

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET (APPW) ESL 2026

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.

Today's Date	02/12/2026
Cluster	Student Success and Support Programs
Area of Study	ESL & Adult Education
Program(s)	ESL
Last Academic Year CPPR Completed	2021-2022
Next Scheduled CPPR	2026-2027

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

Noncredit Certificates of Competency

- 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
- English as a Second Language - Level V
- ESL Transitions
- ESL Beginning Conversation
- ESL Grammar
- ESL Listening and Speaking
- 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 **see below if you've selected yes**

No **move onto the next section**

If you selected yes, please complete the Program Sustainability Plan Progress Report at the end of this worksheet. The data and analysis will help you to modify your Program Sustainability Plan if necessary.

PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

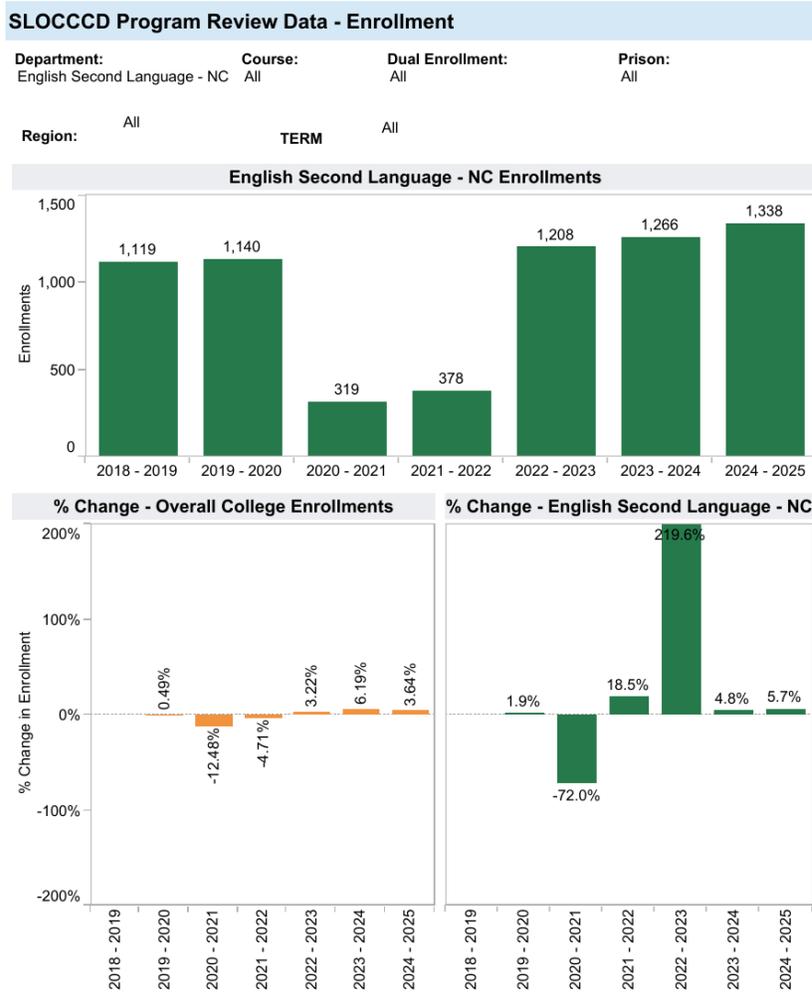
(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

Aggregated Data

For each metric:

1. Click the hyperlink for each section and download the relevant aggregated data chart(s).
2. Insert the downloaded chart(s) and apply an alttext (How to Generate and Apply AltText (link))
3. Explain observed differences between the program and the college below the inserted data chart.

A. General Enrollment



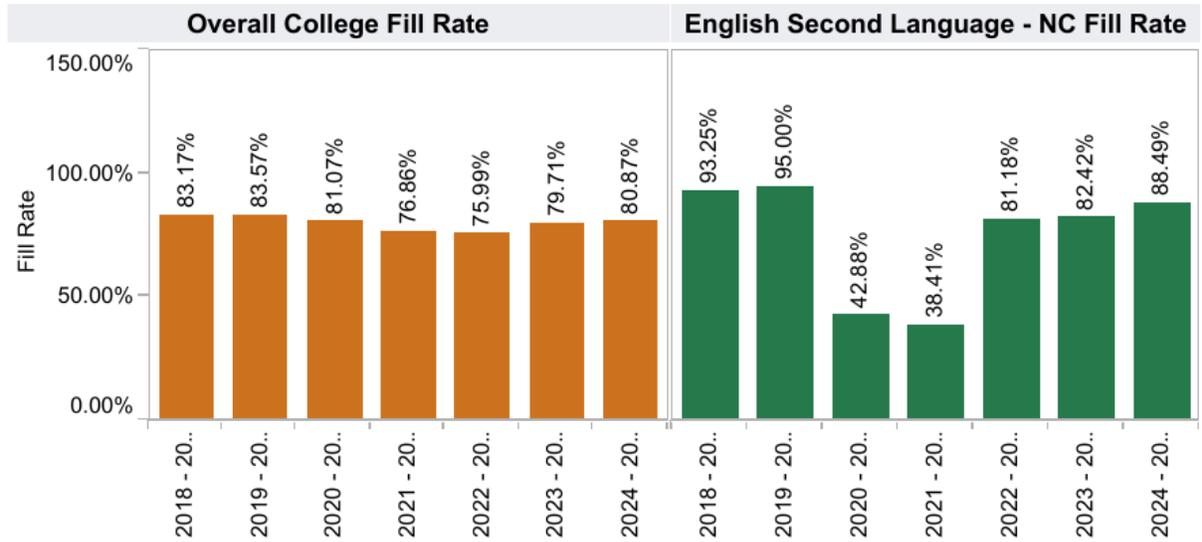
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

