

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023–2024

CLUSTER: STUDENT SUCCESS AND SUPPORT PROGRAMS

LAST YEAR CPPR COMPLETED: 3/2021

CURRENT DATE: 2/23/2024

PROGRAM(S): ENGLISH AS A SECOND LANGUAGE

AREA OF STUDY: ESL & ADULT EDUCATION

NEXT SCHEDULED CPPR: 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 this [SharePoint 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.

One of the improvements to the program has been the development of ESL 797: *College and Career Foundations* and ESL 798: *Transition to College and Career*, which lead to the Transitions Certificate of Competency and serve as a bridge year for ESL students. In the past, students have chosen to repeat the highest ESL level multiple times because they did not feel academically prepared for credit courses; there was too large a gap between the highest ESL level and credit classes. These courses and certificates are an attempt to close that gap and

help students build their academic reading, writing, and critical thinking skills so that they can transition successfully to other coursework at the college. In addition, Student Development and Success (SDS) applied for and received a foundation grant, “Tuition Support for College Transition”. The purpose of the grant is to help students who do not have residency and documentation take their first credit class. In fall 2023, we were able to pay out-of-state tuition fees for three students who completed their first credit class.

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.

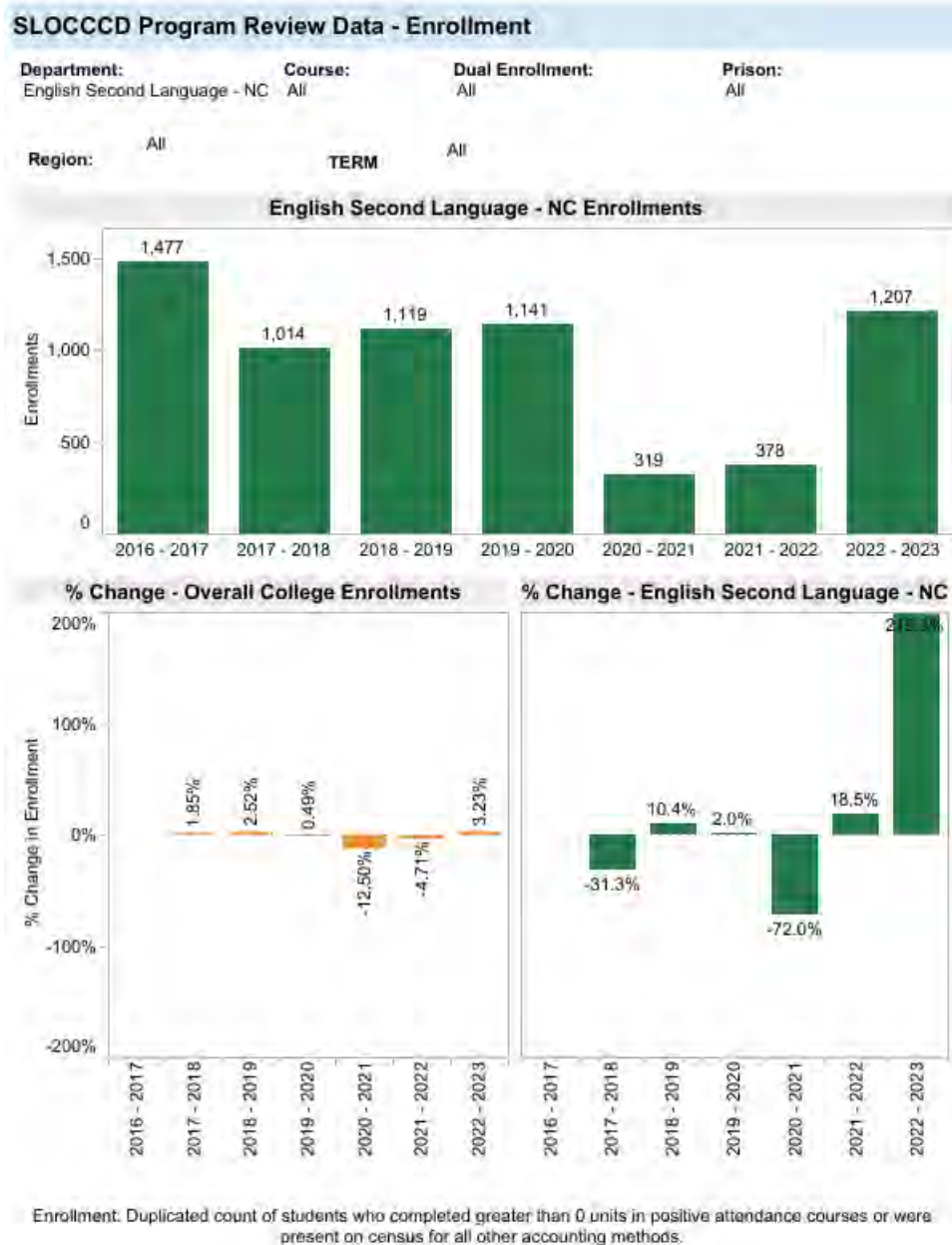
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

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.



