

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025

PROGRAM(S): ENGLISH AS A SECOND LANGUAGE

CLUSTER: STUDENT SUCCESS AND SUPPORT PROGRAMS

AREA OF STUDY: ESL & ADULT EDUCATION

LAST YEAR CPPR COMPLETED: 3/2021 NEXT SCHEDULED CPPR: 3/2026 CURRENT DATE: 2/4/2025

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

Noncredit Certificate of Competency	
English as a Second Language - Level I	ESL – Transitions
English as a Second Language - Level II	ESL Beginning Conversation
English as a Second Language - Level III	ESL Grammar
English as a Second Language - Level IV	ESL Listening and Speaking
English as a Second Language - Level V	ESL Citizenship
Noncredit Certificate of Completion	
Vocational English as a Second Language	

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

There have been no major program updates or changes since last year's APPW.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

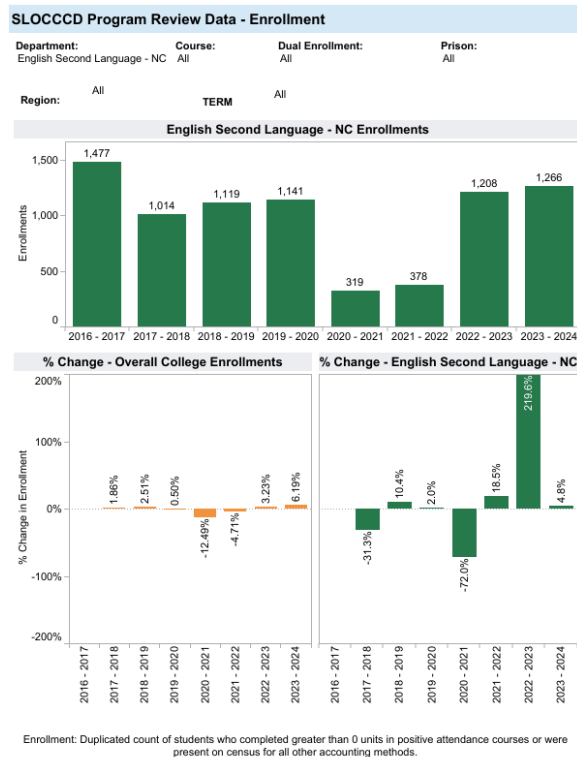
No ☒ If no, you do not need to complete a Progress Report.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. General Enrollment (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

