

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2017-2018
CLUSTER: AHSS
NEXT SCHEDULED CPPR: 2022

PROGRAM: ESL
LAST YEAR CPPR COMPLETED: 2017
CURRENT DATE: 3/1/2018

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. We are now focusing on developing alternative career-technical pathways through the contextualized language instructional support in order to improve our students' professional skills and employment opportunities. Our first pilot, implementing the Integrated Basic Education and Skills Training (I-BEST) model, is taking place this spring of '18, with two Auto Body courses, which include embedded ESL instructors. We plan to continue developing courses that support English language learners for CTE noncredit programs; welding and hospitality are the next two areas to be implemented. We have also revised the high-intermediate ESL 706 to a more communicative and less academic focus, and have also converted the last of our credit courses, ESL 99E, to noncredit, ESL 799.

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.

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DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

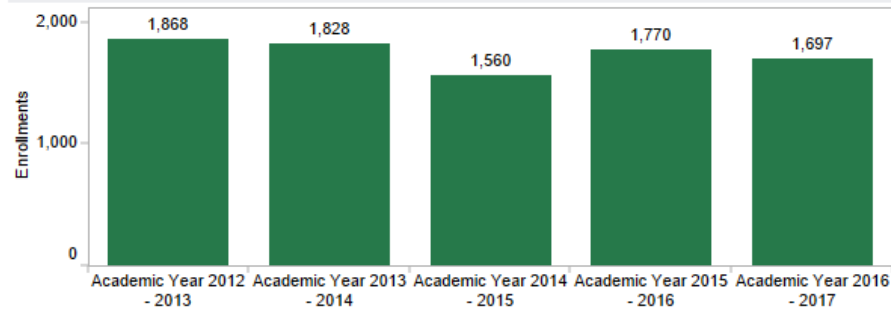
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends 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)

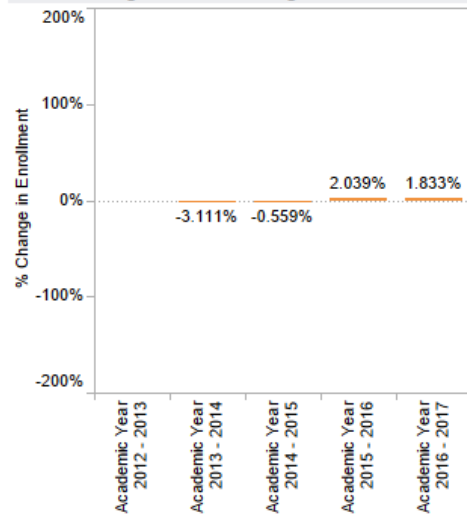
SLOCCCD Program Review Data - Enrollment

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

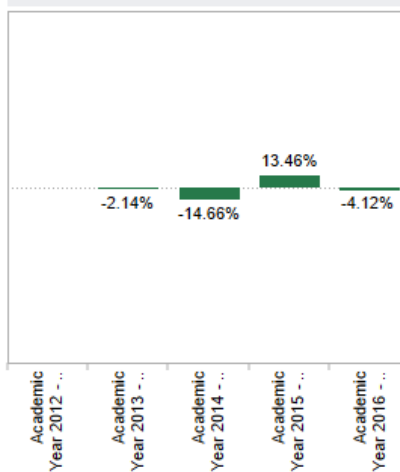
English Second Language - CR, English Second Language - NC, Vocational ESL Enrollments



% 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.

Since our conversion to a noncredit ESL program, our enrollments increased by more than 13% from 2014-2015 to 2015-2016. However, from 2015-2016 to 2016-2017 there was a slight decrease of 4%. Overall, our enrollments are still much higher than they were two years ago.

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Our initial increase in enrollments can be attributed to the noncredit conversion, which removed a number of barriers for our students. Some barriers in the credit program included the need for parents to find childcare, having to pay tuition and using up financial aid, and the inability to repeat courses as many times as necessary. Also, the noncredit curriculum better meets the needs of our ESL student population because it focuses on foundational language skills that students can apply to their life in a practical way. The recent decrease in enrollment can be explained by a number of factors. First, we lost our community sites in the South County because the 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. Secondly, 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. Currently, we have a solid Continuing Education staff as well as an ESL counselor. In the next academic year, we will not offer 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 will also offer their own ESL classes at the local schools. This may affect enrollments, especially since Pacheco typically has high enrollment. However, with new Outreach and Continuing Education staff in place, and solid curriculum improvements, we are in a position to boost enrollments at our three main sites, and that will be our focus in the next academic year.