ESL enrollments increased by 5.7%, which is 2% higher than the college’s overall enrollment increase during the same time. ESL enrollments are the highest they have been in seven years. The full range of ESL courses from literacy to high-intermediate are offered at Cuesta’s three main sites and two community sites, and only the highest ESL levels (advanced and transition) 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 Oceano and Nipomo. This collaboration 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 in recent semesters. It is worth noting that sustained waitlists at NCC suggest a continued need for expanded scheduling options and instructional capacity to better meet student demand and support equitable access across the county.

B. General Student Demand (fill rate)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: English Second Language - NC **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.

At 88.49% the fill rate for ESL classes is higher than the college’s overall average of 80.87%, and it has increased over 6% 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 overall fill rate. Variations in fill rates across sites may also reflect differences in transportation access, work schedules, and childcare availability, which disproportionately affect ESL students and should be considered when evaluating demand data. 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)

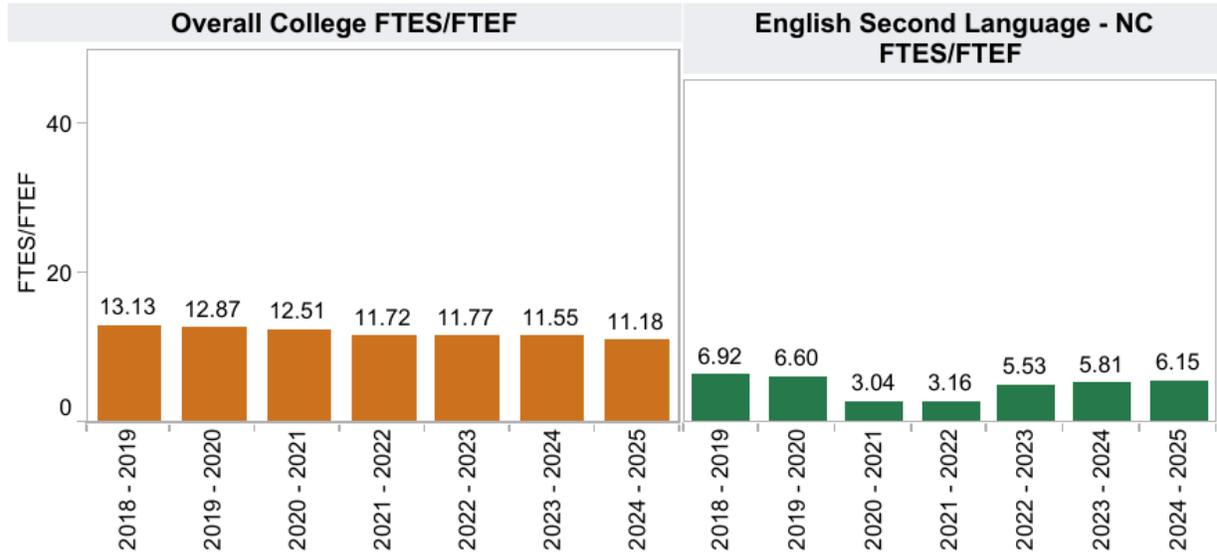
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
English Second Language - NC

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)

General efficiency increased by 0.34% from the previous year. However, it remains below the college’s average. One of the reasons for low efficiency is the course cap of 24 students. This means that even if a course were 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. That means that throughout the semester student absences are factored into the efficiency data. The ESL student population faces unique challenges because most students have full-time jobs and families, which prevent them from attending class consistently throughout the semester. 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 continue offering courses with lower enrollment during times and at locations to meet student needs and prioritize equity over efficiency. Given the instructional intensity required for language acquisition, ESL efficiency metrics should continue to be interpreted within a pedagogical and equity-centered framework rather than through a purely quantitative comparison to other disciplines.

