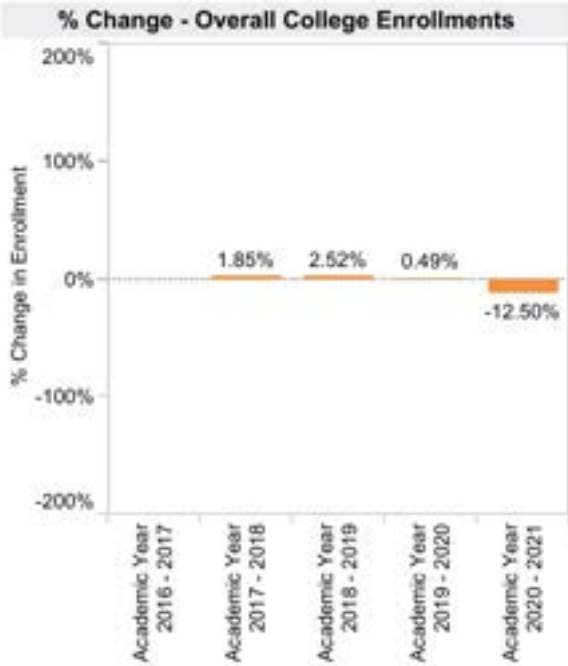
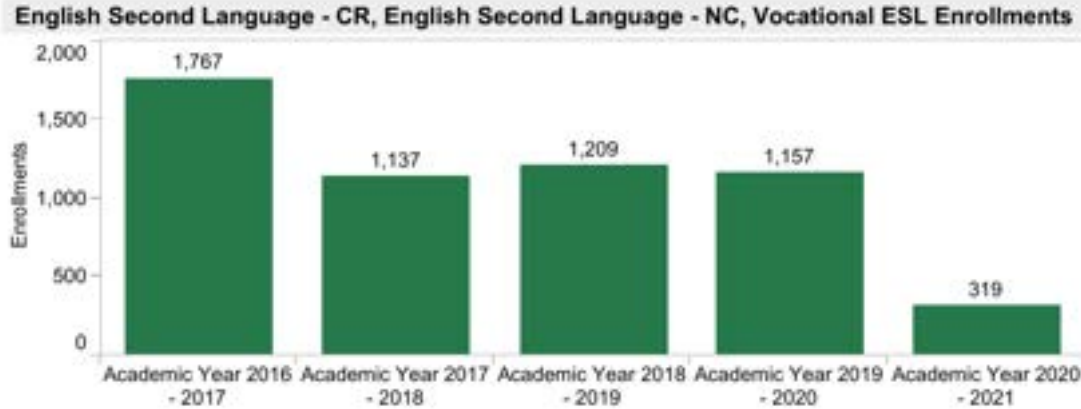
terms of “communicating complex information in a clear and logical manner.” Finally, due to COVID and the necessary conversion of all ESL courses to DE modality, computer literacy and skill development has been embedded in the curriculum. Consequently, the program helps students achieve ILO #6, which relates to technical and informational fluency.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

A. General Enrollment (Aggregated)

SLOCCCD Program Review Data - Enrollment

Department: Multiple values Course: All Dual Enrollment: All Prison: All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

B. General Student Demand (Fill Rate)

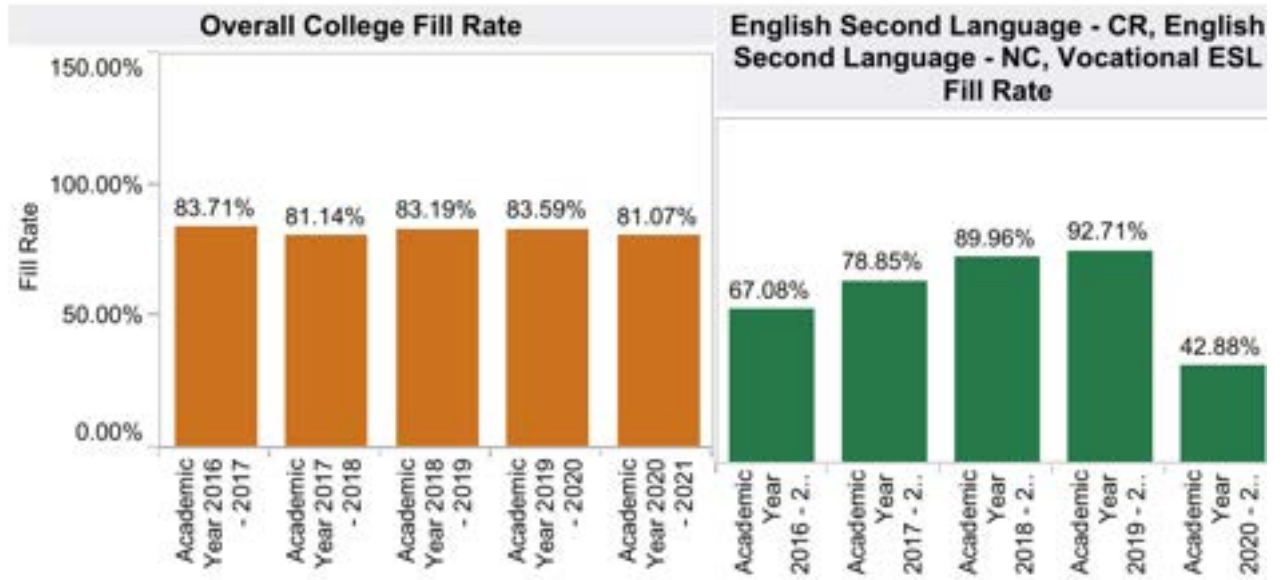
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Multiple values