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

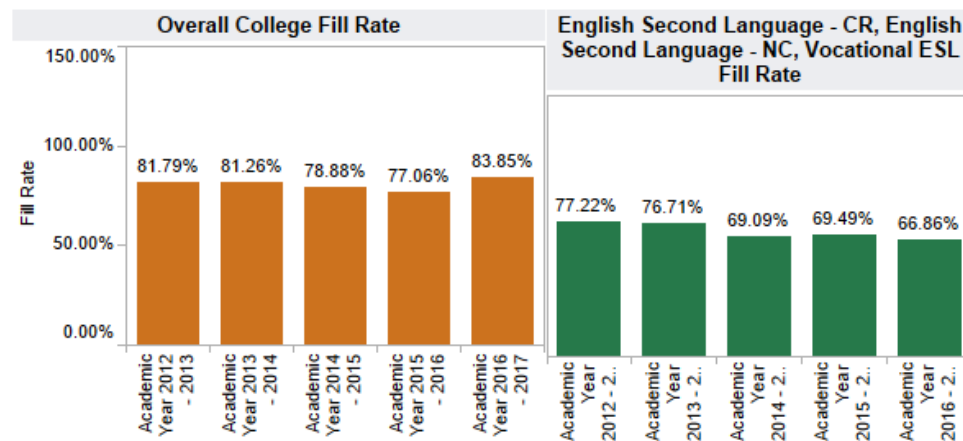
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Multiple values

Course:
All

Dual Enrollment:
All

Prison
All



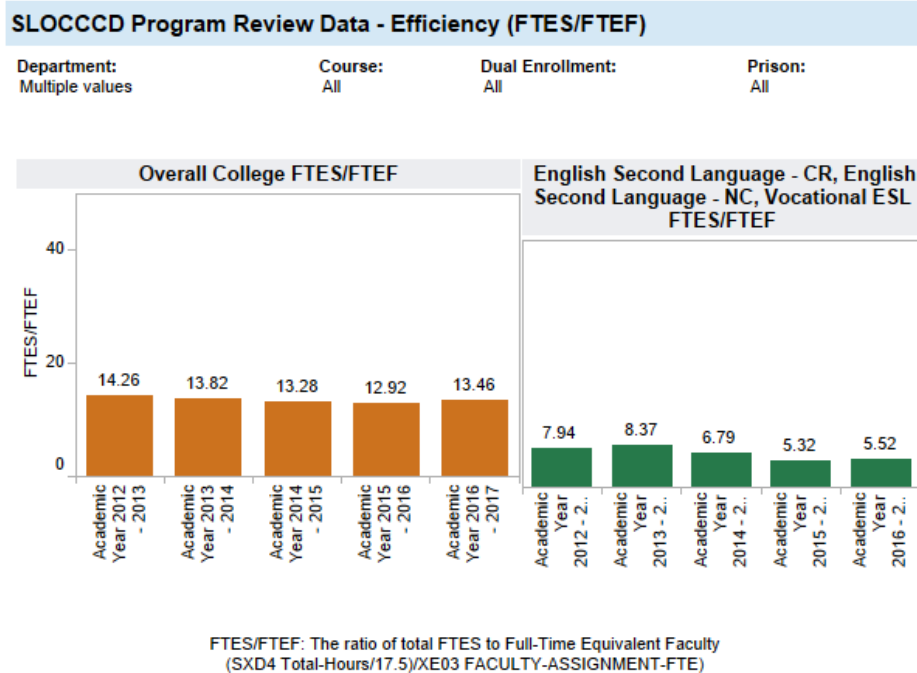
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The fill rate in ESL classes dropped 2.63% from the 2015-2016 academic year to the 2016-2017 academic year. The changes to our program are still relatively new, and predicting specific course needs has been challenging. For example, our VESL courses that were once popular, have recently been under enrolled, leading to the cancellation of some sections.