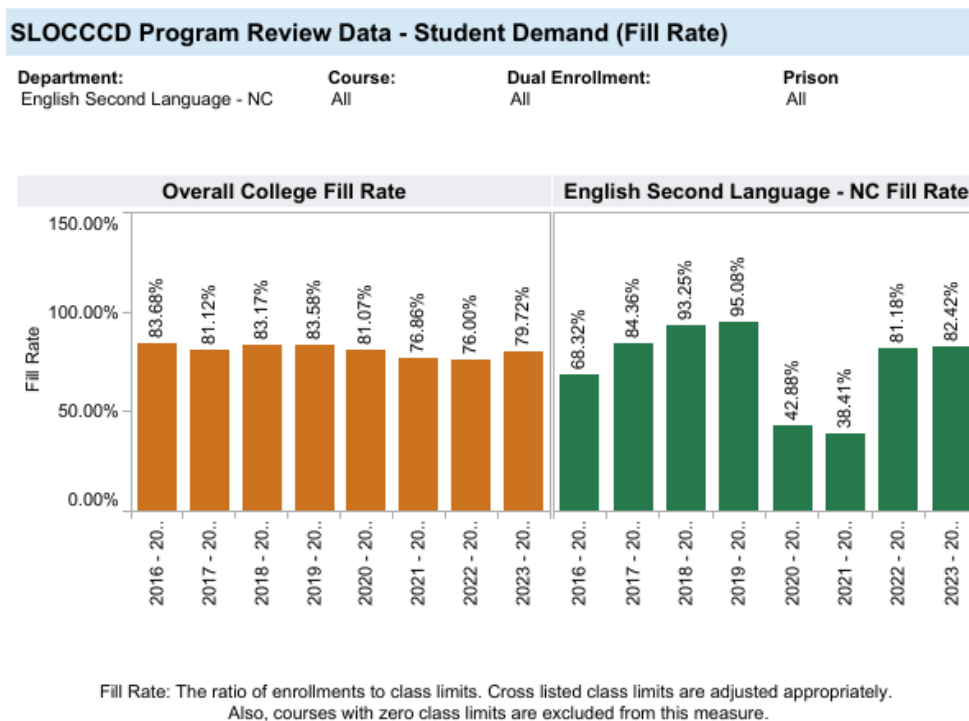


ESL enrollments increased by 4.8%, which is slightly lower than the college's overall increase of 6.19%. However, enrollments are the highest since 2016-2017, and the ESL program has been building steadily since the pandemic. The full range of ESL courses are offered at Cuesta's three main sites and several

community sites, and only the highest ESL levels are still taught through distance education (DE). As part of the district's California Adult Education Program (CAEP) Consortium (SLOCAEC) partnership, Cuesta continues to hold classes in community sites throughout San Luis Obispo County. We are offering classes at Oceano, Nipomo, and Cambria. This partnership allows for quality instruction throughout the county and provides a better pathway to the community college. In general, lower-level ESL courses are offered in the community sites and then students transition to one of the main sites to continue their education. ESL classes are in demand across the county, and we expect enrollments to continue to increase, especially in NCC, where many classes have been waitlisted.

B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

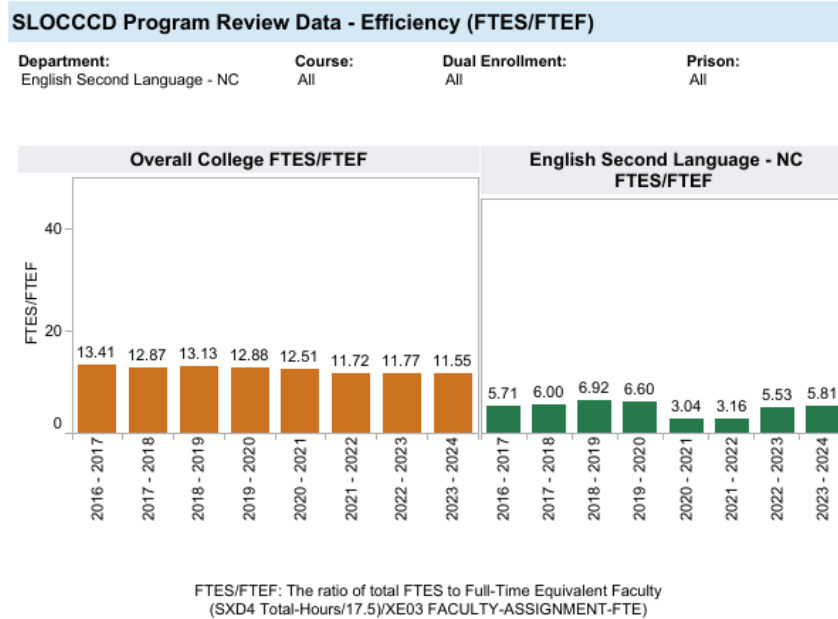
Insert the data chart and explain observed differences between the program and the college.



At 82.42% the fill rate for ESL classes is higher than the overall college's average of 79.72%, and it has increased over 1% from the previous year. ESL classes are in demand throughout the county, especially at NCC, where fill rates are even higher. However, courses in off-campus locations tend to have fewer students, which affects the fill rate. For example, many of the South County community sites had smaller class sizes. Despite this, the overall fill rate is strong, and we expect it to increase as enrollments at the various sites continue to improve.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.



The efficiency increased by almost 0.3% from the previous year. However, it remain below the college's average. One of the reasons for low efficiency is the course caps of 24 students. This means that even if a course was filled, it would not have high efficiency. Despite this, language courses, particularly 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 sizes in ESL courses are a pedagogical, data-supported best practice. Also, noncredit course efficiencies are not calculated through Census data but are based on positive attendance. A class may start with 24 students but throughout the semester, students are absent, and all of this is factored into the efficiency data. The ESL student population faces challenges in terms of attending class consistently throughout the semester because most 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. In addition, Cuesta's Student Equity Plan emphasizes the need to run courses with lower enrollment during times and at locations to meet student needs and prioritize equity over efficiency (p. 12).