As indicated in our last two APPWs, the enrollment data was incorrect for the academic years 2020–2021 and 2021–2022. The data was corrected this year, and we can see a substantial increase in enrollments though the chart’s depiction of a 219% increase in enrollments is incorrect. Based on the data provided by the Executive Director of Institutional Effectiveness and Research for last year’s report, the correct enrollment data for 2020–2021 was 624 and 2021–

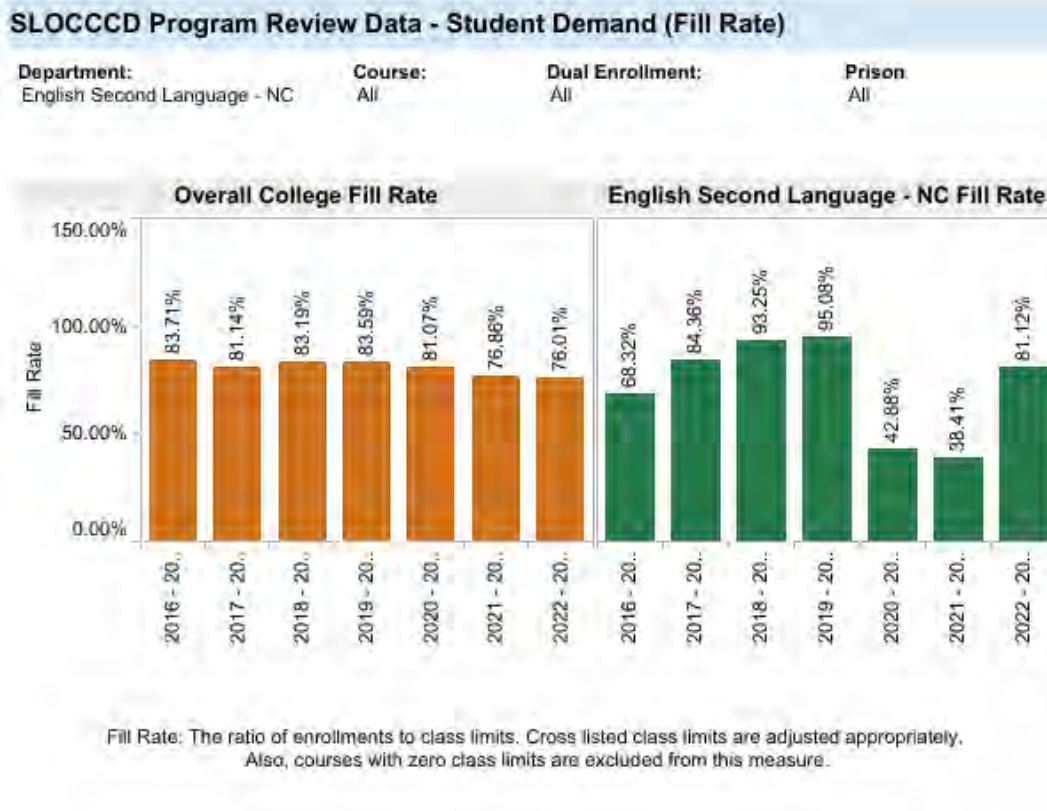
2022 was 856. At 1,207, using the corrected data, the enrollments in 2022–2023 increased by 41%, which is significantly higher than the overall college’s increase.

The pandemic was detrimental to the ESL program because the student population is vulnerable and faces a multitude of barriers. Many students experienced employment and economic hardships and were not able to balance that with learning English. In addition, many students lacked the technological literacy skills to study in an online environment. Those at the lower levels were less successful in transitioning to online learning. Consequently, the program lost many students. However, we began offering ESL classes in person as soon as we were able to, and now we are again offering the full range of ESL courses at Cuesta’s three main sites and several community sites, and only the highest ESL levels remain DE. The enrollment growth has been steady since 2020 as we continue to recover from COVID-19, and now the ESL enrollments are the highest they have been in six years.

As part of The San Luis Obispo County Adult Education Consortium (SLOCAEC) partnership, Cuesta continues to offer classes in community sites throughout San Luis Obispo County. We are offering classes at Baywood Elementary in Los Osos as well as in Oceano, Nipomo, and Cambria. This partnership allows for quality instruction throughout the county and also provides a better pathway to Cuesta. 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 for the last few semesters.