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The sections that remained open still had low numbers. In terms of the overall ESL program, the fill rate is lower than the college average and this is because there are many factors affecting ESL enrollments that may not be as applicable to the general Cuesta student population. Many of our students' lives are not particularly stable; their employment status varies, thus new work schedules can interfere with classes. Also, family commitments frequently change, or students move out of state, and sometimes they return to their countries. However, many of our students who stop attending return years later to continue the program. Because of these unpredictable factors, it is often difficult to know what classes will be affected. Finally, fill rate is affected by the fact that noncredit is based on positive attendance rather than census. This means that instead of counting enrollments from the census date, it is over the course of the entire semester. All college courses have more attrition towards the end of the semester, and this phenomenon applies to ESL students in particular for the aforementioned reasons.

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



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 low at 24 students. This means that even a course filled to capacity would not have high efficiency. Despite this, language courses, and particularly basic skills and ESL courses, should continue to be offered with low course caps because these courses 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.

We thought our efficiency rates would improve by transitioning to noncredit, but this has not yet happened. Noncredit course efficiencies are not calculated through census data but rather are based on positive enrollment. A class may start with 24 students, but throughout the semester have lower attendance, and all of this is factored into the efficiency data. Our student population has more challenges in terms of consistent attendance and retention

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because many students have full-time jobs and families. While we can make efforts to improve efficiency, the combination of low course caps and positive attendance must be acknowledged when considering the significance of this data. However, the Student Development and Success Division feels strongly that in order to be equitable, efficiency should be measured by the percentage of the cap (24 students in ESL) and not by a single, college-wide target number.

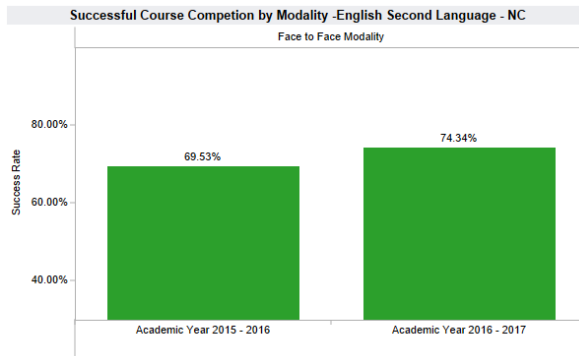
We are working on improving our efficiency through scheduling and retention efforts. In terms of scheduling, we have reduced our offerings to one section of each class per campus. For example, where we used to offer multiple sections of ESL 704 at NCC, we now only offer one. In addition, we have cancelled courses with low enrollment such as VESL and ESL 99E. 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. Because efficiency is calculated based on positive attendance and not census rosters, efficiency could improve if attendance and retention rates are 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. This academic year, we have a dedicated ESL counselor for the first time. She provides embedded counseling services and meets with students individually to discuss their educational plans. We believe that this important service will help students articulate their goals and better understand their options at the college, and will result in improved motivation and retention. This spring, the ESL Outreach, Recruitment & Retention Coordinator along with Continuing Education and the Student Success Center, is planning a community building event to occur at each site. This event will feature the artist and author Simone Silva, and it is intended for all students currently enrolled in ESL courses including at community sites. This Student-Equity funded event will serve to reduce the anxiety of our ESL students, who are often apprehensive in making the transition from the community-based course to the college campuses. The practice of building a strong sense of belonging is one of the Research, Planning, and Professional Development for California Community Colleges (RP) Group's six success factors of student support. Overall, we believe that building a strong sense of community and bringing off-campus students to the campus sites will encourage retention.