D. **Student Success—Course Completion by Modality (Insert Data Chart)**

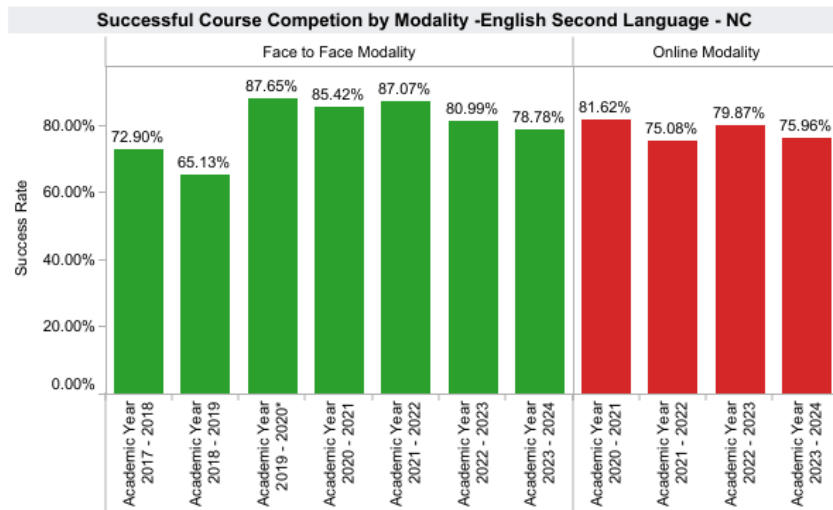
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
English Second Language - NC