Course:
All

Dual Enrollment:
All

Prison
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

C. General Efficiency (FTES/FTEF)

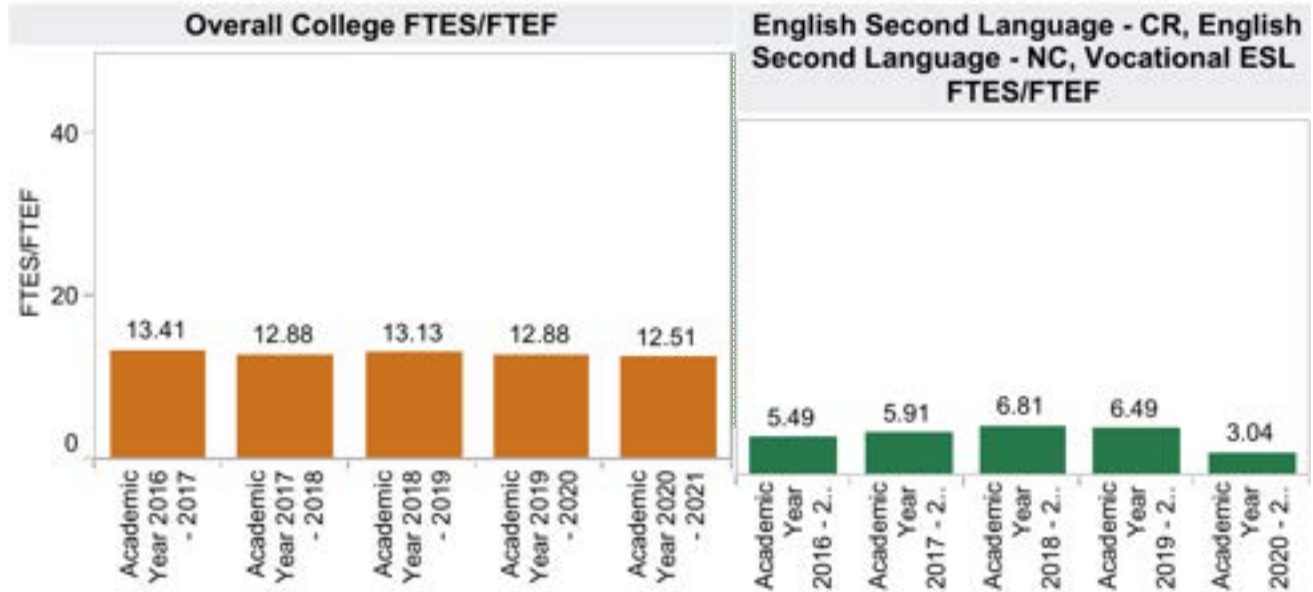
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Multiple values

Course:
All

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The data charts for enrollment, fill rate, and efficiency have been included per the instructions in the CPPR template. However, it must be noted that this data is incorrect. The Division Chair contacted Institutional Research because the enrollment data on Tableau does not match the fill rate reports. For the academic year 2020-2021, Tableau shows 319 ESL students. However, the fill rate reports indicate this for the enrollments: Fall '20: 283; Spring '21: 256; Summer '21: 99 - TOTAL: 638 (see Appendix A). Institutional Research Analyst Aimee LaRue explained that an issue has yet to be resolved concerning how noncredit ESL courses were set up for noncredit DE accounting methods, related to the pandemic's swift shift and data coding that had not been completed. Specifically, it appears that data for spring '21 was not accounted for because the coding for DE asynchronous classes was not completed properly in the system. As a result, this program review data is incorrect. Analyst Aimee LaRue informed Dean of Instruction (Institutional Research) Ryan Carnal, Vice President of Instruction, Jason Curtis, and Vice President of Student Support and Success Programs, Elizabeth Coria, of this issue with noncredit coding and resulting data inaccuracies. The ESL program would appreciate the assistance of Institutional Research in providing correct data to inform program improvements.

Because the data is incorrect, it is not possible to provide a meaningful analysis of each individual chart. Rather, only some general comments can be made regarding the overall trend of the data. Though not as drastic as it appears here, the decrease in ESL enrollments was significant. This is the direct result of the COVID pandemic and conversion to 100% DE modality for all of the ESL courses. While some of the students were able to transition and even thrive over this period, many were not. The ESL student population is vulnerable with a multitude of barriers, and during the pandemic many had employment and economic hardships and were not able to balance that with learning English. Those at the lower levels were not able to learn online. Consequently, the program lost many students. However, as classes are now being offered face-to-face at Cuesta's three main sites, there has been an increase in enrollments, especially at the lower levels. For example, in spring '22, there are 426 students enrolled, of which 272 are face-to-face at the lower levels. This is expected to increase to continue in fall '22 when all but two or three sections will be offered in person.

The fill rate has also declined. This again can be explained by the conversion to DE. The classes were run with lower fill rates because that was the only modality available. In spring '22 the fill rate has already improved and was 85% at census, and it most likely will continue to improve as more face-to-face instruction is offered. Finally, while the data is incorrect, the ESL program efficiency remains low. One of the reasons for low efficiency is because the course caps are low at 24 students. This means that even a course filled to capacity would not have high efficiency. Despite this, language courses, and particularly basic skills and ESL courses, should continue to be offered with low course caps because they rely on intensive small group and one-on-one, student-instructor interaction. Smaller class size in basic skills and ESL courses is a pedagogical, data-supported best practice. Also, noncredit course efficiencies are not calculated through Census data but rather are based on positive enrollment. A class may start with 24 students, but throughout the semester have lower attendance, and all of this is factored into the efficiency data. The ESL student population usually has more challenges in terms of consistent attendance and retention because many students have full-time jobs and families. While efforts to improve efficiency can be made, the combination of low course caps and positive attendance should be acknowledged when considering the significance of the data.

D. Student Success—Course Completion by Modality

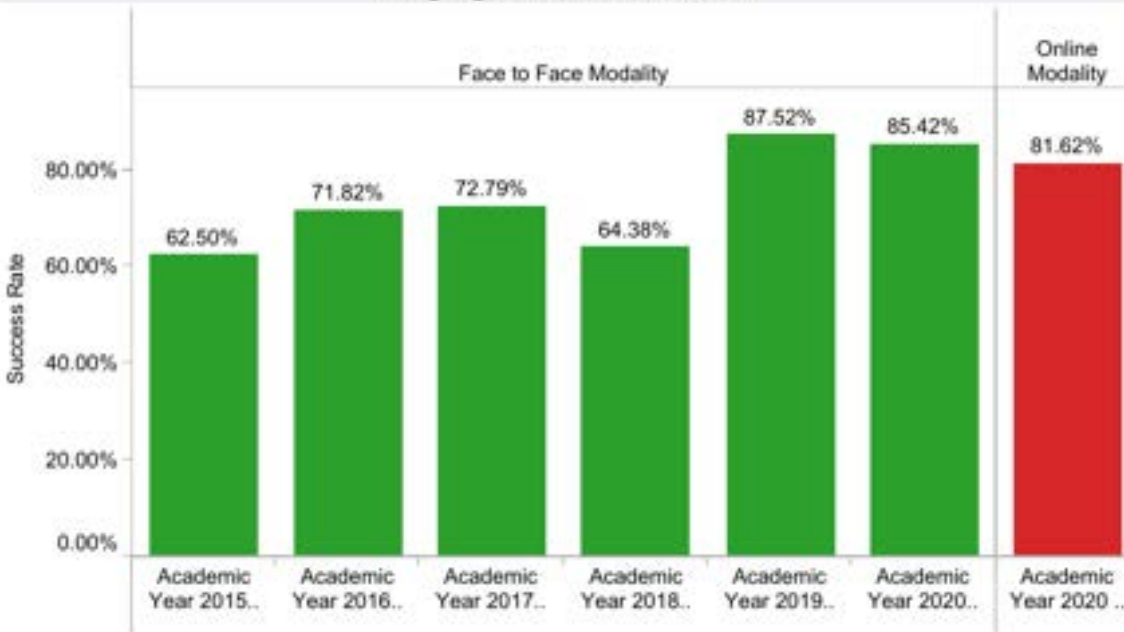
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Multiple values