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

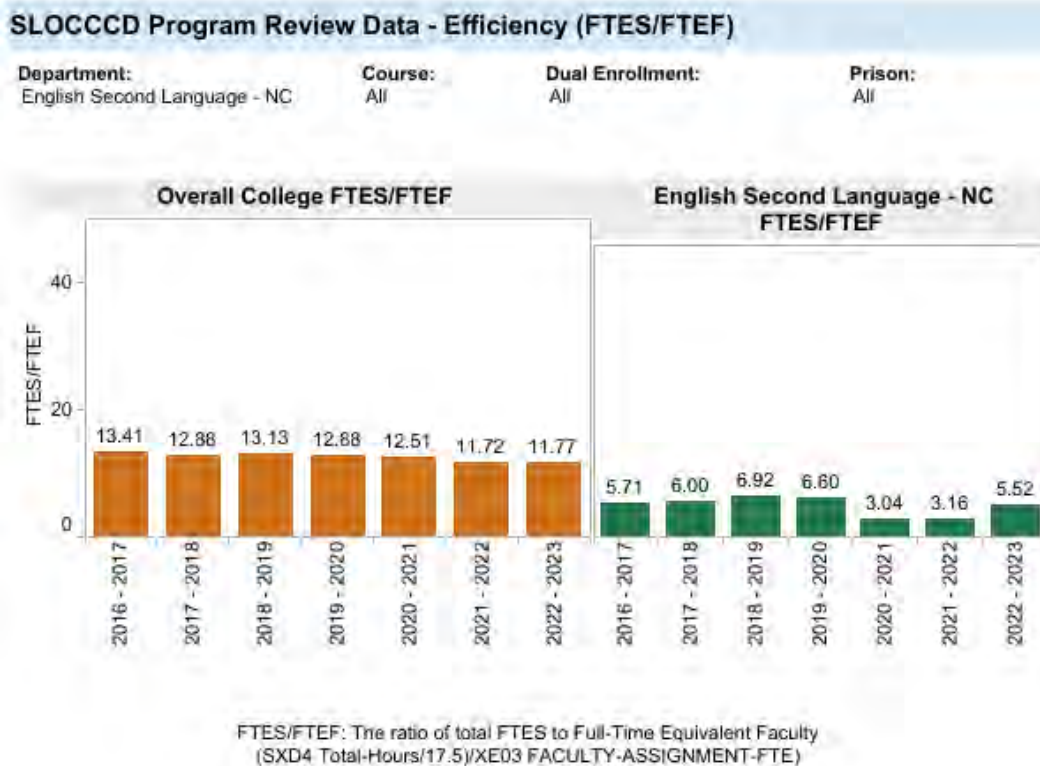
Insert the data chart and explain observed differences between the program and the college.



At 81.12% the fill rate is higher than the overall college average of 76%, but it has declined from last year's rate of 87% (per the data provided by the Executive Director of Institutional Effectiveness and Research for last year's report.) While ESL classes are in demand throughout the county, especially at NCC, classes in some locations have fewer students which affects the fill rate. For example, some of the community sites had smaller class sizes. Since we have just begun to offer classes at the community sites again, it takes time to build enrollments through outreach and word of mouth. We have already seen growth in Oceano and Cambria after one semester, and we expect enrollments to improve at community sites just as they have on campus, which will result in better fill rates.

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

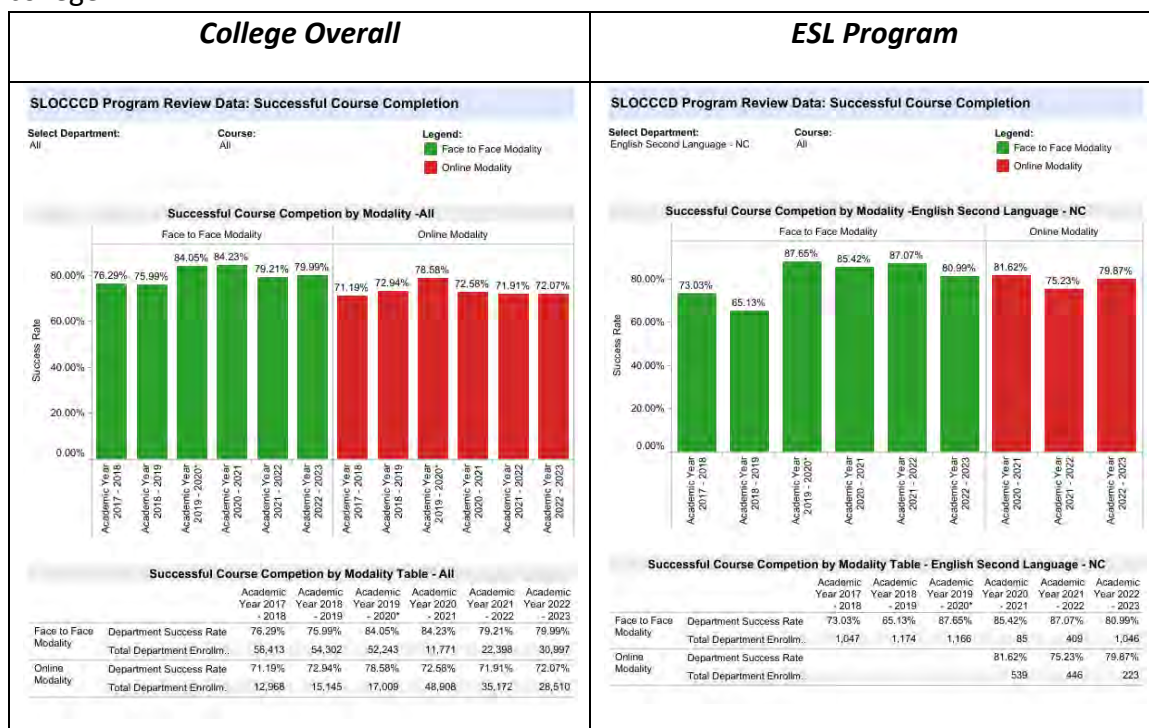
Insert the data chart and explain observed differences between the program and the college.