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

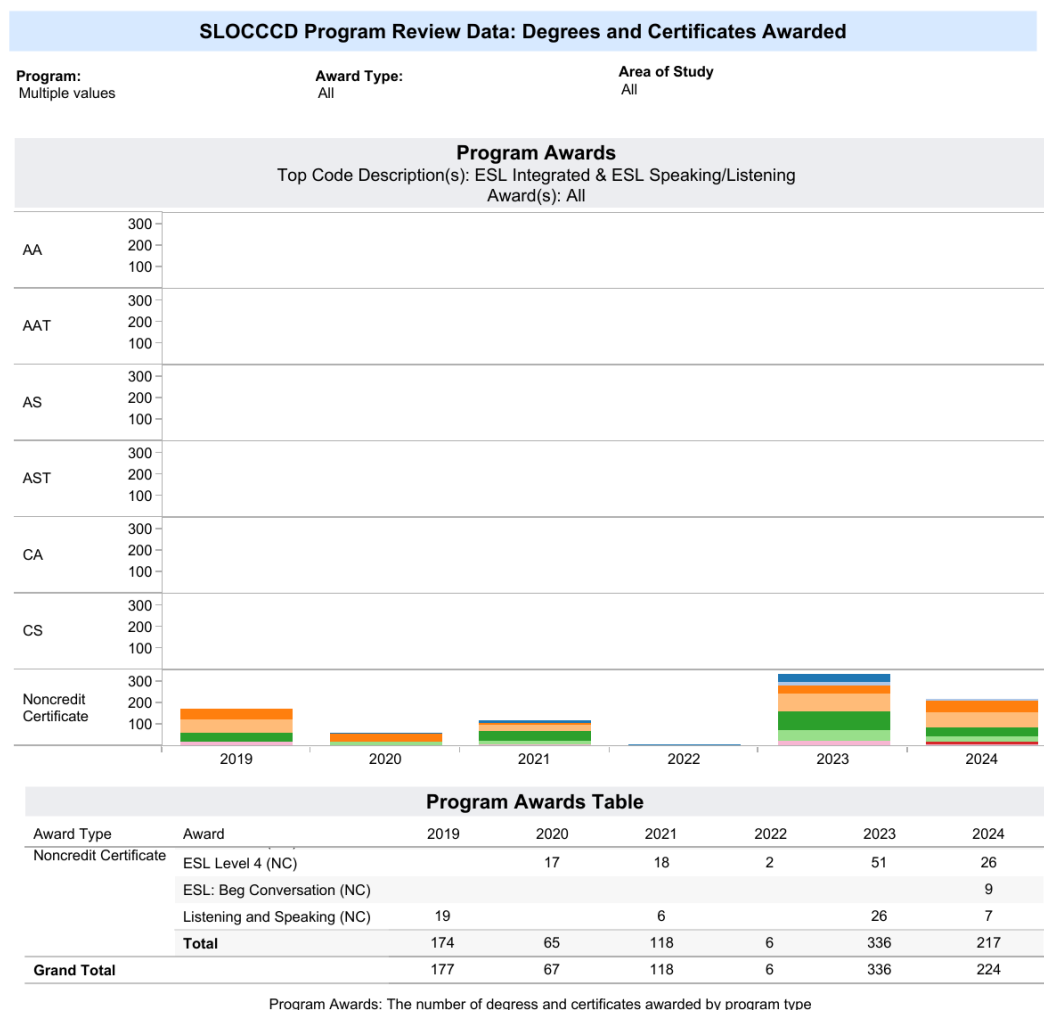


Successful Course Completion by Modality Table - English Second Language - NC								
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	72.90%	65.13%	87.65%	85.42%	87.07%	80.99%	78.78%
	Total Depart..	1,044	1,174	1,166	85	409	1,046	1,184
Online Modality	Department S..				81.62%	75.08%	79.87%	75.96%
	Total Depart..				539	444	223	179

According to this chart, the ESL course completion rate for the online modality decreased by 4% from the previous year and is about 3% lower than course completion rate for face-to-face instruction. Despite the slight decrease, the completion rate is still 2.5% higher than the college's overall course completion rate for online modality. Currently, only the two highest ESL levels and one conversation class are offered online. Post-pandemic, students have become increasingly more comfortable and skilled in technology. Additionally, the courses are taught synchronously, which is more closely aligned to face-to-face instruction, which better meets students' need. The success rate for ESL in face-to-face modality decreased by 3% from the previous academic year. It is similar to the college's overall completion rate of 79.81%.

E. Degrees and Certificates Awarded (Insert Data Chart)

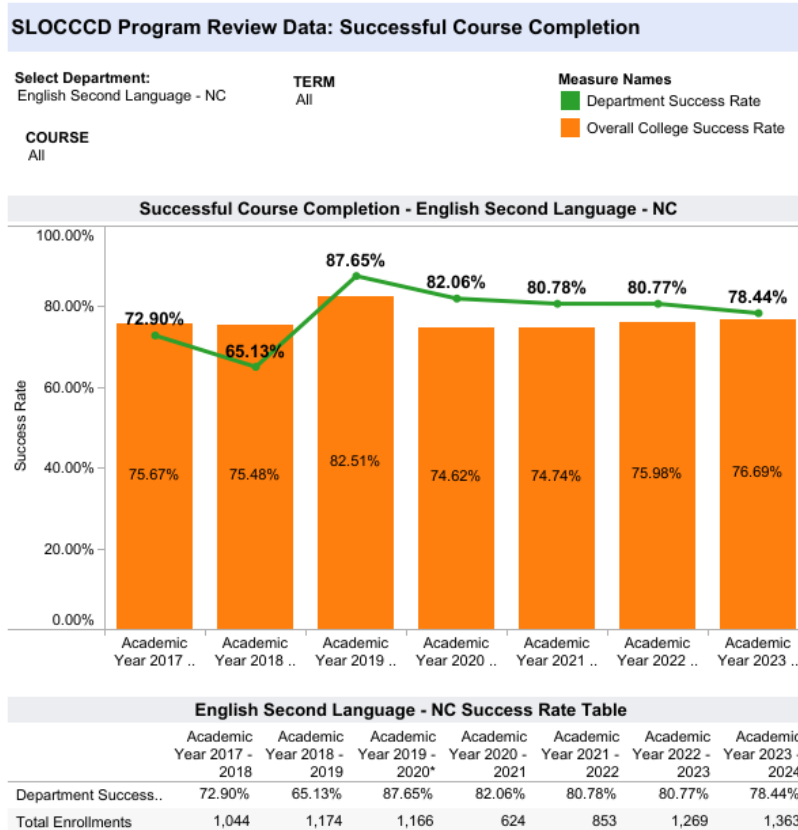
Insert the data chart and explain observed differences between the program and the college.