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -English Second Language - CR, English Second Language - NC, Vocational ESL



Successful Course Completion by Modality Table - English Second Language - CR, English Second Language - NC, Vocational ESL

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	62.50%	71.82%	72.79%	64.38%	87.52%	85.42%
	Total Department Enrollm..	1,833	1,636	1,180	1,221	1,189	85
Online Modality	Department Success Rate						81.62%
	Total Department Enrollm..						539

According to this chart, the success rate for online modality is almost 6% lower than the rate of face-to-face modality in 2019-2020. The accuracy is not clear given the discrepancies with data already mentioned. However, this decline in success makes sense because many of the students were not equipped to take ESL courses online nor would they have chosen to do so. The difficulties they faced with technology and remote learning explain this decline.

E. Degrees and Certificates Awarded

Since spring 2017, the successful completion of two courses in a sequence allows students to become eligible for a Certificate of Competency or a Certificate of Completion. Currently, the noncredit program has ten certificates:

- English as a Second Language - Level I
- English as a Second Language - Level II
- English as a Second Language - Level III
- English as a Second Language - Level IV
- Vocational English As A Second Language
- Academic ESL
- ESL Beginning Conversation
- ESL Grammar
- ESL Listening and Speaking
- ESL Citizenship

Continuing Education staff and the noncredit counselor educates students about the certificates and supports them in the application process. Students have been awarded these certificates, but unfortunately there is no college data available. The ESL Program would like the Office of Institutional Research to document this data for future program planning and review purposes.

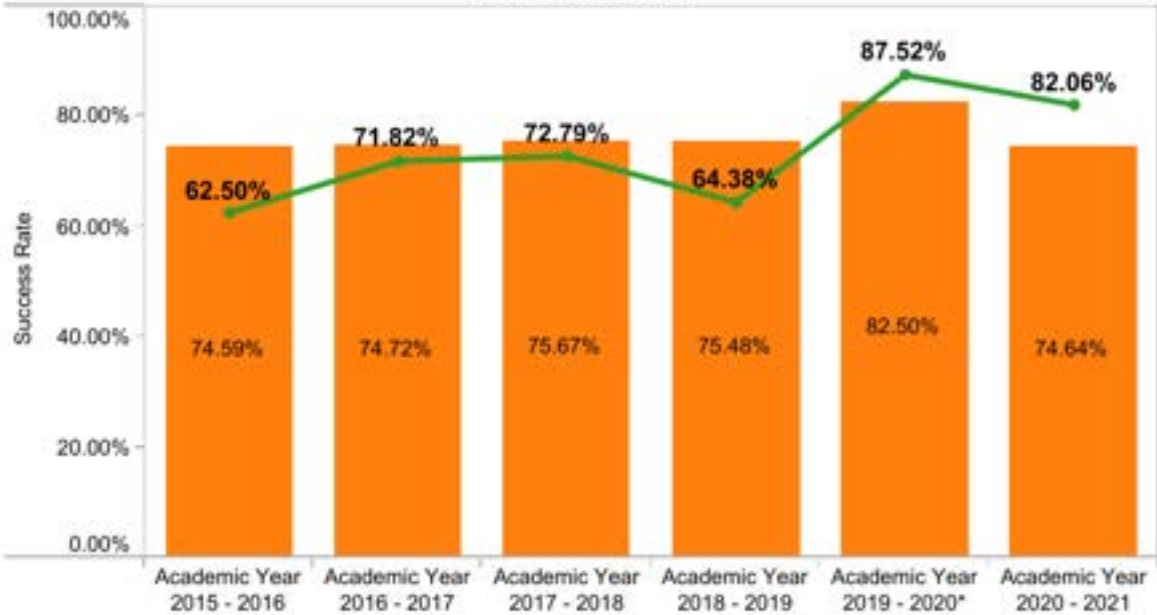
F. General Student Success – Course Completion (Aggregated Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Multiple values TERM: All Measure Names: Department Success Rate (Green), Overall College Success Rate (Orange)

COURSE: All

Successful Course Completion - English Second Language - CR, English Second Language - NC, Vocational ESL

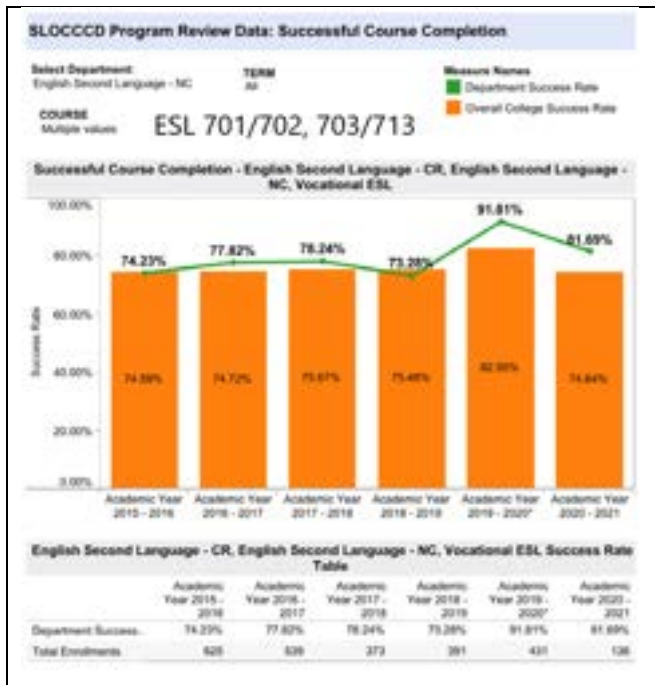


English Second Language - CR, English Second Language - NC, Vocational ESL Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	62.50%	71.82%	72.79%	64.38%	87.52%	82.06%
Total Enrollments	1,833	1,636	1,180	1,221	1,189	624

This success rate declined by approximately 5.5%, but it is significantly higher than the college’s average. It is likely that the stress of COVID and the online modality are the main factors in this decline. Faculty have been collaborating regularly in order to improve DE instruction and help ESL students succeed. Faculty regularly share online teaching successes at meetings. In addition, the noncredit counselor offered workshops early on in the pandemic in order to help students navigate the online learning environment. The fact that the ESL success rate is higher than the college’s average may be due to the fact that the students who were able to persist in the ESL program during this time were more motivated and able to succeed.