The efficiency has improved over the last few years, but it remains low and below the college's average. One of the reasons for low efficiency is because the course caps are low at 24 students. This means that even a course was filled to capacity, it would not have high efficiency. Despite this, language courses, and particularly basic skills and ESL courses, should continue to be offered with low course caps because they rely on intensive small group and one-on-one, student-instructor interaction. Smaller class size in basic skills and ESL courses is a pedagogical, data-supported best practice. Also, noncredit course efficiencies are not calculated through Census data but rather are based on positive attendance. A class may start with 24 students but throughout the semester, some students are absent, and all of this is factored into the efficiency data. The ESL student population has challenges in terms of consistent attendance and retention 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.

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

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



According to this chart, the ESL course completion rate for online modality increased by over 4% from 2021–2022 to 2022–2023 and is virtually equivalent to the completion rate for face-to-face instruction. It is also almost 8% higher than the overall college course completion rate for online modality. Currently, only the two highest ESL levels are offered online, and post-pandemic students have become increasingly more comfortable and skilled in technology. This has improved success rates for DE. The success rate for ESL in face-to-face modality decreased by 6% from the previous academic year. While it has decreased, at over 80% it is still relatively high and 1% higher than the college’s average of 79.99%.

E. Degrees and Certificates Awarded (Insert Data Chart)

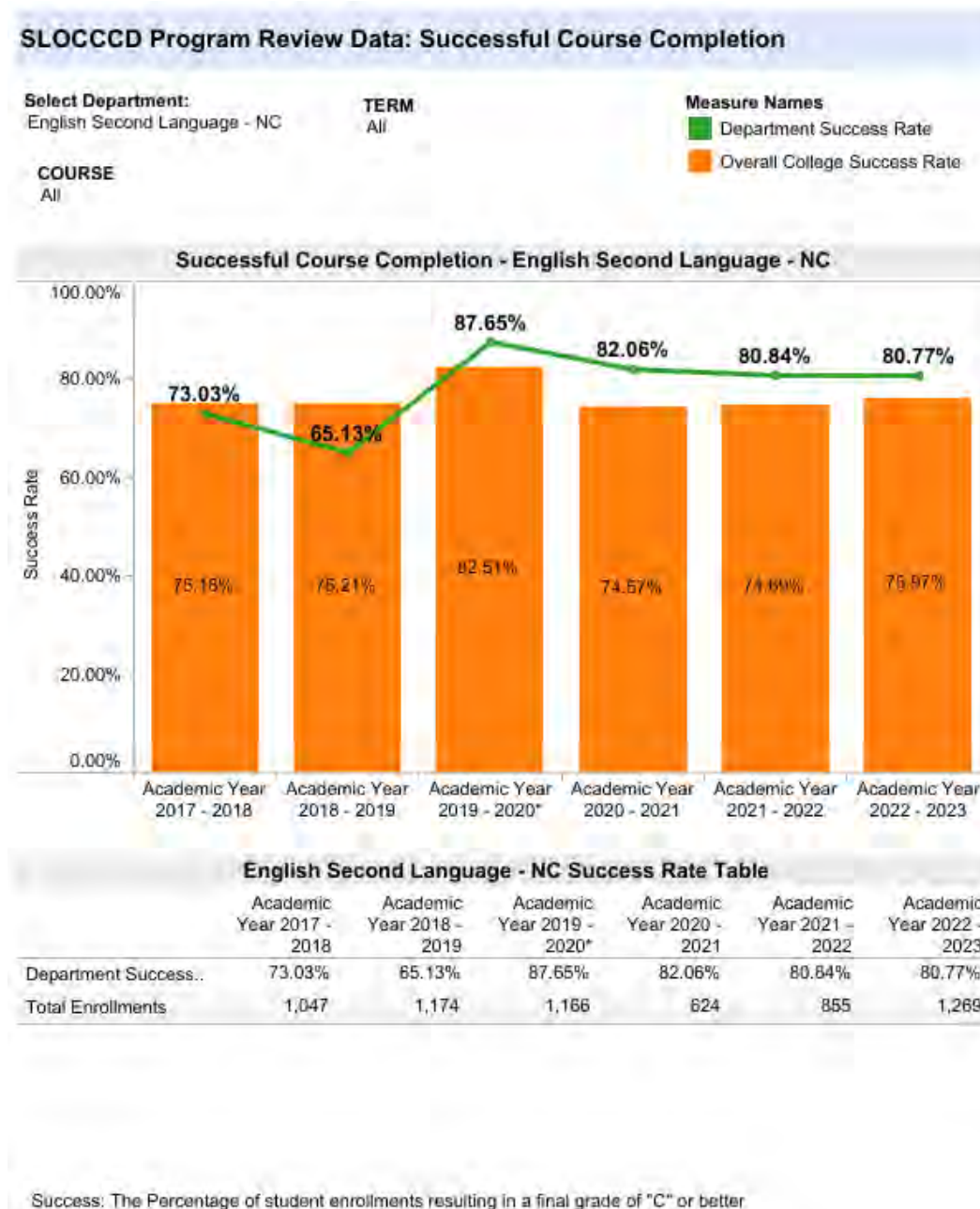
Insert the data chart and explain observed differences between the program and the college.

