

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019

PROGRAM: ESL

CLUSTER: AHSS

LAST YEAR CPPR COMPLETED: 2017

NEXT SCHEDULED CPPR: 2022

CURRENT DATE: 1/18/2019

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
- 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 degrees and/or certificates:

[Click here to enter text.](#)

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

Cuesta's ESL program is dedicated to offering language development opportunities for students of all English language proficiency levels in our community. We help students improve their English language skills so that they may achieve their personal, academic, and professional goals. While the mission of our program has not changed, we have been moving away from solely offering academic preparation. As of spring 2019, the ESL program is entirely noncredit. In addition to general English development, we are now focusing on alternative career-technical pathways with higher level Vocational ESL instruction in order to improve our students' professional skills and employment opportunities. The work to develop career-technical pathways and certificates for ESL students directly aligns with three of the goals outlined within Chancellor Oakley's Vision for Success: Increase by at least 20 percent the number of CCC students annually who acquire certificates, or specific skill sets that prepare them for an in-demand job; increase the percent of exiting CTE students who report being employed in their field of study; and reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups. Regarding the last goal, ESL students constitute a large percentage of the diverse groups who have been traditionally underrepresented at Cuesta College. The ESL CTE students who complete 9 units or more will contribute to the new Student Centered Funding Formula's (SCFF) Student Success allocation. Finally, our ESL students also contribute to the SCFF's supplemental allocation due to the fact that there is a high number AB 540 ESL students enrolled at Cuesta, and many ESL students are also California College Promise Grant recipients.

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.

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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.

General Enrollment (Insert Aggregated Data Chart)

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

SLOCCCD Program Review Data - Enrollment

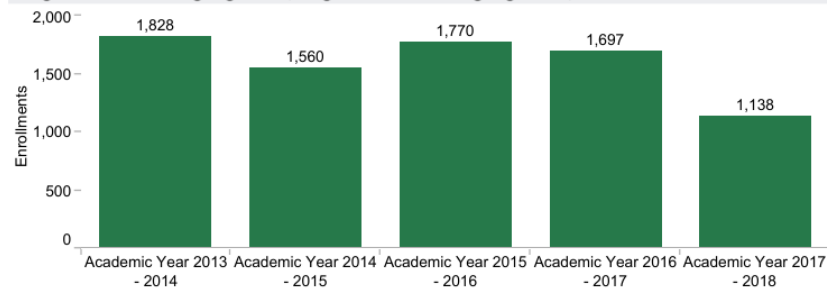
Department:
Multiple values

Course:
All

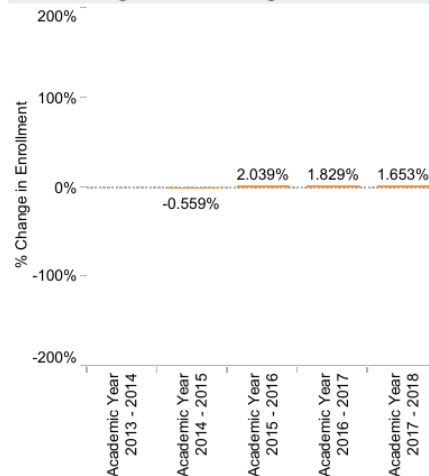
Dual Enrollment:
All

Prison:
All

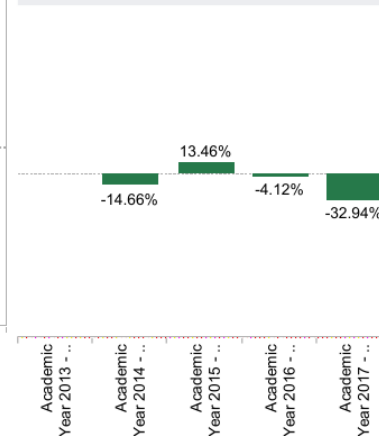
English Second Language - CR, English Second Language - NC, Vocational ESL Enrollments



% Change - Overall College Enrollments



% Change - English Second Language - CR, English Second Language - NC, Vocational ESL



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.