G. Disaggregated Student Success and Completion Data



Successful course completion data has been disaggregated by general level; beginner, intermediate, and advanced. While the beginner and intermediate students' successful course completion rate declined from 2019/2020-2020/2021 by 10%, which is to be expected due to the pandemic, the advanced students' successful course completion rate increased by 10%. Although this finding is somewhat unexpected, it is consistent with some teacher observations and student survey results. Many of the advanced students have come to prefer online classes for a variety of reasons.

H. Other Relevant Program Data (optional)

While transitioning back to in-person classes, faculty surveyed students about their preferences in modality. A Google Form was created asking students about their current class, plans for the spring semester, and reasons for their preferred modality (see Appendix B). Not surprisingly, the current in-person beginning-low intermediate level students preferred in-person classes and most did not like online learning. The current online students, which included some beginner through advanced, were mixed. Most of them stated that they liked online learning but over 60% students surveyed preferred an in-person class in spring.

Students' main reasons for liking online learning included convenience and flexibility. Since the majority of ESL students have job and familial responsibilities, removing the extra time pressure related to driving to campus was appreciated in the online modality. Several students also stated that they preferred the teaching method because they improve technological skills. The main reasons for not liking online learning included difficulty with distractions at home, technological problems, and lack of social interaction. Several students stated that it is also more difficult to understand the lessons online. Before COVID, ESL had no DE courses offerings. While the decline in enrollments clearly shows that a large segment of the ESL student population needs face-to-face instruction, there is value in online instruction for some students. Ideally, online courses should have this as an option, especially at the higher levels.

IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

Course	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated or Reactivated since last CPPR
ESL 025	yes	no	no	no	reactivated fall '19
ESL 035	yes	no	no	no	reactivated fall '19
ESL 037	yes	no	no	no	No
ESL 043	yes	no	no	no	reactivated fall '19
ESL 044	yes	no	no	no	reactivated fall '19
ESL 053	yes	no	no	no	no
ESL 054	yes	no	no	no	no
ESL 099E	yes	no	no	no	no
ESL 701	yes	no	no	no	no
ESL 702	yes	no	no	no	no
ESL 703	yes	no	no	no	no
ESL 704	yes	no	no	no	no
ESL 705	yes	no	no	no	no
ESL 706	yes	no	no	yes, fall '19	no
ESL 707A	yes	no	no	no	no
ESL 707B	yes	no	no	no	no
ESL 713	yes	no	no	no	no
ESL 714	yes	no	no	no	no
ESL 715	yes	no	no	no	no
ESL 720	yes	yes, fall '19	no	no	no
ESL 721	yes	yes, fall '19	no	no	no
ESL 725	yes	no	no	no	no
ESL 735	yes	no	no	no	no
ESL 743	yes	no	no	no	no
ESL 744	yes	no	no	no	no
ESL 799	yes	no	yes, fall'19	no	no
VESL 711	yes	no	no	no	no
VESL 712	yes	no	no	no	no

At the time of the last program review, all of the ESL credit courses were deactivated or were pending deactivation because the entire program was being converted to noncredit to better serve the needs of the local immigrant student population and under the direction of the college administration. Since this time, Cuesta has been considering a partnership with Cal Poly to host international students who want to study improve their English skills so that they may study at Cal Poly. For these international students, higher level, credit ESL courses are necessary. As a result, those courses were reactivated although they have yet to be offered. COVID and administrative changes seemed to affect the momentum of the international program planning. The credit ESL program available for international students consists of:

- 3 Levels of reading and writing (053, 054, 99E) 72-108 hours each course
- 3 Levels of grammar (043, 044, 047) 54 hours each course
- 3 Levels of conversation (025, 035, 037) 36-54 hours each course

Cuesta has hired a consultant to assist with developing an international student program, which relates to Institutional Objective 7B, identifying and developing sources of revenue beyond the annual state allocations.

Since the last program review, conversation classes for low level students were developed, ESL 720 and 721. These classes comprise a certificate and were intended for students currently enrolled in ESL 701 and 702. Unfortunately, the classes that were scheduled for fall 2020 were cancelled because of the reduced number of beginner students due to COVID and the switch to online instruction. ESL 720 was offered in summer 2021 and will be offered again in summer 2022. Once enrollments at the lower levels increase throughout fall and spring semesters, these classes could be offered more frequently. Finally, ESL 799 underwent a major revision to better align with the revised noncredit curriculum. ESL 706 had a minor modification. The new ESL courses were added in 2018 in order to allow students more time at each level (i.e., beginning and intermediate) to master the necessary language skills to progress to the higher levels. ESL 715 was added at this time with the title of “High Intermediate Integrated Skills”, which was also the title of ESL 706. This title needed to be changed to avoid duplication and to distinguish the two courses.