Since spring 2017, students who have successfully completed 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, with the help of the ESL and Adult Education Area of Study Website program mapper, as well as the Canvas shell managed by the Student Success Team (SST). Staff also supports students in navigating the

application process. Recently, a process has been established where, like credit students, noncredit students can be awarded certificates automatically. Unfortunately, data on noncredit certificates has not been provided, and the ESL Program would like assistance from the Office of Institutional Research for future program planning and review purposes.

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

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

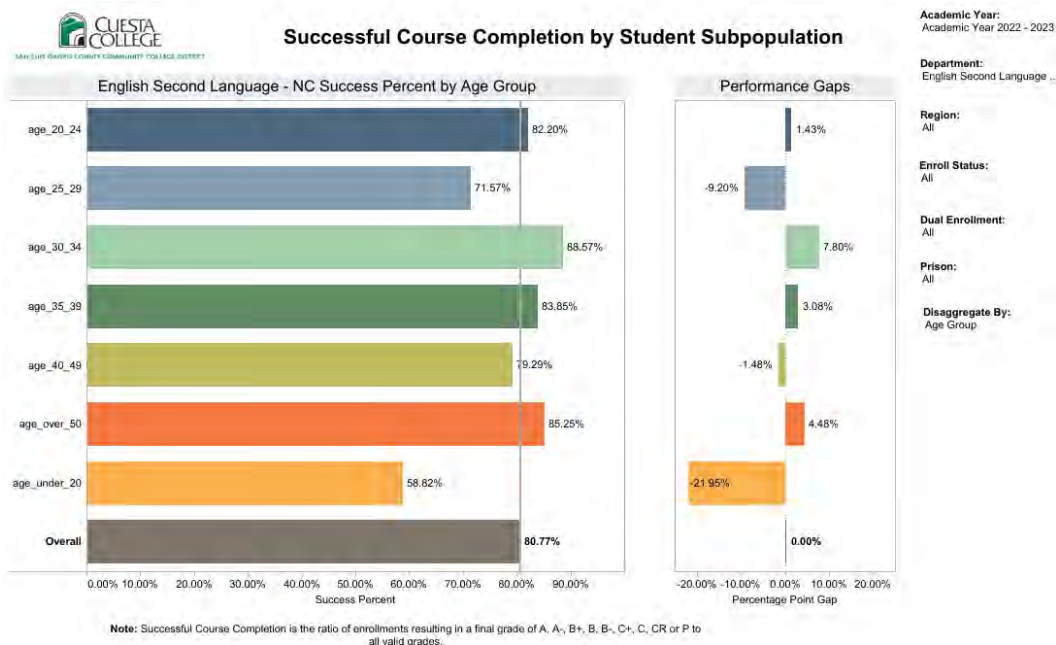


The ESL course success rate has remained constant over the last two academic years, and it is almost 5% higher than the college's average. Faculty have been working together in order to improve instruction and adapt methods to better support ESL students. Faculty regularly participate in professional development and share innovative and successful teaching ideas at meetings, and the majority of ESL faculty have completed the JEDI training, also improving student success. Each semester, faculty meet to discuss SLOA data outcomes to determine how to implement needed improvements in instructional focus and delivery. In addition, we 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 by Student Subpopulation