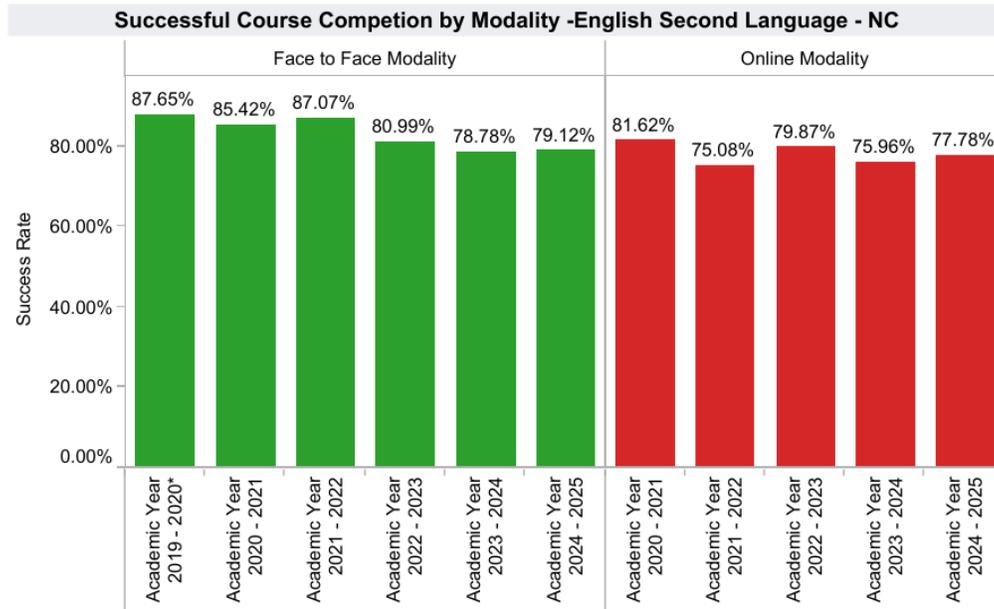
D. Student Success – Course Completion by Modality

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 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024	Academic Year 2024 - 2025
Face to Face Modality	Department Success Rate	87.65%	85.42%	87.07%	80.99%	78.78%	79.12%
	Total Department Enrollm..	1,166	85	409	1,046	1,184	1,263
Online Modality	Department Success Rate		81.62%	75.08%	79.87%	75.96%	77.78%
	Total Department Enrollm..		539	444	223	179	172

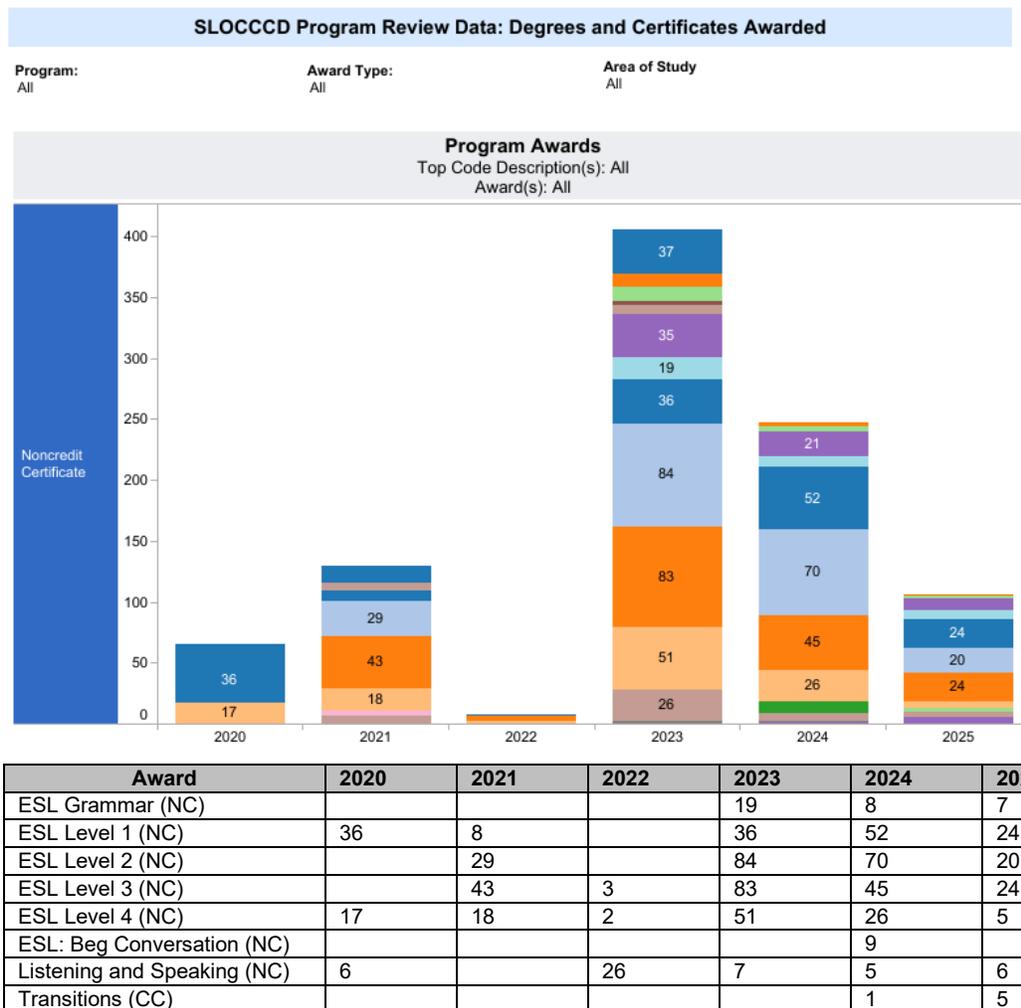
The ESL course completion rate for the online modality increased by almost 2% from the previous year and is only about 1% lower than course completion rate for face-to-face instruction. The completion rate is 3.5% higher than the college’s overall course completion rate for online modality. Currently, 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’ needs. The success rate for ESL in face-to-face modality increased slightly from the previous academic year. It is similar to the college’s overall completion rate of 79.98%.