- B. Provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input.**

Course Number	ESL 025	ESL 035	ESL 037	ESL 043	ESL 044	ESL 053	ESL 054
1. Effective term listed on COR	Fall 2020	Fall 2020	Spring 2015	Fall 2020	Fall 2020	Summer 2015	Spring 2018
2. Catalog / schedule description is appropriate	yes	yes	no	yes	yes	no	no
3. Pre-/ co-requisites / advisories appropriate	n/a	n/a	n/a	n/a	n/a	no	no
4. "Approved as Distance Education" is accurate	yes	yes	yes	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes	yes	yes	yes
6. Repeatability is zero	yes	yes	yes	yes	yes	yes	Yes
7. Class Size is accurate	yes	yes	no	yes	yes	yes	yes
8. Objectives aligned with methods of evaluation	yes	yes	yes	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes	yes	yes	yes
12. Texts, materials dated within last 5 years	no	no	no	no	no	no	no
13. CSU/GETC transfer/AA GE information correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
14. Degree / Certificate information correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
15. Course SLOs are accurate	yes	yes	yes	yes	yes	yes	yes
16. Library materials are adequate and current	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Course Number	ESL 099E	ESL 701	ESL 702	ESL 703	ESL 713	ESL 704	ESL 714
1. Effective term listed on COR	Fall 2014	Fall 2015	Fall 2015	Fall 2015	Fall 2018	Fall 2015	Fall 2018
2. Catalog / schedule description is appropriate	no	yes	yes	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories appropriate	no	n/a	n/a	n/a	n/a	no	yes
4. "Approved as Distance Education" is accurate	yes	yes	yes	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes	yes	yes	yes
6. Repeatability is zero	yes	no- noncredit	no- noncredit	no- noncredit	no- noncredit	no- noncredit	no- noncredit
7. Class Size is accurate	yes	yes	yes	yes	yes	yes	yes
8. Objectives aligned with methods of evaluation	yes	yes	yes	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes	yes	yes	yes
12. Texts, materials dated within last 5 years	no	no	no	no	no	no	no
13. CSU/GETC transfer/AA GE information correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
14. Degree / Certificate information correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
15. Course SLOs are accurate	yes	yes	yes	yes	yes	yes	yes
16. Library materials are adequate and current	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Course Number	ESL 705	ESL 715	ESL 706	ESL 799	ESL 725	ESL 735	ESL 720
1. Effective term listed on COR	Spring 2017	Fall 2018	Fall 2020	Fall 2020	Fall 2016	Fall 2018	Fall 2020
2. Catalog / schedule description is appropriate	yes	yes	yes	yes	no	no	yes
3. Pre-/ co-requisites / advisories appropriate	no	yes	n/a	Yes	no	yes	n/a
4. "Approved as Distance Education" is accurate	yes	yes	yes	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes	yes	yes	yes
6. Repeatability is zero	no-noncredit	no-noncredit	no-noncredit	no-noncredit	no-noncredit	no-noncredit	no-noncredit
7. Class Size is accurate	yes	yes	yes	yes	yes	yes	yes
8. Objectives aligned with methods of evaluation	yes	yes	yes	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes	yes	yes	yes
12. Texts, materials dated within last 5 years	no	no	yes	yes	no	no	no
13. CSU/GETC transfer/AA GE information correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
14. Degree / Certificate information correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
15. Course SLOs are accurate	yes	yes	no	yes	yes	yes	yes
16. Library materials are adequate and current	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Course Number	ESL 721	ESL 743	ESL 744	ESL 707A	ESL 707B	VESL 711	VESL 712
1. Effective term listed on COR	Fall 2020	Spring 2018	Fall 2019	Fall 2020	Fall 2019	Fall 2016	Spring 2017
2. Catalog / schedule description is appropriate	yes	yes	yes	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories appropriate	n/a	yes	yes	yes	Yes	yes	no
4. "Approved as Distance Education" is accurate	yes	yes	yes	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes	yes	yes	yes
6. Repeatability is zero	no- noncredit	no- noncredit	no- noncredit	no- noncredit	no- noncredit	no- noncredit	no- noncredit
7. Class Size is accurate	yes	yes	yes	yes	yes	yes	yes
8. Objectives aligned with methods of evaluation	yes	yes	yes	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes	yes	yes	yes
12. Texts, materials dated within last 5 years	no	no	no	no	no	no	no
13. CSU/GETC transfer/AA GE information correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
14. Degree / Certificate information correct	n/a	n/a	n/a	n/a	n/a	n/a	n/a
15. Course SLOs are accurate	yes	yes	yes	yes	yes	yes	yes
16. Library materials are adequate and current	n/a	n/a	n/a	n/a	n/a	n/a	n/a

C. Programs/certificates active at the time of the last CPPR

Noncredit Certificate of Competency	Currently active	New program since last CPPR	Modification since last CPPR	Deactivated since last CPPR
English as a Second Language - Level I	yes	no	no	no
English as a Second Language - Level II	yes	no	yes fall '19	no
English as a Second Language - Level III	yes	no	yes fall '19	no
English as a Second Language - Level IV	yes	yes fall '19	no	no
Academic ESL	yes	yes fall '19	no	no
ESL Beginning Conversation	yes	yes fall '20	no	no
ESL Grammar	yes	yes fall '19	no	no
ESL Listening and Speaking	yes	no	no	no
ESL Citizenship	no	no	no	no

Noncredit Certificate of Completion	Currently active	New program since last CPPR	Modification since last CPPR	Deactivated since last CPPR
Vocational English as A Second Language	yes	no	no	no

D. Review the CurricUNET “Program of Study” outline for each active program/certificate.

Currently active Program / Certificate: Title	Required courses and electives are accurate	Program description is current	Program Learning Outcomes accurate & include assessment
English as a Second Language - Level I	yes	no	no
English as a Second Language - Level II	yes	yes	yes
English as a Second Language - Level III	yes	yes	yes
English as a Second Language - Level IV	yes	yes	yes
Academic ESL	yes	yes	yes
ESL Beginning Conversation	yes	yes	yes
ESL Grammar	yes	yes	yes
ESL Listening and Speaking	yes	yes	yes
ESL Citizenship	yes	yes	yes
Vocational ESL	yes	yes	yes

E. Five-year curriculum review cycle

All courses and programs will be reviewed at the time of the scheduled CPPR. After this review, appropriate changes will be made. As a result of this curriculum review, the following changes are to be made before the next CPPR.

1. Course textbooks need to be updated for all courses except for ESL 706 and ESL 799.
2. Because of curriculum changes and resulting course title changes, the prerequisites and advisories need to be revised for ESL 704, 705, 725, and VESL 712.
3. The catalog description needs to be revised for ESL 725 and ESL 735.
4. The program description and learning outcomes needs updating for ESL Level 1 Certificate.

If credit ESL courses are considered for a potential international student cohort or program, then the credit courses should be revised based on the needs of the target student population. The credit certificates could be reactivated as well. These revisions will be made if the international program develops:

1. ESL 037: class size and catalog description need updating.
2. Because of curriculum changes and resulting course title changes, the prerequisites and advisories need to be revised for ESL 053, 054, 99E.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

**Student Learning Outcomes
Assessment Calendar**

	F 2022	S 2023	F 2023	S 2024	Su 2024	F 2024	S 2025	F 2025	S 2026	F 2026	S 2027 CPPR
Courses	ESL 705	ESL 725	ESL 701	ESL 715	ESL 743	ESL 703	ESL 713	ESL 705	ESL 725	ESL 701	ESL
SLOA	ESL 706	ESL 735	ESL 702	ESL 799	ESL 744 ESL 720 ESL 721	ESL 704	ESL 714	ESL 706	ESL 735	ESL 702	Program SLOs

Note: The student learning outcomes for each course will be assessed at least once every 3-4 years. All courses will be assessed at least once in between program reviews. While more courses are active (e.g., VESL and credit ESL), this calendar includes only currently scheduled courses. Should the others be scheduled, they will be added to the calendar.