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Student Success—Course Modality (Insert Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department: English Second Language - NC Course: All Legend: Face to Face Modality

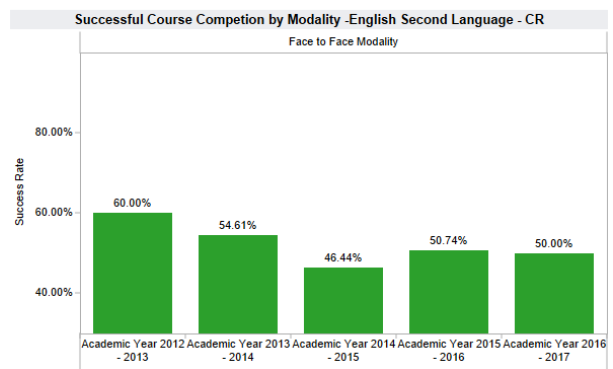


Successful Course Completion by Modality Table - English Second Language - NC

		Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	69.53%	74.34%
	Total Department Enrollments	858	1,287

SLOCCCD Program Review Data: Successful Course Completion

Select Department: English Second Language - CR Course: All Legend: Face to Face Modality



Successful Course Completion by Modality Table - English Second Language - CR

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	60.00%	54.61%	46.44%	50.74%	50.00%
	Total Department Enrollments	1,290	1,172	661	339	66

All ESL Courses are offered in face-to-face modality.

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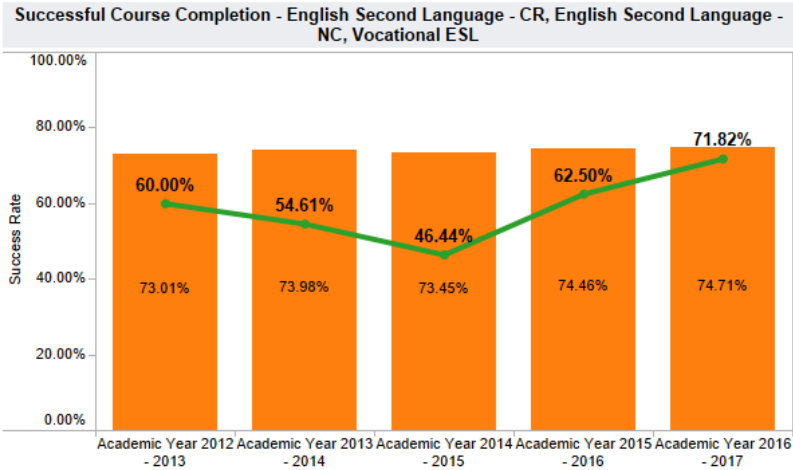
General Student Success – Course Completion (Insert Aggregated Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Multiple values

COURSE
All

Legend:
■ Department Success Rate
■ Overall College Success Rate



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

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	60.00%	54.61%	46.44%	62.50%	71.82%
Total Enrollments	1,290	1,172	661	1,265	1,522

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

While the success rate for credit students (i.e., ESL 99E) remained constant and much lower than the college average, the noncredit success rate increased by almost 5%, and our overall success rate increased by over 9%. 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 support, which also helps students succeed. We plan to continue with these strategies.

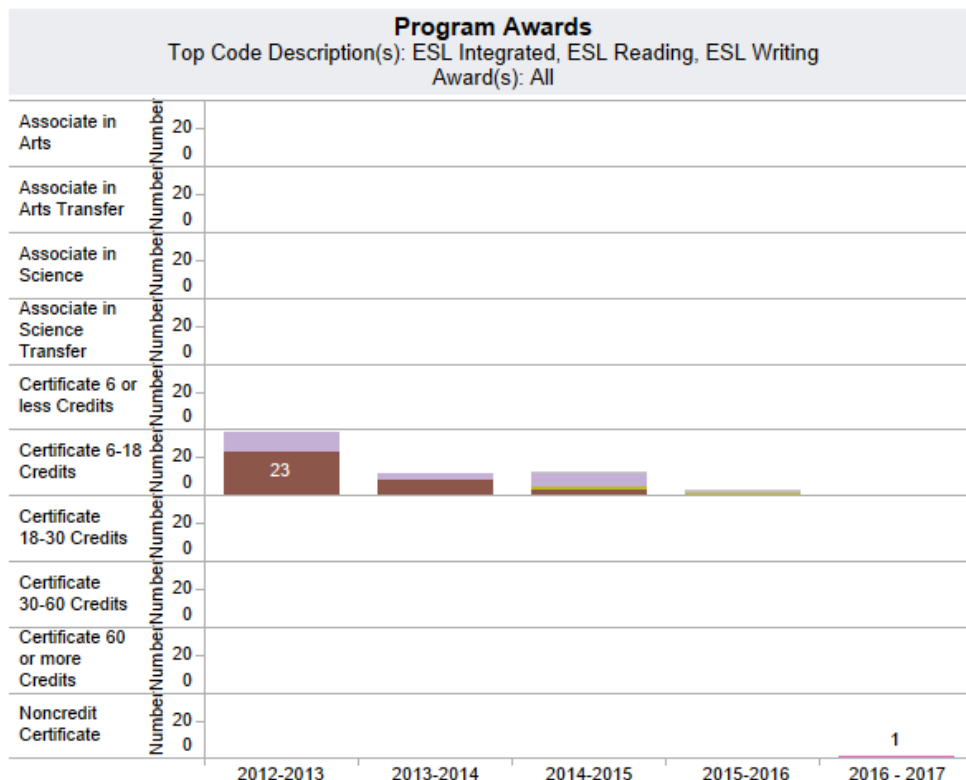
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Degrees and Certificates Awarded (Insert Data Chart)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Multiple values