There has been a dramatic decrease in ESL enrollments from the 2016-2017 to the 2017-2018 academic year. This decrease can be explained by a number of factors. First, we lost several classes in our community sites. In North County, we no longer offer classes in San Miguel and Cambria due to low enrollment and staffing shortages. In the South County, the

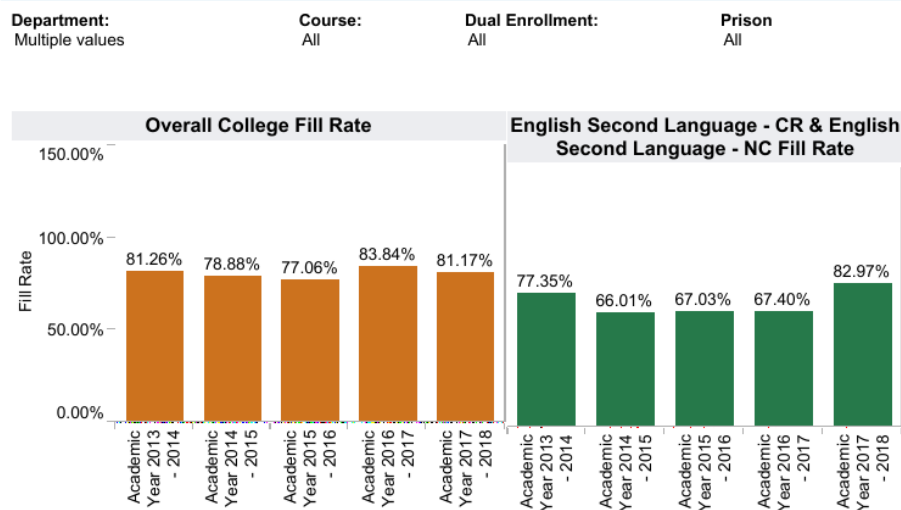
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Lucia Mar District wanted to offer their own Adult Education ESL courses. This resulted in the loss of two classes in Oceano and two in Nipomo. We are also no longer offering classes at two additional community sites in San Luis Obispo--one at Pacheco Elementary and one at Los Osos Middle School--because San Luis Coastal offers their own ESL classes at the local schools. Secondly, to increase efficiency, we reduced the number of sections offered at each of these sites. For example, in fall 2016 we had 3 sections of ESL 704 at NCC, and in fall 2017 only one section. We also discontinued offering courses that had lower fill rates which include ESL 707, VESL 701, and VESL 702. While the fill rates were lower, discontinuing these courses affected overall enrolments. Another factor is that in fall 2017, we were offering ESL 709, which was a student orientation class, and this accounted for 155 enrollments. That has been discontinued, and orientation is now offered prior to the semester through Continuing Education, which does not count towards overall enrollments. Finally, we lost our two ESL Outreach Specialists in November 2016 as well as a number of Continuing Education staff. This resulted in compromised community outreach efforts. We did not hire a new ESL Outreach, Recruitment & Retention Coordinator until summer 2017. In addition, we now have a solid Continuing Education staff as well as an ESL counselor, but it has taken time to build a strong support staff. Looking ahead, with new Outreach and Continuing Education staff in place, and solid curriculum improvements, we are now in a position to boost enrollments at our three main sites, and that will be our focus in the next academic year. While we have lost the community sites in South County and San Luis Obispo, we are offering ESL 701/702 at the South County Center and the SLO Campus for the first time in spring 2019 in hopes of counterbalancing the enrollments we lost at the community sites. The ESL 701/702 class on the SLO Campus is full with a waitlist of over 10 students, so we believe our enrollments can continue to grow in future semesters.

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

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

SLOCCCD Program Review Data - Student Demand (Fill Rate)



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.