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

All currently scheduled courses were assessed at least once since the last program review. ESL faculty teaching the same ESL level collaborated to develop direct assessments, typically final exams that measured the students' skills in one or more of the learning outcomes. For example, assessments included written paragraphs and/or essays, grammar, reading comprehension, vocabulary, listening comprehension tests, and/or oral presentations. After developing and administering the exams, faculty met to review exam results, input the data into eLumen, and discuss ideas for improvements.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Since the majority of the courses are noncredit, there is no program associated with them, so they cannot be mapped in eLumen. Noncredit courses do have a number of certificates associated with them, but because they are not credit bearing, they are not considered to be programs in curriCUNET or eLumen at this time.

D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

See Appendix C.

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Most ESL course SLOs have been assessed twice since the last program review with the exception of VESL, Grammar, and Conversation courses, which were assessed once. The following changes have been made as a result of these assessments:

1. *VESL Scheduling*: VESL course SLOs were assessed in spring '17, and the results indicated that there was an increasing need to integrate more language skill development. Because of this and declining enrollments, these courses are no longer offered on a regular basis. VESL curriculum could be revised to provide transitional bridge courses for students.
2. *ESL Course SLO Revision*: During course SLOA from spring '17-summer '19, many faculty members noted in their discussions that there was repetition in some SLO statements, and others were too lengthy or detailed, while still others didn't accurately reflect the goals of a given course. Consequently, the ESL program needed an overall revision of SLOs across the different courses to make sure they were aligned with current classroom practice. At the November 2019 ESL Department meeting, the SLOs of all courses were distributed and

discussed. Faculty brainstormed ways to improve them, and a draft was circulated via email. They were finalized and agreed upon at the December 2019 meeting, and SLO statement revisions were subsequently submitted to CurricUNET for adoption starting in spring '20. (See Appendix D)

3. *Single Level Instruction:* ESL 701/702 teachers noted that students in multi-level classes in the community did not meet the 701/702 SLOs as well as the students enrolled in single level classes on the campuses. The ESL program has scheduled single level classes on all the main campuses and reduced several multi-level community classes to two or three levels instead of four.
4. *Supplementing Reading:* Many SLOA across the levels indicated that students would benefit from more reading. Faculty have recommended using the supplemental readings (College and Career Readiness) at the end of the Ventures Student book. The higher levels incorporate these as well as additional materials such as short stories and novels.
5. *Reinforcing Grammar:* Across the levels, students struggle with writing and especially grammar in writing. While students generally met the listening and speaking outcomes in the conversation classes, grammatical accuracy was found to be a weakness. The conversation classes are now recycling the grammar taught in the core courses with a new textbook series, Evolve, which includes grammatical exercises that reinforce concepts and provide additional practice. Additionally, students who took the summer grammar class tended to perform better, so these classes are recommended to students every spring.
6. *Sharing Materials:* All of the SLOA involved teachers collaborating on assessments, meeting to input the data in eLumen, and discussing changes. They then shared writing prompts, test revisions, online grammar videos, and relevant exercises. The SLOA has improved the collaboration among faculty in the program.
7. *Making the Process Meaningful:* Even though ESL instructors of each level collaborate on SLOA each semester, work together inputting data into eLumen, and discuss the significance of the data, a broader program-wide perspective would be useful. At the January 2022 SDS meeting, instructors expressed an interest in exploring ways to make the SLOA data more meaningful for program and suggested comparing SLOA data from past years and increasing accountability of implementing the suggested changes. This topic will be discussed at a future SDS meetings in order to create program-wide guidelines moving forward.

F. Budget/funding requests related to student learning outcome assessment results

The student learning outcomes assessment results highlight the fact that the ESL student population requires a great deal of extra support in order to be successful. The main funding requests related to these results include embedded tutors, professional development, and paying PT faculty to develop materials and work on retention projects. All of these are included in the top 10 resource plan requests. Embedded Tutors are important in providing extra help inside and outside of class. They provide extra practice and tutoring for students. Since writing has been shown to be their weakest area, especially at the higher levels, tutors, who are able to meet with students and provide individual instruction, are needed. Professional development for faculty is crucial. For example, faculty need training in conducting SLO assessments as well as opportunities to develop new materials and methods to support student learning. Because students struggle with writing, grammar, and the academic nature of the higher-level courses, they benefit from motivational support. Consequently, PT faculty create an ESL Newsletter each semester which highlights students' success and student work. This demonstrates the progress students make from the lower to the highest levels in the program.

VI. PROGRAM DEVELOPMENT

A. Indicate how the program supports efforts to achieve any of the following:

1. *Institutional Goals and Objectives*

Institutional Goal 3 for 2016-2026 states that San Luis Obispo County Community College District will develop and sustain collaborative projects in partnership with the community's educational institutions. The ESL program, along with other areas of Continuing Education, is part of the San Luis Obispo County Adult Education Consortium (SLOCAEC). Cuesta's Continuing Education department works together with the Adult Education Programs of Templeton Unified, San Coastal Unified, and Lucia Mar Unified in order to offer innovative education programs and student support services throughout the county.

As part of Institutional Goal 3, the district aims to provide student access to higher education despite the rural country. As part of the SLOCAEC, the ESL program will be offering classes in community sites throughout the county to improve access. In addition, when students take Cuesta classes in the community, teachers introduce them to the program and opportunities on campus once their language skills increase. This collaboration is intended to serve the community needs, but also to improve access to other courses at the college by removing barriers and helping students feel more comfortable.

For other ways that ESL supports the Institutional Goals and Objectives, see Section B 2 and C.

2. *Institutional Learning Outcomes - See Section B 2 and C.*

3. *Program Outcomes*

The ESL program does not have identified program outcomes because it is not associated with a degree or credit bearing certificates. The noncredit certificates, which comprise of two sequential courses, have outcomes associated with them. The program supports students achieving these outcomes by regularly assessing course student outcomes and collaborating on materials and teaching strategies to improve student success.

B. Indicate any anticipated changes in the following areas:

1. *A. Curriculum and scheduling*

In order to support low level students (i.e., those enrolled in ESL 701/702 and 703), beginner conversation classes ESL 720 and 721 were developed. These classes are equivalent to the former credit ESL 15 A, B, and C. The classes and related Beginning Level Conversation Certificate were approved by the Curriculum Committee in fall 2020. They were scheduled to be offered on SLO campus in fall '20. However, the class was cancelled due to the overall decline in enrollments associated with the online transition. This class is planned for the summer session as an option for the beginning level students. Once enrollments are solid, this

class may be offered during the fall and spring semesters to support beginning level students and to accelerate their learning.