Since spring 2017, students who successfully complete two courses in a sequence are eligible for a Certificate of Competency or a Certificate of Completion. Currently, the noncredit program has eleven certificates (see page 1). However, ESL Citizenship and Vocational ESL courses have not been offered in recent years. Continuing Education staff educate students about the certificates, and in fall 2024 they provided presentations to all classes to demonstrate how to access them. Recently, a process has been established where, like credit students, noncredit students can be awarded certificates automatically. The data indicates that 560 certificates were awarded from 2023-2024. The larger number of certificate recipients in Levels 2 and 3 is encouraging and shows that students are persisting in their studies and advancing through the program. The advanced level certificates, ESL Level 5 and Transitions, are new, so there is no data available yet. This will be an important focus in future years, as we work towards increasing student enrollment in courses outside of ESL.

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

Insert the data chart and explain observed differences between the program and the college.



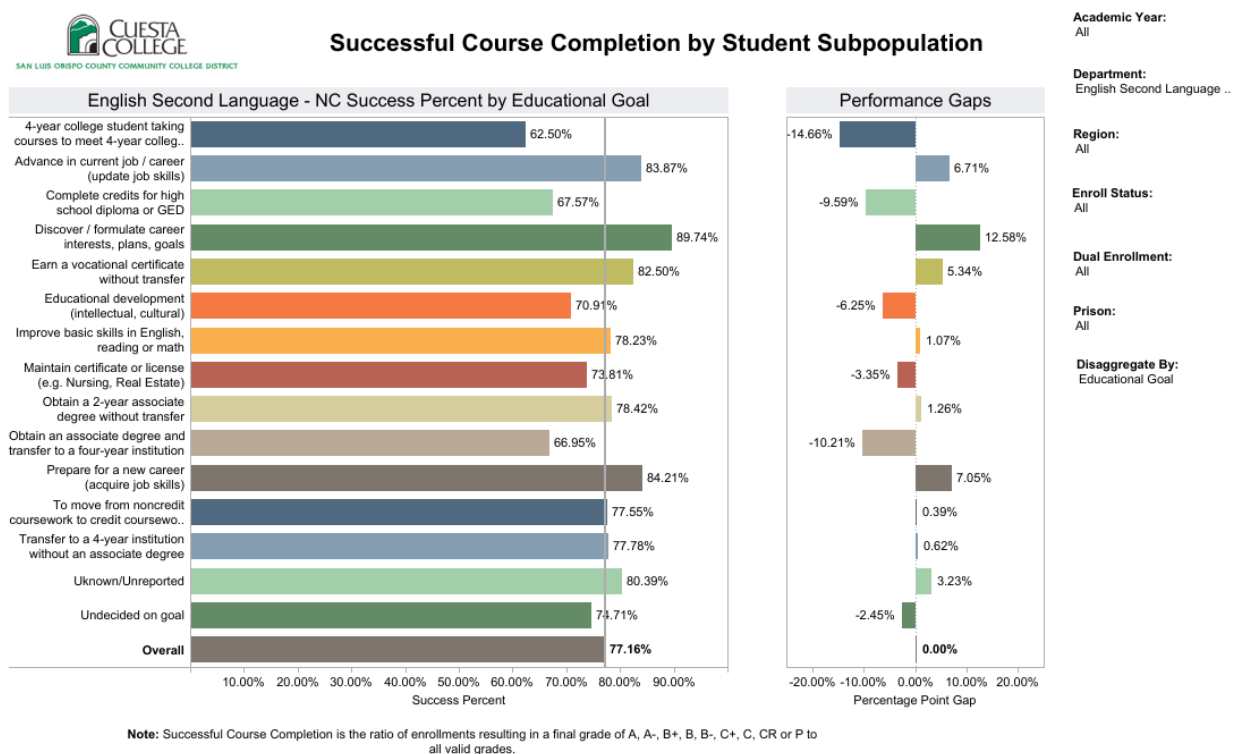
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The ESL course success rate has decreased slightly by 2% from the previous two academic years, but it is still almost 2% higher than the college's average. Faculty have been working together to improve instruction and adapt methods to better support ESL students. Faculty regularly participate in professional development and share innovative and successful teaching ideas at meetings. For example, several ESL faculty members have completed the JEDI training and share strategies to support student success. Each semester, faculty meet to discuss SLOA data outcomes to determine how to implement improvements in instructional focus and delivery. In addition, faculty collaborate closely with Academic Success Coaches and Continuing Education staff to support students who are struggling. The combination of these efforts has helped ESL students succeed.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