Despite this, interpretation of modality-based completion data should be approached with caution, as the number of students enrolled in face-to-face sections is substantially higher than in online sections, and the levels offered differ by modality. Currently, face-to-face courses primarily serve beginning and

intermediate students, while online offerings are limited to advanced levels, which may influence completion outcomes. Expanding course levels across both modalities could better align with student preferences, support persistence, and provide more meaningful comparative data.

Although students' comfort with technology has improved since the pandemic, many ESL students continue to require significant technological support, particularly in evening hours when most ESL classes take place. Increased availability of evening IT support, ideally through a dedicated technical support specialist, could positively impact student retention and course completion.

E. Degrees and Certificates Awarded

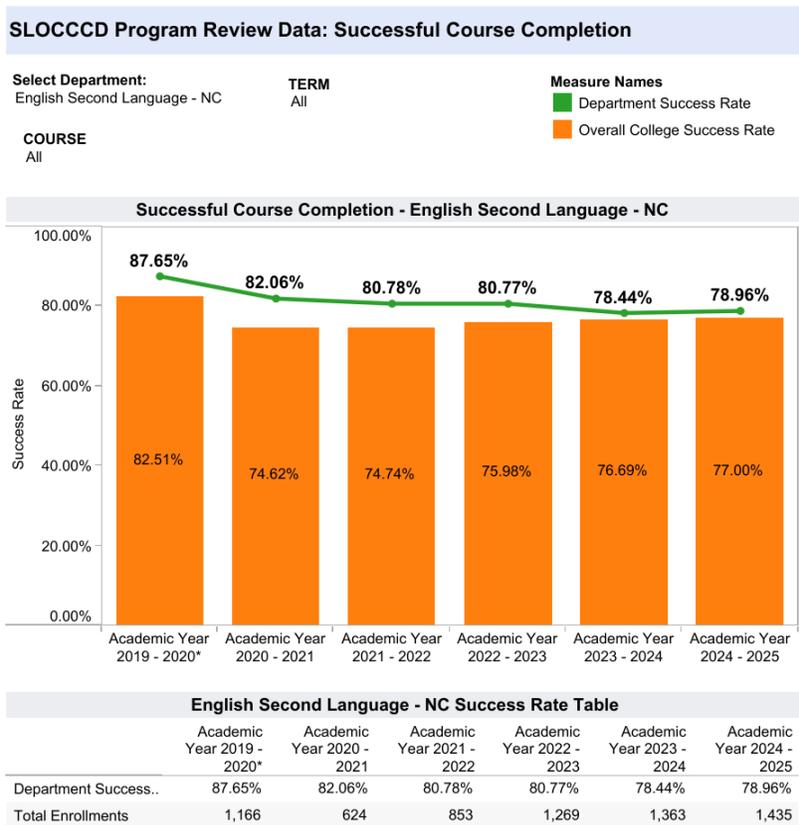


There was a decrease in the number of ESL certificates awarded in 2025 compared to the previous two years, most notably in Levels 2 and 4. Although enrollments have increased, it appears that the number of certificates awarded has not. This could be due to persistence, which will need to be investigated in the upcoming academic year. Additionally, Continuing Education staff will continue their efforts in educating students about the certificates and how to access them. Staff and faculty can also work together to make sure students take courses sequentially so that they are eligible for the

certificates. Recently, a process has been established where, like credit students, noncredit students can be awarded certificates automatically. The most advanced level certificate, Transitions, is new, and 5 were awarded in 2025. This is an important focus moving forward, as we work towards increasing student enrollment in courses outside of ESL. Further analysis of student persistence patterns across levels may help identify structural or scheduling barriers that limit certificate completion despite increased enrollment.

F. General Student Success – Course Completion

- [General Student Success – Course Completion \(link to Tableau dashboard\)](#)