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While our enrollments have decreased, the fill rate increased significantly at 15% from the 2016-2017 academic year to the 2017-2018 academic year. It is even higher than the college's average. Discontinuing multiple sections, the lower enrolled courses such as San Miguel's ESL 707, and the VESL course improved the overall fill rate. We have also cancelled classes that are low enrolled. While this affects our overall enrollment negatively, it improves our fill rate. We plan to continue to work on fill rates through careful scheduling and promoting of current classes. Continuing Education staff visit various sites in the community throughout the semester to deliver program flyers. They also give presentations and maintain frequent contact with current and potential students. These promotional efforts will increase our enrollments and fill rates.

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

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

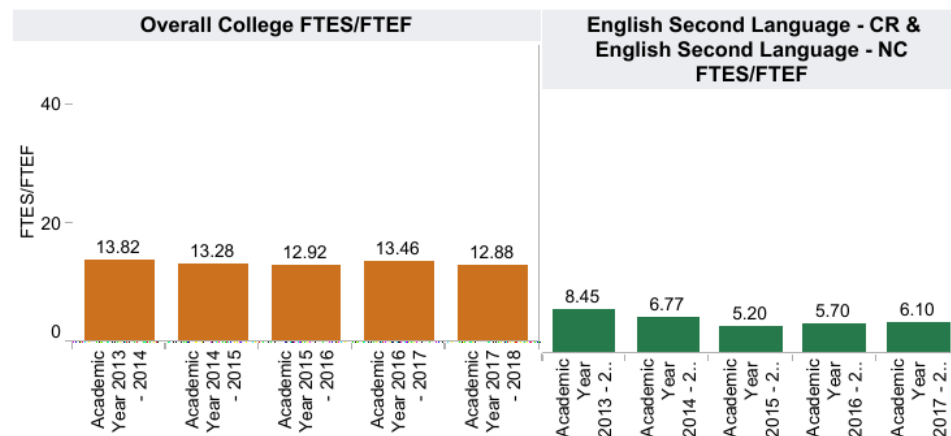
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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)

Although there was a slight increase, efficiency in the ESL program remains low and well under the college's average. One of the reasons for low efficiency is because the course caps are set at 24 students. Despite this, ESL courses should continue to be offered with low course caps because instruction relies 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. However, because several students do drop during the semester, teachers are encouraged to take a few more students than cap, but overall small class sizes need to be protected.

Another factor is that noncredit course efficiencies are calculated through positive attendance. A class may start with 24 students, but throughout the semester have lower attendance, and all of this is factored into the data. Our student population has more challenges in terms of consistent attendance because many students have full-time jobs and families. The combination of low course caps and positive attendance must be acknowledged when

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considering the significance of this data. We are doing what we can to improve our efficiency through scheduling and retention efforts.

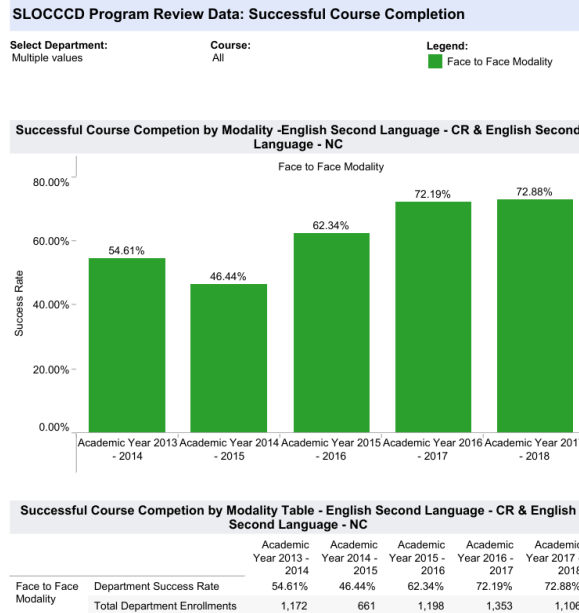
In terms of scheduling, we have reduced our offerings to one section of each class per campus. In addition, we have cancelled courses with low enrollment such as VESL in past semesters and ESL 706 and 799 in spring 2019. Outreach and Continuing Education staff create and monitor waiting lists for classes that fill to capacity, and we use these patterns to determine course offerings. For example, we opened another section of ESL 713 at NCC this spring, and it filled before the start of the semester due to the waitlist Continuing Education staff managed.