Successful course completion data has been disaggregated by educational goal. Interestingly, there is a gap of -14.66% for students whose goal is to complete a 4-year college, and a -10.21% gap for those who plan to achieve an associate degree. Increased course completion rates are for the following goals: discovering career goals (+12.58%), preparing for a new career (+7.05%), and advancing in current job (+6.71%). To consider the significance of this data, it would be important to identify how much students understand the goal they are selecting in the application process. Studies in certain EL Civics topics work to expand students' knowledge of higher education opportunities in California. ESL counseling could help unpack this data to make it more meaningful. In addition, it would be important to survey the students regarding specific barriers among these groups to further investigate these gaps.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FOR CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.
 1. English as a Second Language – Level I – Program description and SLOs
 2. ESL 704, 705, 725, and VESL 712 – prerequisites and advisories.
 3. The catalog description needs to be revised for ESL 725 and ESL 735.
2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification	Date completed (semester and year)
ESL Level 1 Certificate of Competency	Major	Spring 2024
ESL 725 – prerequisites and advisories.	Major	Spring 2024
ESL 725 and 735- catalog description	Major	Spring 2024

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
ESL 704, 705, prerequisites and advisories.	Major	The modification was overlooked while completing the other curriculum changes.	Spring 2025
VESL 712	Major	The modification was overlooked while completing the other curriculum changes.	Spring 2025

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
N/A			

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST

- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

Student Learning Outcomes Assessment Calendar

	F 2022	S 2023	F 2023	S 2024	F 2024	S 2025	F 2025	S 2026	Sum 2026	F 2026	S 2027 CPPR
Course SLOA	ESL 705 ESL 706	ESL 725 ESL 735	ESL 701 ESL 702	ESL 715 ESL 799 ESL 716	ESL 703 ESL 704 ESL 797	ESL 713 ESL 714 ESL 798	ESL 705 ESL 706	ESL 725 ESL 735	ESL 743 ESL 744 ESL 720 ESL 721	ESL 701 ESL 702	ESL 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. This calendar includes only currently scheduled courses and is regularly updated to include new courses.

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: (Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps

Since the last APPW, ESL 715, 716, 703, 704, and 797 assessed their course SLOs. In spring 2024, ESL 715 and ESL 716 assessed course SLOs. In ESL 715, students performed the best in meeting SLO #3: *Communicate in conversations at the high-intermediate level*, with 67% exceeding expectations. For SLO #2: *Demonstrate comprehension of high intermediate level reading texts*, 54% exceeded expectations, 21% met expectations, and 3% did not meet expectations, and for SLO #2: *Write unified paragraphs using high intermediate vocabulary and grammar* 40% exceeded expectations, 30% met expectations, and 8% did not meet expectations. The overall results indicate that while most students met the course SLOs, the strongest area is in conversation, and the weakest area is in writing, which is not surprising. In discussing results, teachers mentioned that some students were borderline in some areas so using a scale that ranges from 1-5 might be more accurate for assessing the outcomes than the scale of 1-3 that was used. ESL 716 assessed the course SLOs, but as a newer course, it is still not available in eLumen to record the data. The issue was reported to the SLOA coordinator.

In fall 2024, ESL 703, ESL 704, and ESL 797 assessed the course SLOs. In ESL 703, students performed the best in meeting SLO #1: *Demonstrate comprehension of beginning-level reading texts* and SLO #3: *Participate in simple conversations on familiar topics* with 58% meeting or exceeding expectations and only 1.5% not meeting (the remaining n/a). In contrast, for SLO #2: *Write sentences using beginning-low level vocabulary and grammatical structures*, 49% met or exceeded expectations whereas 10.5% did not meet expectations. Similarly, in ESL 704, students performed better on the reading SLO #1: *Demonstrate comprehension of beginning-high level reading texts* with 57% meeting the SLO and 3% not meeting the SLO. Students did not do as well in SLO #2: *Write sentences using beginning-high level vocabulary and grammatical structures* where 44% met the outcome and 16% did not. The results indicate that while most students did meet the course outcomes, writing is more difficult for students. In addition, about 40% of the students did not take the assessment, which highlights the issues of persistence and retention in lower-level ESL classes.