As a WIOA program, CASAS is a mandated standardized test to identify student performance and improvement in life skills as well as language skills. The program integrates EL Civics tasks in all the ESL levels. In fall '21, students completed EL Civics tasks and assessment #11.6: Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation. In spring '22, ESL 701-715 will complete EL Civics objective #52.2: Communicating at work. In addition to learning and practicing language skills related to work communication, students will learn effective customer care skills, how to identify problems and offer solutions, and how to read and write effective business communications. ESL 799 will complete EL Civics objective # 49.6: Access necessary information and use it to successfully transition to post-secondary education, training, or career. Students will learn about the three-tiered system of public higher education in California and discuss options beyond ESL.

Transitioning Students

The next step is to provide a better pathway to transfer level coursework, CTE, or improved employment opportunities. As the program recovers enrollments lost during the pandemic, transitioning students from ESL and creating clear pathways for them is a priority. This is a highly vulnerable student population that has difficulty transitioning due to a variety of barriers. The program is currently considering bridge courses for ESL students. One option is VESL, and the other option is creating a noncredit version of CSS 125 and CSS 254 to mirror the credit offerings. Students are currently advised to enroll in noncredit CSS 789 and 758.

The VESL courses originally were designed to help students improve workplace communication and computer skills. However, these skills have been integrated into the core ESL curriculum, and the need for the VESL courses decreased. The ESL program needs transitional courses for upper level students. The VESL courses are ideal for bridge courses. They focus on career and academic opportunities beyond ESL. The original proposal was to revise the existing VESL courses; however, feedback from the Curriculum Committee indicated that the curriculum was substantially different enough to require the creation of two new courses. During the pandemic, this project was not completed, but this should be reconsidered in the next few years. The proposed courses are:

Language Skills for Career and Academic Exploration - Develops reading, writing, listening and speaking skills relevant to employment for low advanced level English as a Second Language learners. Focuses on researching career and academic options and using appropriate resources. Provides a pathway from ESL to academic and vocational programs.

Language skills for effective job search - Develops reading, writing, listening and speaking skills relevant to employment for low advanced level English as a Second Language learners. Focuses on job searching tasks such as resume writing and interviewing. Provides a transition from ESL to better job opportunities.

Another consideration is to create new noncredit versions of CSS 125 and CSS 254 as bridge courses. CSS 125 presents essential study methods that promote college success, and CSS 254 assesses the student's values, interests and abilities to help the student select a fulfilling career path, a college major appropriate to that career path, and an educational plan for achieving the student's goals. According to ASCCC paper, "Noncredit Instruction: Opportunity and Challenge Adopted Spring 2009 Revised Spring 2019", mirroring credit and noncredit classes offers a bridge opportunity for students who are interested in exploring the expectations of credit classes but without the barriers. It also allows students to repeat the class.

Distance Education

Due to the pandemic, all ESL courses completed DE addendum which were approved by the Curriculum Committee in spring '20. At the end of fall '20 all current ESL instructors have completed the DE certification through Cuesta. Prior to the pandemic, faculty considered making high-level grammar courses available DE or converting 799 to a hybrid format. As the decline in enrollment clearly shows, DE is not the best method for overall ESL instruction, although there is more opportunity for the higher levels. Now that faculty are trained and students have gained more skills out of necessity, the program plans to continue with some DE courses. This option is especially helpful as ESL students live throughout the county and it's difficult to have enough students in a given location for the higher-level classes. In fall '22, ESL 706 and 735 will be the only DE offerings.

Face-to-Face Instruction

In-person ESL classes are being brought back gradually. In fall '21, lower levels were offered at the San Luis Obispo campus and NCC. In spring '22, classes in Arroyo Grande at the SCC as well as classes at off-campus site in Paso Robles were added back. The enrollments improved dramatically from fall '19 to spring '22, when we had waitlists for classes at NCC and offered an additional ESL 701/702 late start to accommodate students. In fall '22 a robust in-person schedule is planned at all of the main campuses from levels 701-705.

Community Sites

Several years ago, when ESL enrollments were at a peak, Cuesta ESL classes were offered in community locations through the SLOCAEC partnership. This was discontinued in 2017, and enrollments dropped. Recently, there has been a change in leadership at both adult school locations, and they have been collaborating with Cuesta's Continuing Education department. In order to leverage resources and offer effective language instruction to the local community members, the ESL program is planning to once again offer classes in community sites

throughout San Luis Obispo and South County. In fall '22, low level evening classes in Los Osos and at Pacheco Elementary school are scheduled as is one morning class also at Pacheco. In South County, both morning and evening classes in Nipomo and Oceano are scheduled. This partnership allows for quality instruction throughout the county and also provides a better pathway to Cuesta. In general, lower level ESL courses will be offered in the community and then students will transition to one of the main sites to continue their education.

2. Support services to promote success, persistence and retention

The ESL population is unique, facing several barriers in reaching their educational goals. In addition to limited English language skills, as well as the first language literacy issues that many Latinx students have, many are unfamiliar with educational institutions, which makes registering and accessing other resources challenging. Additionally, on campus courses are offered exclusively in the evening, and this presents us with additional obstacles and needs. For example, there are limited to no food services available to students, who are on campus during the dinner hour and often come to class directly from work, and the Student Services Office and the bookstore are often closed by the time students get to campus. Consequently, the ESL program requires funding for specialized support services in order to support students.

Technology Support

Even though the majority of ESL classes will be face-to-face, the pandemic has emphasized the need to integrate computer literacy in all instruction. The conversion of classes to an online format negatively impacted the ESL program. This student population is particularly vulnerable because of various barriers including socioeconomic factors and lack of formal education. Online courses created even more obstacles for these students. Faculty and staff feedback indicated that students felt intimidated, overwhelmed, and even scared by online learning because they do not have experience or confidence in using technology. In order to help students, develop technological skills in their face-to-face courses, they will need continued support from Continuing Education staff in accessing Canvas and many will to borrow either a laptop or Chromebook from Cuesta.

Textbook, Parking, and Fee Support

ESL students often need financial assistance to purchase their textbooks. As the cost of textbooks has continued to increase, for a number of students, support in buying textbooks makes the difference between enrolling in a class or not. Every year, the ESL program applies for funding to help students with textbook costs. Students also need to purchase parking passes for the SLO and NCC campus, and offering financial support for students in need will remove a potential barrier for them attending class. Many returning students have balances on their accounts, so they are blocked from registering for classes. The ESL program offers fee assistance through a Foundation Grant so that outstanding student balances can be paid for those in need.