Because efficiency is calculated based on positive attendance and not census rosters, efficiency could improve if regular attendance and retention rates improved. Continuing Education staff and the ESL Outreach, Recruitment & Retention Coordinator have been working at all sites to help us retain our students each semester. For example, they contact students who have missed one or two classes. We also have a dedicated ESL counselor who provides embedded counseling services and meets with students individually to discuss their educational plans. This important service will help students articulate their end goals and better understand their options at the college, and can result in improved motivation and retention.

Additionally this academic year, through Basic Skills Initiative funding, part-time ESL faculty members are developing projects aimed to build a stronger sense of community for ESL students. These include developing a Newsletter, offering professional development in monthly ESL meetings, and offering community building events each semester. In fall 2018, as part of the EL Civics curriculum focusing on accessing health care, students learned about common health problems, local health services, and lifestyle choices through talks and demonstrations by a Nursing and Allied Health faculty member, Cuesta nursing students, a Health Educator from the Community Health Centers of the Central Coast, and Continuing Education staff and fitness experts. ESL students from all levels attended the “Health Night” events, and students appreciated the collaboration, useful information, and real-life English practice. Overall, we believe that increasing motivation in the classroom and building a strong sense of community will encourage retention.

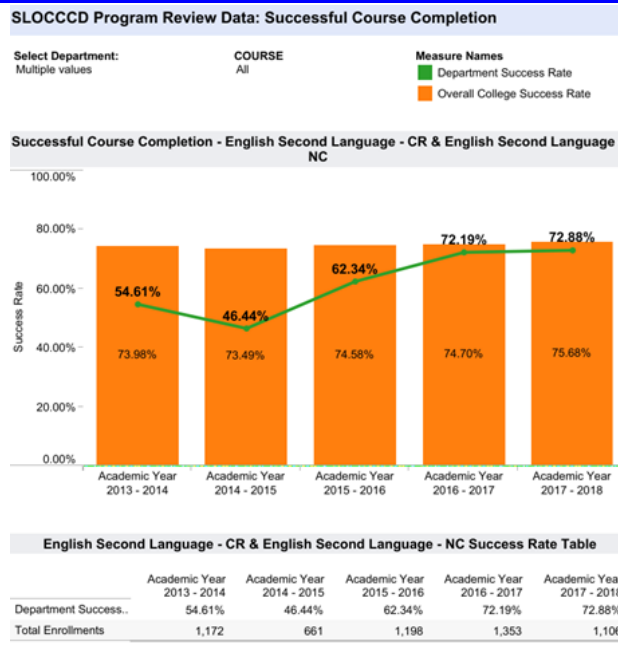
[Student Success—Course Modality \(Insert Data Chart\)](#)

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We only offer face to face ESL classes.

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

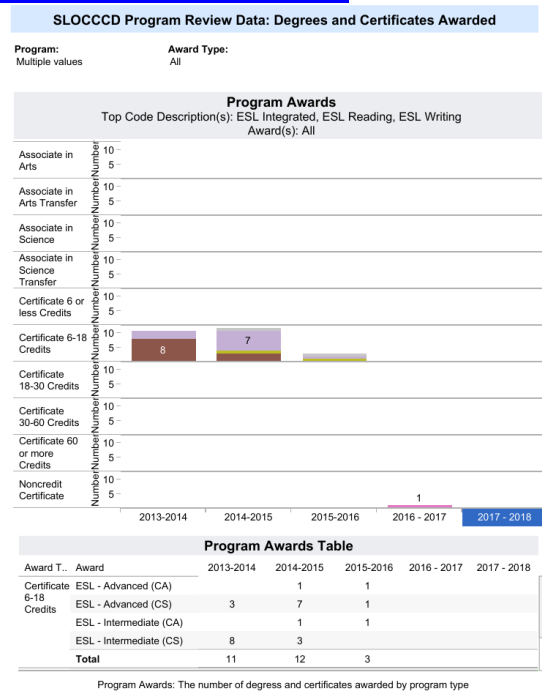


Our current success rate is solid at 72.88%, and it has increased dramatically from five years ago. This very promising, and it shows that the major curriculum revisions, which include converting our credit courses to noncredit, are improving student success. In addition to the curriculum changes, faculty collaboration on SLOs, course revisions, and materials development have been instrumental in our ability to provide quality and consistent instruction. Many of our courses use embedded tutors who provide additional instructional