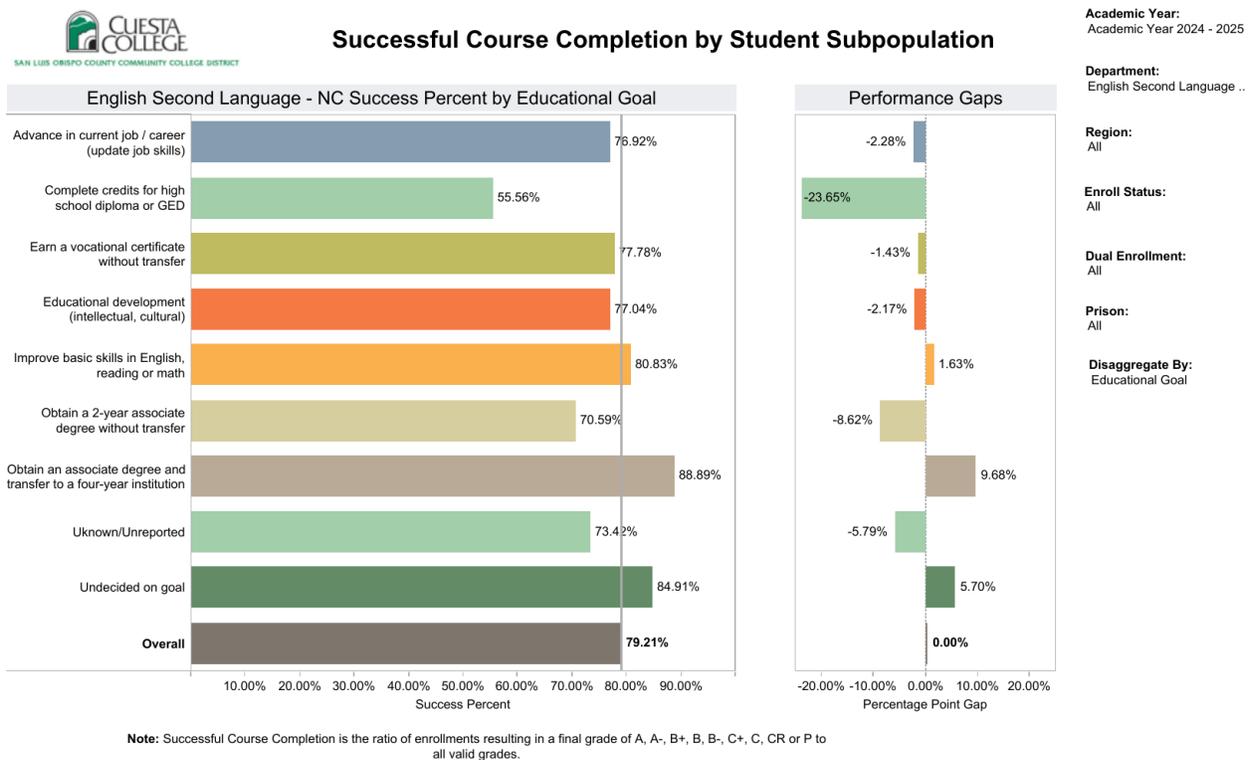
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The ESL course success rate is almost the same as last year, with a slight .5% increase. It is 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. 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. In addition to the supports the program has in place, the ESL

student population are motivated because what they are learning is immediately beneficial to their lives, and this may impact the success rate. Continued alignment of instructional strategies with students' immediate communicative and academic needs remains a key factor in maintaining strong ESL course success rates.

Disaggregated Data

1. Review the [Disaggregated Student Success Charts \(link\)](#); 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.
 - a. The following are some questions you might want to consider:
 - i. What strategies have you implemented to address equity gaps in the classroom?
 - ii. What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
 - iii. What resources might you need to minimize equity gaps?



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2024 - 2025

Department:
English Second Language ..

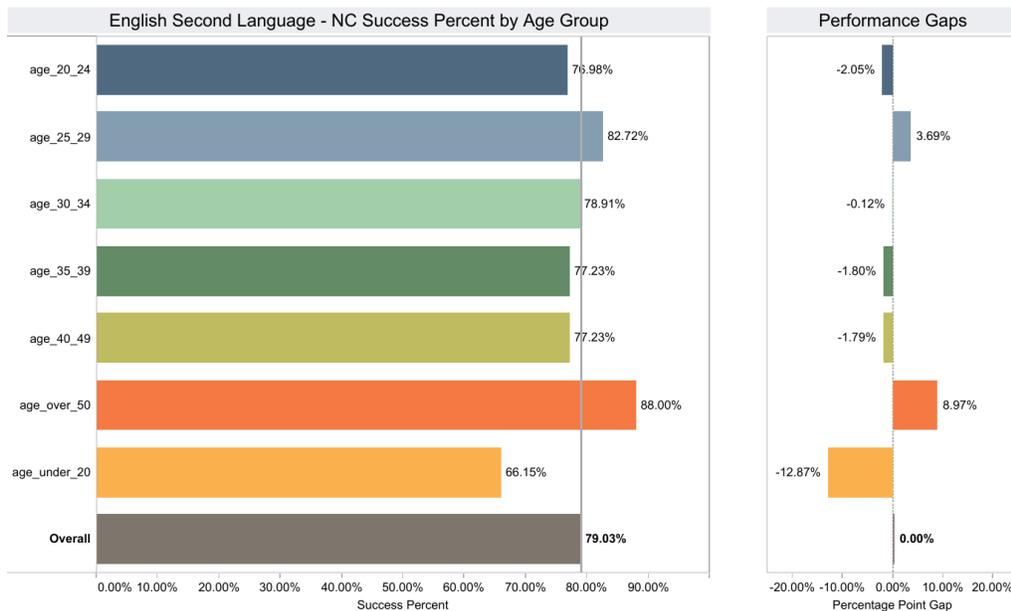
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Age Group



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful course completion data has been disaggregated by educational goal and age group. There is a gap of -23.65% for students whose goal is to complete GED, and a -8.62% gap for those who plan to achieve an associate degree without transfer. There was a 9.68% increased course completion rate for those who wanted to obtain an associate's degree and transfer. 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 terms of age, there is a -12.87% successful course completion rate for those students under 20. The program can consider ways to motivate and retain students coming from high schools. In addition, it is important to survey the students regarding specific barriers among these groups to further investigate these gaps.