3. *Facilities needs*

The main challenge regarding facilities during the last two years included access to reliable technology. Many students needed to rent Chromebooks or Laptops from Cuesta. Some also required Internet access. In terms of face-to-face classes, there are following facility issues:

South County Center: When face-to-face, a number of ESL courses are offered at the SCC. The center would benefit from the following, which relates to the equity of access in Cuesta's Mission Statement.

- office space for faculty to complete lesson plans, store materials, and meet with students.
- classroom technology (e.g. computers, data projectors, A/V systems) so that students are able to receive equitable instruction.
- better computer classroom facilities.

San Luis Obispo Campus: The ESL program would benefit from having a larger dedicated space in the Student Services building where Continuing Education staff can assist students with onboarding services, including assessments, registration, and orientations. ESL staff need access to computers as well as a dedicated area with at least ten computers where students can receive assistance completing the online admissions application and taking CASAS placement tests. This space would mirror the existing Continuing Education Center at the NCC, which is where the ESL Center is located. ESL currently shares the 3411 and 6103 computer classrooms with English and Languages and Communications, but the ESL program does not have first call for these classrooms, and they are sometimes occupied by English classes during the times that faculty and staff need to take ESL students into the lab.

North County Campus: The Continuing Education Center at the NCC and its dedicated space has supported the onboarding experience of ESL students and created a campus community for these underrepresented students.

Community Sites: The ESL program collaborates with local school districts and community partners to offer a number of noncredit ESL classes throughout the community to increase access. Community partners provide the facilities free of charge for Cuesta class use. Enrollments show that this is a valuable service for the local community, and it also serves as a transition to campus classes. In many locations, teachers need portable laptops, elmos, and projectors to use at these sites.

4. *Staffing needs/projections*

Full-Time Faculty

The ESL program did not seek a full-time faculty position in fall '20 or '21 because of the decline in enrollments and subsequent course section offerings due to COVID-19 and the resulting conversion to online instruction. With the uncertain budget, it did not seem the appropriate time to advocate for a full-time ESL faculty member. However, when enrollments increase,

another position will be needed in order to maintain the integrity of the ESL program and for the department to be adequately represented at the college level through participatory governance. An additional faculty member will also help ensure the quality of instruction through the peer-evaluation process. Furthermore, SDS has two remaining full-time faculty with fourteen part time faculty, one of the highest disparities in full-time vs. part-time ratios in all Divisions at Cuesta. Another full-time faculty will allow us be more active in the important ongoing community-building work, such as the ESL Newsletter and community events, much of which is carried out by part-time faculty.

In addition, the College Success Studies Department is without any full-time faculty, and the ongoing need for curriculum revision and SLOs work is difficult as a result. Staffing all the courses that are offered at Cuesta's three sites (when face-to-face) and throughout the county at off-campus sites is challenging. Not only is an additional full-time faculty member needed to do peer evaluations, but also to contribute to yearly reviews, SLO assessments, and curriculum development. Finally, in fall '20, a long-time PT faculty member who has taught ESL at Cuesta for 30 years retired and another PT faculty member moved out of state. Consequently, more faculty are needed to teach the course offerings throughout the county. We have had a hiring pool in fall '21 and again in spring '22. In order to offer the scheduled classes, at least two PT faculty must be hired.

It would make sense for the SDS department to seek a FT faculty member who is considered both ESL and CSS faculty. This would provide the necessary leadership to the division as well as be a key position in facilitating ESL student transition to college level coursework. This position would benefit both programs. Now that ESL is part of a new cluster, Student Success and Support Programs, it would make sense to revisit faculty needs and what would best benefit the SDS Division and the College. Cuesta needs to demonstrate its commitment to the ESL and CSS departments by prioritizing a full-time faculty member in the future.

If the college is interested in starting an English language program for international students, ESL will need *at least* one more full-time faculty member as well as specialized support staff and counselors in order to develop and maintain a quality program.

Part-Time Faculty Work

ESL continues to need part-time faculty to teach courses, and part-time hiring pools are conducted almost every semester when the program is in-person. Since there are only two full-time faculty members, the ESL program pays part-time faculty to work on special projects. For example, three part-time faculty are working on retention activities for this academic year funded through Equity and CAEP. Part-time faculty also work on developing EL Civics materials, as well as other the community-building projects mentioned above. Pay for part-time faculty to work on these essential program components is an ongoing need.

Continuing Education Staff

Continuing Education staff provide much needed bilingual, evening support for ESL students. They are the first contact for new students. They assist students in the onboarding process, and once students are enrolled, they help retain them by calling those who miss classes, and they provide support for those who may be struggling to stay in class. The Continuing Education staff closely collaborate with ESL faculty on retention activities aligned with WIOA and CAEP goals. This collaboration has allowed us to better support and highlight student success, creating a campus culture for underrepresented students.

Counselor

The college has taken a positive step by designating a noncredit counselor who works closely with ESL students. All ESL students have had access to this valuable resource and have developed a student education plan. In addition, the counselor was able to provide essential technology support to students during the online transition by offering weekly workshops focused on helping students practice the tech skills essential for their online learning success.

Bilingual Academic Success Coaches

In spring '22 Continuing Education hired its first noncredit bilingual academic success coach. This position will start in March '22 and will provide individualized academic support to ESL students. The coach will collaborate with faculty in order to best assist students and connect them with resources. This important position will also help with transitioning students to other courses at the college.

Guided Pathways Program Coordinator

ESL will be designated a GPW program coordinator in spring of 2022 to help facilitate the Student Success Team implementation within the ESL and Adult Education Area of Study. This program coordinator position will be shared with one other Area of Study.

Childcare Providers

Many students have children and can only attend class if there is a childcare. Through WIOA and CAEP funding, a free childcare component is offered at all three sites as well as various community locations. This service increases access to the college for students who would otherwise not be able to take courses.

Tutors

Many of the ESL classes have been working with embedded tutors from the Student Success Center. Large ESL classes and beginning level and multi-level courses especially benefit from this service. Some ESL tutors have been available in the SLO and NCC campuses. This has been an important service for those students who are able to come to campus outside of class meeting times.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

The main strategy to increase FTES target for the next five years is to return to face-to-face instruction at all campuses and at community sites by partnering with local adult schools. Outreach will be important with these efforts. In addition, conducting needs assessments for higher level ESL students will be important so that DE instruction is an option for those students unable to attend in person.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

- VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 13, 2022.**