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support, which also helps students succeed. There is some ESL tutoring available in the SSC. We plan to continue with these strategies.

Degrees and Certificates Awarded (Insert Data Chart)



We discontinued the credit ESL certificates in spring 2016, effective spring 2017. The courses that were included in the certificate are no longer offered, and that is why there are no certificates in the 2017-2018 year. Since noncredit classes became gradable in spring 2016, a number of certificates became available to our noncredit students starting in spring 2017. Successful completion of two courses in a sequence allows students to become eligible for noncredit ESL certificates of competency or a noncredit Vocational ESL Certificate of Completion. We would like the assistance of the Office of Institutional Research in order to document this data for future program planning and review purposes. It is important to note that some of these certificates will be changing this semester with the new curriculum in place. Here is the data from fall 2018 regarding Career Development College Prep (CDCP) certificates:

Fall 2018 ESL CDCP Certificates Awarded:

Certificate	Course Completed	# students
Level 1	ESL 701, 702	12
Level 2	ESL 703, 704	39
Level 3	ESL 705, 706	12
Listening/Speaking	ESL 725, 735	18
	TOTAL	81

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

Since last year's APPW, ESL 701,702, 703, and 704 assessed their Student Learning Outcomes. The teachers have entered their data in eLumen, and discussed changes. As a result of this process, the SLOs for all courses were revised and reduced in number to focus

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more specifically on overall goals of the course. The ESL 701/702 teachers used a final exam for their SLO assessment in spring 2018. They noted that multi-level classes in the community did not meet the needs of the 701/702 level students as well as the single level class on the campuses. This result shows the importance of single level instruction and bringing 701/702 to the SLO and AG sites.

For ESL 703 and 704, we integrated SLOA with the EL Civics project. We chose the EL Civics Health Portfolio and Assessment task, which all ESL 703 and 704 sections completed in fall 2018. Overall, students did better meeting the reading and speaking SLOs and had more difficulty with the writing – both in terms of content and language. This finding is not surprising as writing is one of the most difficult skills for our student population. Many of our students have limited educational backgrounds and struggle especially with literacy in English. Another findings is that the tasks didn't distinguish between the levels adequately. In fact, the tasks didn't accurately reflect the course SLOs. Also, the interviews were subject to inconsistency because we had various Continuing Education staff conduct them. Finally, although there was a short training, the grading seemed to vary more than was expected.

Two suggestions came from the ESL 703 and 704 SLOA:

1. For future SLOA in ESL 703 and 704, teachers agreed we should use a final exam with common tasks. These will include a reading activity and tasks that better discern levels and more accurately reflect the course SLOs.
2. There is repetition in the SLO statements. Teachers agreed to revise the SLOs down to three for each class. The new SLOs are listed below:

ESL 703 SLOs	ESL 704 SLOs
1. Demonstrate comprehension of beginning-low level reading texts. 2. Write sentences using beginning-low level vocabulary and grammatical structures. 3. Participate in simple conversations on familiar topics.	1. Demonstrate comprehension of beginning-high level reading texts 2. Write sentences using beginning-high level vocabulary and grammatical structures. 3. Participate in basic social interactions.

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).