PROGRAMS AND CURRICULUM REVIEW

Section 1: Progress Check on Scheduled Curriculum Updates from CPPR

For the following questions, refer to the 5-year calendar generated in your most recent CPPR curriculum review (the curriculum review document is in an Excel Spreadsheet)

1. List the programs of study and courses that were scheduled for major or minor modification during the last academic year.

ESL 704, 705, prerequisites and advisories, VESL 712

- From the list generated in #1, identify the programs of study and courses that were modified according to the schedule set in the CPPR (meaning the modifications would be complete at this point). Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Completed (semester and year)
N/A		

- From the list generated in #1, identify the programs of study and courses that were **not** modified according to the schedule set in the CPPR (meaning the modifications are not complete at this point). Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why the 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 and with only one FT faculty member, curriculum changes are more difficult to complete.	Spring 2026/Fall 2026
VESL 712	Major	See above	Spring 2026/Fall 2026

Section 2: Progress Check on Previously Out-Of-Date Curriculum Updates from CPPR

For the following questions, refer to #3 in Section 1 of the Programs and Curriculum Review Progress Section of any prior APPW during this program review cycle where incomplete curriculum updates were re-scheduled to be addressed this past academic year.

- List those programs of study and courses that had incomplete curriculum updates in prior APPW. Complete the table below for those items only. If there were no courses with incomplete curriculum updates in any prior APPW, type "N/A" in the first box of the first row of the table and move to the next section.

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

- For any programs of study and courses were marked as not completed in the previous question (“no” was indicated in the “**Completed**” column), enter them into the table below to re-schedule them to be completed this academic year.

Program of Study OR Prefix and Course #	Past re-scheduled Due Date for Modification	Briefly state why the modification was not completed on schedule	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.

In Cuesta’s Educational Master Plan 2026-2030, the following data (from CCCCO DataVista) and comments were included regarding student outcomes in ESL and Adult Education Area of Study.

Even though the number of Cuesta College Adult Education /ESL students is small, their outcomes are higher than the California average in measures available in the CCCCO DataVista for Skills Gains and Becoming Employed. (p. 30)

Data (p. 98):

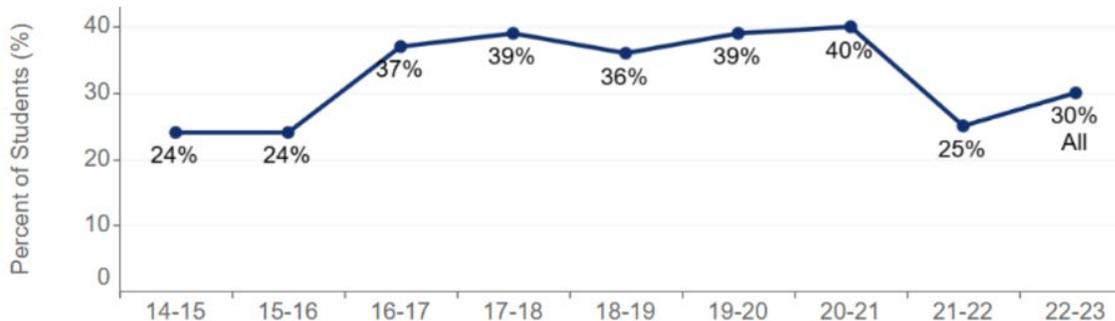
Adult Education/English as a Second Language

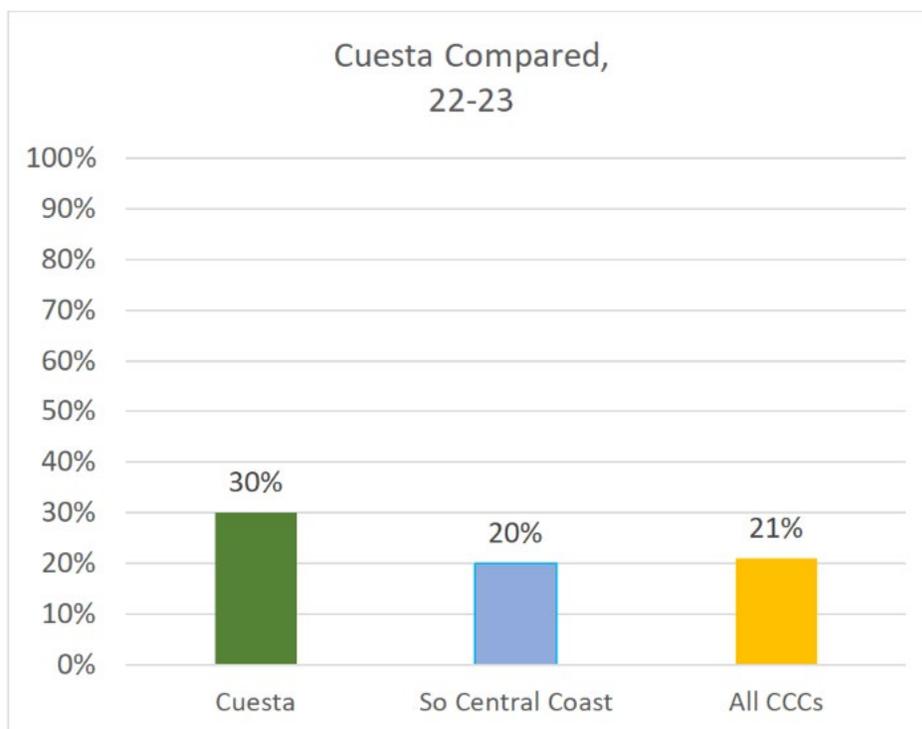
Skills Gain

Skills Gain

Adult Education or English as a Second Language Students in All Programs at Cuesta College disaggregated by Overall