In ESL 797, 76% of the students met SLO #1: *Demonstrate ability to use technology to facilitate language development*, which is expected since it is post-COVID and an online class. For SLO #3 *Respond to reading by writing and speaking at the advanced level*, 53% met the outcome and 9.5% did not. For SLO #4 *Write well-developed and organized multi-paragraph compositions with proficient language use*, 48% met the outcome and 4.5% did not. Surprisingly, students performed better at writing compositions than they did in writing in response to reading, which was assessed in a short-answer section on the final exam. This could be explained by the fact that in the composition, students were given the opportunity to revise their writing, whereas on the test they needed to produce content under pressure. Classroom activities could include more fluency writing such as in online discussion boards and practice with writing short responses to reading.

B. Anticipated changes in curriculum, scheduling or delivery modality

Curriculum

As indicated on page 9, there will be curriculum revisions to the prerequisites and advisories for ESL 704 and 705 in the next academic year. ESL 701 and 702 are currently cross-listed at all locations. We may want to consider offering ESL 701 in the fall semester and ESL 702 in the spring semester to avoid the cross-listing and be more consistent with the rest of the program or merging the courses into one course and adding it to the ESL Level 1 Certificate. This would allow students to move through the program more quickly. This will be a topic at a faculty meeting in Spring 2025, so current ESL 701/702 faculty can provide input.

Modality

As the decline in ESL enrollment during the pandemic demonstrated, DE is not the best method for overall ESL instruction, particularly at the beginning and intermediate levels. However, there is an opportunity for the higher levels. Now that faculty are certified in DE instruction, and students have gained more skills out of necessity, the program plans to continue with some DE courses at the highest levels: ESL 735, 706, ESL 797, and ESL 798. This option is especially helpful because ESL students live throughout the county, and as such, it is difficult to have enough students to run an advanced ESL section face-to-face in a given location. If we have more faculty, we may consider adding an in-person ESL 706 on the NCC, where it is more likely to have enough students to run an advanced class.

In-person ESL classes are now offered at the three main campus sites and throughout the community. The enrollments have been steadily improving, and there have been waitlists for the several levels in NCC.

Community Sites

The ESL program plans to continue offering classes in community sites throughout San Luis Obispo County. In South County, both morning and evening classes in Oceano are scheduled, and in Nipomo, in the evening only. In Cambria, there was a break in course offerings in fall 2024, but one beginner multi-level class will be offered in spring 2025. Although VESL has not been offered in many years, a local San Luis Obispo hotel, Embassy Suites, has requested a class for its housekeeping staff. Since we are short on faculty, it has not been possible to schedule this. However, there is an opportunity and available instructor for summer 2025, so a VESL course will be offered there. It is an important service to the community, and depending on staffing we will assess whether this course can be offered again during the academic year.

C. Levels, delivery or types of services

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, all but two on-campus courses are offered exclusively in the evening, and this presents 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 student services are often closed. Consequently, the ESL program requires funding for specialized support services to support students.

Technology Support

Even though most ESL classes are now offered face-to-face, the pandemic highlighted 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 was 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 did 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 need to access technology through the use of a laptop or Chromebook provided by Cuesta. In addition, continuing to offer classes at the most advanced levels online will help students improve their confidence and abilities to use technology for educational purposes. This better prepares them to enroll in courses outside of the ESL program.

Textbook, Parking, and Fee Support

We have used California Adult Education Program (CAEP) funding to purchase textbooks for students throughout and post-pandemic, including the 2024-2025 academic year. However, with the increase in enrollments and decrease in funding, this is no longer sustainable. Starting in fall 2025, students will be responsible for purchasing their own textbooks. Students also need to purchase parking passes for the SLO and NCC campuses. Finally, for the second academic year, we have been using a Foundation Grant to help students transition to credit coursework. So far this grant has supported three students in taking a credit class in fall 2024 and spring 2025.