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STUDENT LEARNING OUTCOMES

ASSESSMENT CALENDAR

**(revised spring 2019)

ESL DEPARTMENT

	<i>S 2017</i>	<i>F 2017</i>	<i>S 2018</i>	<i>F 2018</i>	<i>S 2019</i>	<i>Summer 2019</i>	<i>F 2019</i>	<i>S 2020</i>	<i>F 2020</i>	<i>S 2021</i>	<i>F 2021</i>	<i>S 2022 CPPR</i>
<i>SLOs Assessment</i>	VESL 711 VESL 712	ESL 99E	ESL 701 ESL 702	ESL 703 ESL 704	ESL 715 ESL 706	ESL 743 ESL 744	ESL 705 ESL 725 ESL 735	VESL 712	ESL 799	ESL 701 ESL 702 ESL 713 ESL 714	ESL 703 ESL 704	ESL Program SLOs

**ESL/VESL Classes offered/current spring 2019:

- VESL 712
- ESL 701/702
- ESL 703/ 713
- ESL 704/714
- ESL 705/715
- ESL 706
- ESL 799
- ESL 725
- ESL 735
- ESL 744 (summer only)
- ESL 743 (summer only)

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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.

Our program does not have identified program outcomes as we are not associated with a degree.

B. Anticipated changes in curriculum, scheduling or delivery modality

In terms of curriculum, we have converted all of our ESL courses to noncredit. Spring 2019 is the first semester of offering ESL 713, 714, and 715. These courses were developed because the majority of our students need as well as want to remain at the same ESL level for one year in order to complete the textbook and master the language skills at that level. Students will also be able to earn a certificate in one year rather than two. This change provides students more time at the beginning and intermediate levels, where they are building foundational skills, grammatical competence, and proficiency. This is especially important with our student population because many lack extensive formal educational backgrounds.

ESL Program 2018-2019

Main courses		Other Courses	
Fall semester	Spring semester		Summer Session
ESL 701/ESL 702	ESL 701/ESL 702		Grammar
ESL 703	ESL 713	ESL 725 Conversation	ESL 743
ESL 704	ESL 714		
ESL 705	ESL 715	ESL 735 Conversation	ESL 744
ESL 706	ESL 706	ESL 735 Conversation; VESL 712, CSS 789, 758	
ESL 799	ESL 799		

We piloted embedded ESL support in noncredit CTE courses. ESL instructors implemented the I-BEST model in three auto body courses (two in spring 2018 and one in fall 2018). While the model was effective, very few ESL students enrolled in these courses. We realized that our students need more guidance regarding the next steps to take after ESL, so a bridge course might be more appropriate and helpful. In spring 2019, the VESL 712 course is being offered in SLO and NCC. The class will serve as a bridge to other areas of study (e.g., vocational or academic course work) or better job opportunities. There will be three main areas of focus, all emphasizing language skills surrounding these topics (i.e., necessary skill work, vocabulary, and practice.) These areas include: career exploration, educational possibilities at Cuesta, and job preparation. Depending on the spring 2019 pilot, curriculum will be formally developed and revised for future use. Noncredit grammar courses, ESL 743 and ESL 744, will be offered in the summer session. In order to support our ESL 703-706 students, the curriculum will need to

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be revised to align ESL 743 more closely with ESL 703/713-704/714 and ESL 744 with ESL 705/715-706.

Aside from the anticipated changes to ESL 743 and ESL 744, in the next year we will need to formally revise the curriculum for ESL 706, ESL 725 and ESL 735 so that the course outlines of records reflect the changes made in instruction. ESL 706 is focusing more on developing students' general English skills with an integrated approach rather than on reading and writing exclusively. ESL 725 is taught at the high-beginner level to better serve the needs of our ESL 703/713-704/714 level students. ESL 735 is now at the intermediate level to support ESL 705/715-706 level students. The curriculum needs revision to reflect these changes. In addition, now that CASAS has been chosen as the accountability measure for both noncredit grant sources (WIOA and AEBG), there is more emphasis on student performance and improvement in life skills as well as language skills. We are working on integrating EL Civics tasks in all of our ESL levels starting in spring 2019.