Percentage of students who improved skills by one or more educational functioning levels or by course progression in selected year





The EMP also notes the following:

- Overall rates Skills Gains for Adult Ed/ESL students at Cuesta College have fluctuated in recent years. (p. 99)
- Compared to the region and the state, the rate for Cuesta College Adult Ed/ESL students is higher. (p. 99)
- Overall rates of Employment for Adult Ed/ESL students at Cuesta College have fluctuated in recent years but have been higher in the past two years. (p. 101)
- Compared to the region and the state, the rates of Employment for Cuesta College Adult Ed/ESL students are higher than the state but the same as the region. (p. 101)

The lowest skill gain was during the time period of 2021-2022, which can most likely be attributed to COVID and the difficulty the majority of the ESL student population had with the quick transition to online instruction. It is also interesting to note that from 2016-2020 there was a significant increase in the percentage of students who demonstrated skills gain. The initial increase of 13% from 2015/2016-2016-2017 also coincides with the time that the noncredit and credit ESL programs merged. The following 5 years showed a significant increase in skill gain attesting to the success of this merger in terms of meeting students' needs and providing better academic skill development. The skill gain rate has increased since the low of the 2021-2022 academic year and is 10% higher than regional colleges and 9% higher than the state average.

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

Describe program changes, if any, which have been implemented in the previous year as a direct result of the program or student learning outcomes assessment. If no program changes have been made as a result of program or student 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:

- New or modified plans for achieving program learning outcomes and addressing equity gaps
- Anticipated changes in curriculum, scheduling, or delivery modality
- Levels, delivery, or types of services
- Facilities changes
- Staffing projections
- Other

Note: you do not need to respond to each of the items. If there are no forecasted plans for the program for the upcoming year, indicate "None".

Student Learning Outcomes

Since the last APPW, ESL 713, 714, 798, 705, and 706 assessed their course SLOs. In spring 2025, ESL 713, ESL 714, and ESL 798 assessed course SLOs. ESL 713 faculty assessed three course SLOs using a final exam: 1. Demonstrate comprehension of beginning level reading texts. 2. Write sentences using beginning level vocabulary and grammatical structures. 3. Communicate in simple conversations. For all three SLOS, 43% exceeded expectations, 35% met expectations, and 22% did not meet expectations.

In 714, a final exam was used to assess two course SLOs: 1. Demonstrate comprehension of low-intermediate level reading texts and 2. Write sentences and short paragraphs using low-intermediate level vocabulary and grammatical structures. For both outcomes, 83 students met the learning outcome whereas 12 did not. There was no significant difference between the reading and writing outcome results.

In ESL 798, three SLOs were assessed. SLO # 1. Write well-developed and organized essays with proficient language use was assessed by a 5-paragraph essay written about a memoir. While all students who completed the assessment met the student learning outcomes, they performed better on content and organization than they did on language and mechanics. To assess the following SLOs: 2. Use critical reading skills to comprehend and analyze academic and literary text and 3. Demonstrate ability to use technology to facilitate language development, an online discussion assignment was used. Overall, students performed slightly better in communicating effectively on the online platform than they did in text analysis, though all students who completed the task met the learning outcomes.

In Fall 2025, ESL 705 and 706 assessed their course SLOs. In ESL 705, these three student learning outcomes were assessed using a combination of final exam and in small group conversation assessment: 1. Demonstrate comprehension of intermediate level reading texts. 2. Write unified paragraphs using intermediate level vocabulary and grammar on familiar topics. 3. Communicate in conversations at the intermediate level.

Students demonstrated strong performance in outcomes related to reading comprehension and oral communication. This success is likely attributable to the consistent in-class practice and interactive

activities that directly reinforce these skills. On the other hand, students encountered difficulty with the writing outcomes, particularly in producing coherent paragraphs. This challenge likely stems from a lack of structured writing practice outside the classroom, and many students limited prior experience with academic writing conventions, which are essential for this skill.

Faculty found that while the SLOs for ESL 705 generally align with the core course content, they are quite broad, which can make precise measurement challenging. A notable gap is the absence of listening comprehension outcomes, which is an important skill area for language acquisition. The SLOs should be modified to include a specific outcome for listening ability. Furthermore, refining the broad outcomes into more specific, measurable statements would enhance instruction and evaluation. To better support writing outcomes, the curriculum should integrate more frequent and structured paragraph-writing practice. Implementing a dedicated online component could provide a platform for supplemental exercises, automated feedback, and consistent practice opportunities outside of class time. Finally, it could be beneficial to encourage students to utilize the campus writing center working with tutors who specialize in ESL.