Academic Year:
Academic Year 2022 - 2023

Department:
English Second Language

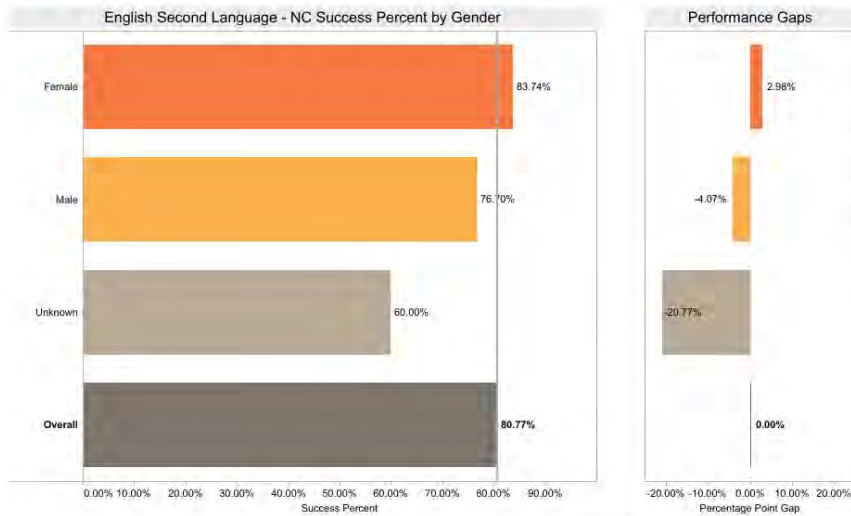
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Gender



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

Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2022 - 2023

Department:
English Second Language

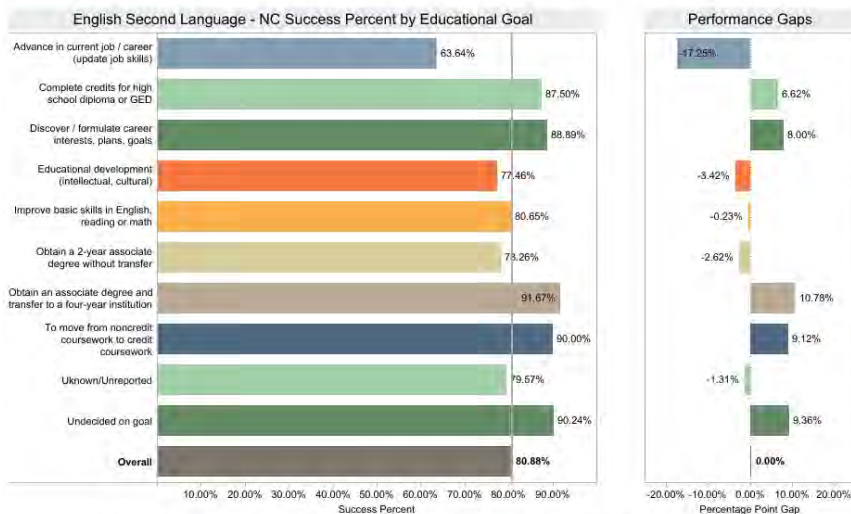
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Educational Goal



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

Successful course completion data has been disaggregated by age, gender, and educational goal. The largest performance gap occurs in younger students. Significantly, ages under 20 have a -21.95% course completion rate and ages 25-29 have a -9.2% course completion rate whereas the age group of 30-34 have an increased success rate of +7.8%. Part of this could be due to student maturity, limited knowledge of college success strategies, and often a corresponding lack of commitment to education. Additionally, we have seen an increase in younger high school

students, who are balancing their responsibilities as high school students, often along with part time jobs. Other young students are attempting to balance work and family, typically consisting of young children, so it may be more difficult for them to stay consistent with their studies. In terms of gender, there is a –4.07% gap with male students. While most of the ESL student population works, perhaps the jobs occupied by males are less flexible, which could negatively affect the ability to continue with studies. Finally, considering educational goal, it is interesting that there is a gap of –17.25% for students whose goal is to update their job skills. Studies in certain EL Civics topics work to expand student knowledge of careers, but more work needs to be done in this area. Increased rates are for the following goals: discovering career goals (+8%), transitioning to credit coursework (+9.12%), and obtaining an AA degree and transferring (+10.78%). 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. 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. We could then work with our Guided Pathways ESL and Adult Education SST to develop strategies to help these affected groups.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

- A. For the following questions, please refer to the 5-year update calendar in the [Curriculum Review Worksheet](#) (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during **2021** in the 5-year calendar of the Curriculum Review Worksheet.

1. English as a Second Language – Level I – Program description and SLOs
2. Course textbooks need to be updated for all courses except for ESL 706 and ESL 799.
3. ESL 704, 705, 725, and VESL 712 – prerequisites and advisories.
4. The catalog description needs to be revised for ESL 725 and ESL 735.

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during 2022–2023. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
Course textbooks need to be updated for all courses except for ESL 706 and ESL 799.	Minor	Spring '23

None of the curriculum modifications are past due. They are due before the next CPPR in 2026. The planned timeline is indicated below:

1. English as a Second Language – Level I – Program description and SLOs (spring '24/fall '24)
2. ESL 704, 705, 725, and VESL 712 – prerequisites and advisories (spring '24/fall '24)
3. The catalog description needs to be revised for ESL 725 and ESL 735 (spring '24/fall '24)

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

	<i>F 2022</i>	<i>S 2023</i>	<i>F 2023</i>	<i>S 2024</i>	<i>Summer 2024</i>	<i>F 2024</i>	<i>S 2025</i>	<i>F 2025</i>	<i>S 2026</i>	<i>F 2026</i>	<i>S 2027 CPPR</i>
Courses SLOA	ESL 705 ESL 706	ESL 725 ESL 735	ESL 701 ESL 702	ESL 715 ESL 799 ESL 716	ESL 743 ESL 744 ESL 720 ESL 721	ESL 703 ESL 704 ESL 797	ESL 713 ESL 714 ESL 798	ESL 705 ESL 706	ESL 725 ESL 735	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 725, 735, and 701/702 have assessed their SLOs.