In terms of scheduling, because we have lost our community sites in South County and SLO, we are offering ESL 701/702 at both the South County Center and the SLO Campus starting in spring 2019 in order to serve the students at this level. In recent years, there has been declining enrollment especially in the upper levels; consequently, we may offer 706 in the fall semester and ESL 799 in spring semester starting in fall 2019. We may also alternate sites where we offer these courses. In spring 2019, ESL 706 is offered in SLO only, and ESL 799 at NCC. This can inform future scheduling of these classes. Additionally, we may want to revisit the curriculum at the higher levels to ensure that we are meeting student needs. The majority of our students are at the 713-715 levels. We need to investigate why the upper levels have had problems with consistent enrollment. We need to focus on what the majority of our students want to study after ESL and develop courses that will help them achieve this, especially building pathways to other coursework such as NCTE. We plan to get feedback from the ESL Counselor as well as Continuing Education staff to help us with future curriculum development.

C. Levels, delivery or types of services

The ESL population is unique, facing a number of barriers in reaching their educational goals. In addition to limited English language skills as well as the first language literacy issues that many of our Latin students have, many are unfamiliar with educational institutions, which makes registering and accessing other resources challenging. Additionally, our courses are offered almost exclusively in the evening and this presents us with additional obstacles and needs. For example, there are limited to no food services available to our students, who are on campus during the dinner hour and often come to campus directly from work; 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 help our students.

Student Services

Because we are an evening program, our students are most likely to seek help in the evening hours when they come to campus to attend their classes. Evening student support services

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are limited at all three of Cuesta's sites, the San Luis Obispo Campus, NCC and SCC. Additional funding for evening services staff especially the bookstore and the cafeteria would help make our campuses and center more inviting for our ESL students as well as other evening students. This support could also help us increase enrollments and improve success and retention. In fact, these limited hours of service are inequitable and result in less access for our students.

Textbook and Fee Support

Our 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, we apply for funding to help students with textbook costs. Many returning students have balances on their accounts, so they are blocked from registering for classes. We offer fee assistance so that we can pay these balances for students who are unable to do so.

D. Facilities changes

South County Center: It is very difficult for faculty in the SCC to operate without proper facilities and equipment. They need offices to complete lesson plans, store materials, and meet with students. In addition, the South County Center needs appropriate classroom technology (e.g. computers, data projectors, A/V systems) so that students are able to receive equitable instruction. The SCC also needs better computer classroom facilities. A number of our ESL courses require use of a computer lab each week. In order to assure that we deliver consistent and effective instruction at all our campus sites, the services at the SCC should be improved and properly maintained. This has been a serious issue for years, yet nothing has been done to resolve the inequity in the quality of instruction we are able to provide due to the substandard facilities and technology available in South County.

San Luis Obispo Campus: The ESL program would benefit from having a larger dedicated space in the Student Services building where our ESL staff can assist students with all 3SP services, including assessments, registration, and orientations. We need access to computers for ESL staff 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 our ESL Center is located. ESL currently shares the 3411 and 6103 computer classrooms with English and Languages and Communications, but we do not have first call for these classrooms, and they are sometimes occupied by English classes during the times that we need to take our ESL students into the lab.

North County Campus: Currently, the Continuing Education Center at the NCC has its own dedicated computer lab, N4001. Noncredit ESL classes, including our VESL classes, may schedule their lab times in N4001. However, this lab is also used by other Continuing Education programs and often is impacted. ESL has access to two other labs at the NCC, N3134 and N2411, but these labs are also used by other divisions or programs and often they also become impacted and we struggle to schedule our classes in these labs. The NCC would benefit from another computer classroom.

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Community Sites: We offer a number of noncredit ESL classes throughout the community per semester. Our community partners often provide the facilities free of charge for our use. However, they use calendars do not always align with Cuesta's academic calendar. For example, their spring break or other holidays typically do not align with Cuesta's spring break and holidays. As a result, we are not able to offer our classes when their facilities are closed during their holidays. This means faculty lose the ability to meet with their students and, therefore, the college cannot collect the apportionment based on our positive attendance for those days. The students also must sustain the loss of instructional time. To help address this, funds need to be used to pay custodial services to allow us to use the facilities when they would otherwise not be accessible. Further, our community sites often do not provide equitable access to facilities and technology. For example, a number of our community classrooms are offered at sites that may not have computers, Internet access, or even some very basic classroom equipment such as whiteboards and audio-visual equipment. Such technology is critical in providing the multiple modalities that quality ESL instruction requires.