Curriculum, Scheduling, Modality Changes

In fall 2025, ESL 701 and 702 were not offered as cross-listed courses. Instead, only ESL 702 was offered. Faculty believe this meets the students' needs and eliminates an additional course in the sequence which allows students to move through the program more rapidly. Consequently, ESL 701 will be deactivated, and ESL 702 will be combined with ESL 703 and 713 as a requirement for the ESL Level 1 Certificate. As the college moves to a shortened 16-week calendar in fall 2026, the ESL program will explore blended teaching modalities to avoid offering classes that run longer than three hours. This has the benefit of embedding technological and study skill development in the course, increasing students' familiarity with Canvas, and encouraging independent learning. It is also beneficial because the classes will have a significant face-to-face instructional component, so students can be adequately prepared to engage in productive online work. In the beginning, we will consider this for levels 705/715 and possibly 704/714. The highest levels remain DE only until we have sufficient enrollments in SLO and NCC to offer a face-to-face blended option. Most students prefer to have face-to-face instruction, so this will be an important consideration as we keep track of enrollments and faculty availability. In the meantime, fully DE courses have been offering optional in person opportunities for students on the SLO and NCC campuses during the Student Success Center events. This allows students to benefit from connecting with their classmates, staff, and instructors. DE students are also encouraged to utilize the on-campus resources at the Success Centers. Offering additional levels in both face-to-face and online modalities may improve student choice, persistence, and overall program completion while providing clearer insight into student modality preferences.

ESL classes are no longer offered in Cambria because of a facilities change that occurred in fall 2025. Leffingwell High School was discontinued and was no longer available for Cuesta's ESL program use. A suitable alternative was not available, so students were encouraged to enroll at one of the main campuses. The VESL class that was offered at Embassy Suites in summer 2025 for housekeeping staff was well received. However, enrollments dropped considerably, and because of that, employees were encouraged to attend classes at the main campus instead of offering another class at that location.

Levels, delivery, types of service, facilities

The ESL population is unique, facing several barriers in reaching their educational goals. In addition to limited English language skills, as well as 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. Limited availability of consistent evening student services, including IT support and childcare at certain times and locations, continues to present challenges for ESL students. 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. 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. Starting in fall 2025, faculty collaborated with Continuing Education staff in guiding students through MyCuesta in registering for their classes in the spring semester. This was conducted after CASAS testing with higher ESL levels, and it was successful. We plan to continue this practice, encouraging students to use MyCuesta for various purposes and taking more of an active role in the registration process.

Access to sufficient technology remains a barrier for some students, as the availability of Chromebooks and Wi-Fi hotspots is often limited. The small screen size of Chromebooks and unfamiliarity with Chrome OS can pose accessibility challenges, especially for older students, suggesting a need for Windows-based laptops as an alternative checkout option. Expanded evening technical support would significantly enhance students' ability to engage with Canvas and succeed in both face-to-face and online ESL courses.

Textbook and Fee Support

In the past, we have used California Adult Education Program (CAEP) funding to purchase textbooks for students. However, with the increase in enrollments and decrease in funding, this is no longer sustainable. Starting in fall 2025, students have been responsible for purchasing their own textbooks. To help students who can't afford this, the library has reserves of all ESL books that students can check out from the Continuing Education office on the SLO campus. We are also purchasing some books for students to check out and use for the semester and return at the end. In the NCC, there will be a Book Vault system in the library that will also allow students to borrow textbooks for the semester. While these systems provide valuable access, its limitations present challenges for ESL instruction, where students frequently need to write directly in textbooks. Additionally, the use of textbooks with one-time digital access codes that is used in the conversation classes presents an ongoing challenge that may warrant the creation of a targeted library-based book fund to support students with financial need. Finally, for the third academic year, we have been using a Foundation Grant to help students transition to credit coursework. This past year, we were awarded substantially

more money than was requested. So far, this academic year's grant has supported 20 students in taking a credit class.

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.

South County Center: The center now has a 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 and NCC: The Continuing Education staff assist students with onboarding services, including assessments, registration, and orientations. Currently, these services are provided in room 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, which has dedicated space that supports the onboarding experience of ESL students and creates a campus community.

Community Sites: The ESL program collaborates with local school districts to offer 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.

Staffing Projections

A. Full-Time and Part-Time Faculty

The ESL program has one full-time faculty member, one full-time temporary faculty, and twenty-three part-time faculty in the division. This is the highest disparity in full-time versus part-time ratios in all divisions at Cuesta. Enrollments have increased, and though we have frequent part-time recruitments, 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 provisionally approved, so the district hired a full-time temporary ESL faculty member for the 2025-2026 academic year. After negotiations with CCFT, Cuesta's faculty union, the district agreed to hire a full-time tenure track faculty member under current working conditions. This will allow us to maintain the program and better meet student demand, especially in NCC. 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.

B. Part-Time Faculty Work

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.

C. Continuing Education Staff

Continuing Education staff provide much needed bilingual evening support for ESL students. They are the first contacts 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.

D. Bilingual Academic Success Coaches

Continuing Education now has two noncredit bilingual academic success coaches, one in NCC, and a one 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.

E. 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 NCC 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.

F. Tutors

Many of the ESL classes have been working with embedded tutors from the Student Success Center. Large ESL classes and beginning 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.

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.