ESL 725: Intermediate Conversation has two SLOs:

1. Demonstrate comprehension of social conversations at the high beginning–low intermediate level.
2. Communicate effectively in everyday social interactions at the high beginning–low intermediate level.

Two sections of ESL 725 were taught in spring '23. The instructors created an assessment that was a solid reflection of students' ability to apply the SLO objective of communicating effectively in everyday social interactions (#2), but was not as effective at assessing the ability to comprehend social conversations (#1). In the future, a listening component for social conversations will be added to the final exam. In terms of speaking, the results indicated that at least half of the students struggled with including/using the "be" verb with the present continuous (I __ going). In addition, students struggled with pronunciation of "can" vs. "can't," and "museum" and "cathedral." More instruction on grammatical forms and pronunciation will be included in future courses.

ESL 735: High-intermediate Conversation has two SLOs:

1. Communicate effectively at the intermediate to high-intermediate level.
2. Identify main ideas and details from interviews, conversations, and presentations.

Students were assessed in a final speaking and listening task. 77% of the students met both learning outcomes. In terms of listening, the results indicated that comprehension of main ideas was a strength, whereas understanding details proved more challenging. In terms of speaking, students did better with content and fluency, and the challenges included pronunciation and grammar.

In Fall 2023, some sections evaluated the SLOs for ESL 701 and 702. Overall, teachers found that students were meeting the outcomes for these courses.

B. Anticipated changes in curriculum, scheduling or delivery modality

Curriculum

As indicated on page 10, in the next academic year, there will be curriculum revisions to the Level 1 Certificate, prerequisites and advisories, and catalog description of selected courses. 2023–2024 is the first year offering the highest ESL levels: ESL 797: College and Career Foundations and 798: Transition to College and Career.

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 opportunity for the higher levels. Now that faculty have been certified in online Distance Education, and students have gained more skills out of necessity, the program plans to continue with some DE courses at the highest levels: ESL 706, ESL 797, and ESL 798. This option is especially helpful as ESL students live throughout the county, and as such, it is difficult to have enough students to offer face-to-face modality in a given location to run an advanced ESL section.

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 lowest 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 planned, and in Nipomo, in the evening only. The daytime section has been discontinued due to low enrollment. In Cambria, we offered two sections differentiating by level instead of one multi-level class in spring '24. However, due to lower enrollments, we will return to a multi-level class in fall '24 at the Cambria location.

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 one on-campus courses are offered exclusively in the evening, and this presents us with additional obstacles and needs. For example, there are limited to no food services available to students, who are on campus during the dinner hour and often come to class directly from work, and the Student

Services Office and the bookstore are often closed by the time students get to campus. Consequently, the ESL program requires funding for specialized support services in order to support students.

Technology Support

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

Textbook, Parking, and Fee Support

We have used California Adult Education Program (CAEP) funding to purchase textbooks for students throughout and post pandemic. Fortunately, we will be able to purchase textbooks for the 2024-2025 academic year. As enrollments increase, this will no longer be sustainable, so in the future, students will be required to purchase their own textbooks. Students also need to purchase parking passes for the SLO and NCC campuses, so offering financial support for students in need will remove a potential barrier for them attending class. Some returning students have balances on their accounts, so they are blocked from registering for classes. The ESL program offers fee assistance through a Foundation Grant so that outstanding student balances can be paid for those in need. Finally, we used a Foundation Grant to help students transition to credit coursework, and this fall '23 and spring '24, we were able to support three undocumented students who took courses in the following areas: Agricultural and Plant Sciences, Early Childhood Education, English, and Child Development and Family Studies. We plan to apply for this grant again.

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 although hot spots have been offered through our libraries, there are not enough to serve all students in need. In terms of face-to-face classes, there are the following facilities issues:

South County Center: The center would benefit from the following, which relates to the equity of access in Cuesta's Mission Statement:

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

SLO Campus: The Continuing Education Department provides specialized student support services for the students with unique and diverse needs, and it would benefit from having a larger dedicated space in SLO. The Continuing Education staff assist students with onboarding services, including assessments, registration, and orientations for all the programs listed above. Currently, these services are provided in 3411 which is a very small office. Staff take phone calls while students are taking tests and during peak times of the semester the line to serve students is down the hallway. We need access to computers for Continuing Education 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.