E. Staffing projections

Full-Time Faculty

In order to maintain the integrity of our program and for our department to be adequately represented at the college level through participatory governance, the ESL program needs at least one more full-time faculty member. We currently only have three tenured full-time faculty members, and one plans to retire effective the end of spring 2019. This will leave us with two, which is sorely inadequate to run a program of our size. We have had two full-time temps in the past three years, and with a retirement, we will be in an even worse situation. There are now 18-20 part-time faculty in the SDS Division, and it is challenging to conduct the large number of peer evaluations necessary each semester with only three full-time faculty. In fact, in the fall 2018 faculty prioritization process, ESL had the worst FT/PT faculty ratio of any department seeking a position. Because of this, it is difficult for the SDS Division to have representation in all of the critical college-wide committees with such a small number of full-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 also challenging as a result. Finally, staffing all the courses that are offered at Cuesta's three sites and throughout the county at off-campus sites is also very challenging. We need an additional full-time faculty member to do peer evaluations, yearly reviews, SLO assessments, and curriculum development, and to serve on college-wide committees and hiring committees. Additionally, as already stated, if the college is serious about starting an English language program for international students, we will need *at least* one more full-time faculty member as well as specialized support staff and counselors if and when that decision gets made.

Part-Time Faculty Work

We continue to need part-time faculty to teach courses, and we have part-time hiring pools almost every semester. Since we have so few full-time faculty, we also need to pay part-time faculty on special projects. For example, three part-time faculty are working on retention

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activities for this academic year funded through BSI. We also have part-time faculty working on developing EL Civics materials and assessments and curriculum for VESL and I-BEST courses. We will need to continue to pay part-time faculty to work on these essential program improvements.

Continuing Education Staff, Outreach/Retention Support

The noncredit ESL program uses the CASAS test for state accountability purposes, which requires specialized training for staff. ESL offers courses at all three sites and at several community sites each semester, but with limited staff, it is difficult to ensure that we will have adequate bilingual, evening assessment access at all sites. Continuing Education staff provide much needed bilingual, evening support for our students. They are often the first contact for new students. They assist students in the registration 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. They also help with new-student orientations, and assist the ESL Outreach Recruitment and Retention Coordinator in outreach efforts. As our program is expanding, we need additional hourly workers to help registrations and orientations during the busy start-up periods.

Counselors

The August 2018 RP Group's *Cuesta College Equity Focus Groups Student Perspectives Report* included in Recommendation 7 "the need to increase the number of counselors who are equipped to address the specific needs of noncredit ESL students." The focus group conducted with ESL 706 noncredit students revealed that they face a number of issues and obstacles that are unique to this population. While the college has already taken a positive step by designating a specialized ESL counselor, "student feedback made clear that a strong need still exists for more counselors equipped with the expertise necessary to advise and guide ESL students as they seek to understand what paths are available to them given their particular circumstances." This addresses Guided Pathways Pillar 1: *Clarify the Path to Students' End Goals*. Also ESL counseling is needed to help students to determine educational goals beyond completion of the noncredit ESL sequence, which addresses Guided Pathways Pillar 2: *Help Students Get On a Pathway*.

Childcare Providers

Many students have children and can only attend class if there is a childcare provider to watch their children. We need providers at all three sites as well as our various community locations. This service increases access to the college for students who would otherwise not be able to take courses.

Tutors

ESL students need more access to out-of-class support services. We need to ensure that we have bilingual tutors who work later hours in the Student Success Centers and at our community sites, and who can provide this important support service to our students. There has been difficulty in locating qualified ESL tutors to work in the centers for many years.

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Additionally, many of our 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.