D. Facilities changes

The main challenge regarding facilities during the last few years included access to reliable technology. Many students needed to borrow Chromebooks or laptops from Cuesta. Some also have limited access to the internet, and hot spots have been offered through our libraries. In terms of face-to-face classes, there are the following facilities issues:

South County Center: The center now has modular, which offers office space for faculty to complete lesson plans, store materials, and meet with students. It also has a place for faculty to leave things for staff to take to the SLO campus. Although this addition has improved the center, it would still benefit from the following:

- consistent and user-friendly classroom technology (e.g., computers, data projectors, A/V systems) so that students can receive equitable instruction
- better computer classroom facilities

SLO Campus: The Continuing Education Department provides specialized student support services for students with unique and diverse needs, and it would benefit from having a larger dedicated space in SLO. The Continuing Education staff assists students with onboarding services, including assessments, registration, and orientations. Currently, these services are provided in 3411 which is a small office and can get crowded during peak times. Although it has been sufficient now

that only one staff member uses the office, the space will be expanded when the new campus center is completed. This new area in the campus center will be an improvement and more comparable to the existing Continuing Education Center at the NCC.

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.

E. Staffing projections

Full-Time and Part-Time Faculty

The ESL program has one full-time faculty member with twenty-three part-time faculty in the division, the highest disparity in full-time vs. part-time ratios in all divisions at Cuesta. Enrollments have increased, and though we have part-time hiring every semester, it has not been enough to keep up with the demand, especially in NCC.

The ESL department requested a full-time faculty member and participated in the college's faculty prioritization process in fall 2024. The prioritization committee, a subcommittee of College Council, ranked ESL as #1 position in terms of need. A full-time faculty hire was approved with conditions that have yet to be determined. Until those conditions are negotiated, the district has moved forward in the hiring process of a full-time temporary ESL faculty member for the 2025-2026 academic year. Another full-time faculty member will allow us to be more active in the important ongoing community-building work, such as the ESL Newsletter, instructional materials each semester for the EL Civics requirements, and community events, much of which is carried out by part-time faculty. The addition of a full-time ESL faculty member will be important in providing mentorship, curriculum improvements, and continuity for the program. However, we still expect the need to hire PT faculty, especially for NCC.

Part-Time Faculty Work

ESL continues to need part-time faculty to teach courses, and part-time hiring pools are conducted every semester. Since there is only one full-time faculty member, the ESL program pays part-time faculty to work on special projects. For example, part-time faculty also work on developing EL Civics materials, new part-time faculty mentoring, and community-building projects. Even with an additional full-time faculty member in the program, there will be a need for ongoing part-time faculty to work on these essential program components, as well as serving on peer evaluations as listed above.

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 collaborates 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.

Bilingual Academic Success Coaches

Continuing Education now has two noncredit bilingual academic success coaches, one in NCC, and a recent fall 2024 hire in SLO. This position provides individualized academic support to ESL students. The coaches collaborate with faculty to best assist students and connect them with resources. These important positions also help with transitioning students to other courses at the college. Bilingual Academic Success Coaches and the Continuing Education staff strive to create a welcoming and supportive environment to both support and retain our diverse student population.

Childcare Providers

Many students have children and can only attend class if there is childcare provided on campus. Through WIOA and CAEP funding, a free childcare component is offered at all three sites as well as various community locations. With the support of Dean Ruiz, childcare hours have recently been extended to early evening to serve students enrolled in the conversation courses in the North County Campus which has resulted in higher enrollment in those courses. This service increases college access for students who would otherwise be unable to take courses and demonstrates our commitment as an HSI.

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 to support students in the Student Success Centers, but there is an ongoing need to hire additional tutors, both embedded in the classroom and serving in the SSCs. Tutors in the SSC have been an important service for those students who are able to come to campus outside of class meeting times, and embedded tutors provide the extra crucial support students need within the lower-level classrooms, the majority of which are at or over enrollment capacity. Most recently, three students who completed the highest ESL levels have been employed as tutors in the SSC, two at NCC and one in SLO.

F. Other

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success — Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.