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. In addition, the Cambria site is not being offered in partnership with a local adult school, so that location would benefit from a Chromebook cart so students are able to improve their technological skills and access online learning sites and supplemental materials. As technological literacy is a crucial skill for student success in meeting their educational goals, supporting students with access to technology follows Cuesta's goal for access, and is also aligned with Cuesta's Mission to support our diverse ESL student population to achieve their educational goals and improve foundational skills.

E. Staffing projections

Full-Time and Part-Time Faculty

The ESL program did not seek a full-time faculty position over the last four years because of the decline in enrollments and subsequent course section offerings due to COVID-19 and the resulting conversion to online instruction. With the uncertain budget, it did not seem the appropriate time to advocate for a full-time ESL faculty member. However, as enrollments continue to increase, another position will be needed in order to maintain the integrity of the ESL program and for the department to be adequately represented at the college level through

participatory governance. An additional faculty member will also help ensure the quality of instruction through the peer evaluation process. Furthermore, one of SDS's two remaining full-time faculty will be retiring in spring '24. This will result in one full-time faculty with twenty-three part-time faculty, one of the highest disparities in full-time vs. part-time ratios in all divisions at Cuesta. Another full-time faculty will allow us 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.

Staffing all the ESL courses that are offered at Cuesta's three sites and throughout the county at off-campus sites is challenging now that our enrollments are increasing. More faculty are needed to teach the course offerings throughout the county. We have had a hiring pool every semester over the last three years, and in fall '23, we hired three new part-time faculty, two of whom will be at the NCC, where there is the greatest need. In the last two semesters, we have been unable to accommodate students on a waitlist in NCC because of teacher shortage. For example, in fall '23, NCC had 56 waitlisted students who were unable to enroll in lower-level courses as all were at or over enrollment capacity.

Furthermore, as one of two divisions in the college, part-time faculty have recently been approved to serve on peer-evaluation committees, as there are not enough full-time faculty in SDS to serve the need. Even with three part-time faculty serving on peer evaluation committees, the two remaining full-time faculty are each serving on four peer evaluation committees in Spring of 2024, a record high, and a number disproportionate to the number of evaluation committees on which full-time faculty in other divisions serve.

In addition, the College Success Studies Department is without a single full-time faculty member, and the ongoing need for curriculum revision and SLOs work is difficult as a result. We are considering the possibility of having the SDS division seek a full-time faculty member who is able to teach both ESL and CSS courses. This dual disciplined faculty would provide the necessary leadership to the division as well as be a key position in facilitating ESL student transition to college-level coursework. This position would benefit both programs. Now that ESL is part of a new cluster, Student Success and Support Programs, it would make sense to revisit faculty needs and what would best benefit the SDS Division and the college. Cuesta needs to demonstrate its commitment to the ESL and CSS departments by prioritizing a full-time faculty member in the future, to demonstrate Cuesta's commitment to the values of access and success, to Cuesta's Mission Statement to support our diverse student population to achieve their educational goals and improve foundational skills, and also as evidence of Cuesta's "servingness" to support students as a Hispanic Serving Institution. Cuesta receives over a half-million dollars annually for this designation. Hiring full-time ESL faculty to support the highest percentage of Hispanic/Latinx students in the District demonstrates Cuesta's commitment as an HSI to truly *serve*.

Part-Time Faculty Work

ESL continues to need part-time faculty to teach courses, and part-time hiring pools are conducted almost every semester. Since there are only two full-time faculty members, soon to be one full-time faculty member, the ESL program pays part-time faculty to work on special projects. For example, three part-time faculty are working on retention activities for this academic year funded through Equity and CAEP. Part-time faculty also work on developing EL Civics materials, new part-time faculty mentoring, as well as community-building projects. Clearly, there is a strong 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 one noncredit bilingual academic success coach in NCC. The coach position for SLO and SCC is currently vacant. This position provides individualized academic support to ESL students. The coach collaborates with faculty to best assist students and connect them with resources. These important positions will also help with transitioning students to other courses at the college. The vacant position needs to be replaced to continue the work of providing workshops and supporting ESL students. Bilingual Academic Success Coaches, along with the Continuing Education staff and ESL and Adult Education Student Success Team, strive to create a welcoming and supportive environment to both support and retain our diverse student population.

Guided Pathways Program Coordinator

ESL and Adult Education had a designated a GPW Program Coordinator to help facilitate the Student Success Team (SST) implementation within the ESL and Adult Education Area of Study. This program coordinator position is shared with one other Area of Study. However, the designated coordinator recently left Cuesta, and the position has not been replaced. Over the last year, we have been meeting regularly to establish both short-term and long-term goals. Members of the SST include the Dean, the Bilingual Academic Success Coaches, the Enrollment Success Specialists, and the two full-time ESL Faculty. The SST has recently met with and welcomed the newly hired Director of Continuing Education.

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 in order to serve students enrolled in the conversation courses in the North County Campus and 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 servingness 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.

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		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ 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.