Award Type:
All



Program Awards Table		2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Certificate 6-18 Credits	ESL - Advanced (CA)			1	1	
	ESL - Advanced (CS)	10	3	7	1	
	ESL - Intermediate (CA)			1	1	
	ESL - Intermediate (CS)	23	8	3		
	Total	33	11	12	3	

Program Awards: The number of degrees and certificates awarded by program type

We discontinued the credit ESL certificates in spring 2016, effective spring 2017. The courses that were included in the certificate are no longer being offered. 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 a Noncredit Certificate of Competency or a Certificate of Completion. However, since this is new, many students have not yet earned the certificates. The ESL Counselor will educate our student population about the certificates and support them in the application process. We would like the assistance of the Office of Institutional Research in order to document this data for future program planning and review purposes.

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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).

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.*

Since last year's CPPR, VESL 711 and 712 and ESL 99E 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 more specifically on overall goals of the course. In both VESL courses, the need to integrate language skill development alongside computer skill work was noted. However, with dropping enrollments, it seems that these classes are no longer meeting student needs, and we may need to move away from computer instruction and focus more on language skills. Likewise, ESL 99E has struggled with enrollments, particularly in spring semester. Many students have been unable to matriculate from the noncredit ESL 706 course into credit ESL 99E. However, with the conversion of this course to noncredit ESL 799, we anticipate that more students will be able to register. The SLOA results along with the conversion of the course to noncredit will inform any future course revisions.

ESL 707 was scheduled to be assessed in fall 2017. However, this course is no longer being offered and is not planned in the foreseeable future.

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STUDENT LEARNING OUTCOMES

ASSESSMENT CALENDAR

ESL DEPARTMENT

<i>CYCLE STAGE</i>	<i>F 2016</i>	<i>S 2017</i>	<i>F 2017</i>	<i>S 2018</i>	<i>F 2018</i>	<i>S 2019</i>	<i>F 2019</i>	<i>S 2020</i>	<i>F 2020</i>	<i>S 2021</i>
<i>SLOs Assessment</i>	ESL 725 ESL 735	VESL 711 VESL 712	ESL 99E ESL 707	ESL 701 ESL 702	ESL 703 ESL 704	ESL 705 ESL 706	ESL 725 ESL 735	VESL 711 VESL 712	ESL 99E ESL 707	ESL 701 ESL 702
<i>Analyze Results & Plan Improvements (CPAS)</i>	ESL Program SLOs	ESL 725 ESL 735	VESL 711 VESL 712	ESL 99E ESL 707	ESL 701 ESL 702	ESL 703 ESL 704	ESL 705 ESL 706	ESL 725 ESL 735	VESL 711 VESL 712	ESL 99E ESL 707
<i>Implementation</i>	ESL Program SLOs	ESL Program SLOs	ESL 725 ESL 735	VESL 711 VESL 712	ESL 99E ESL 707	ESL 701 ESL 702	ESL 703 ESL 704	ESL 705 ESL 706	ESL 725 ESL 735	VESL 711 VESL 712

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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.

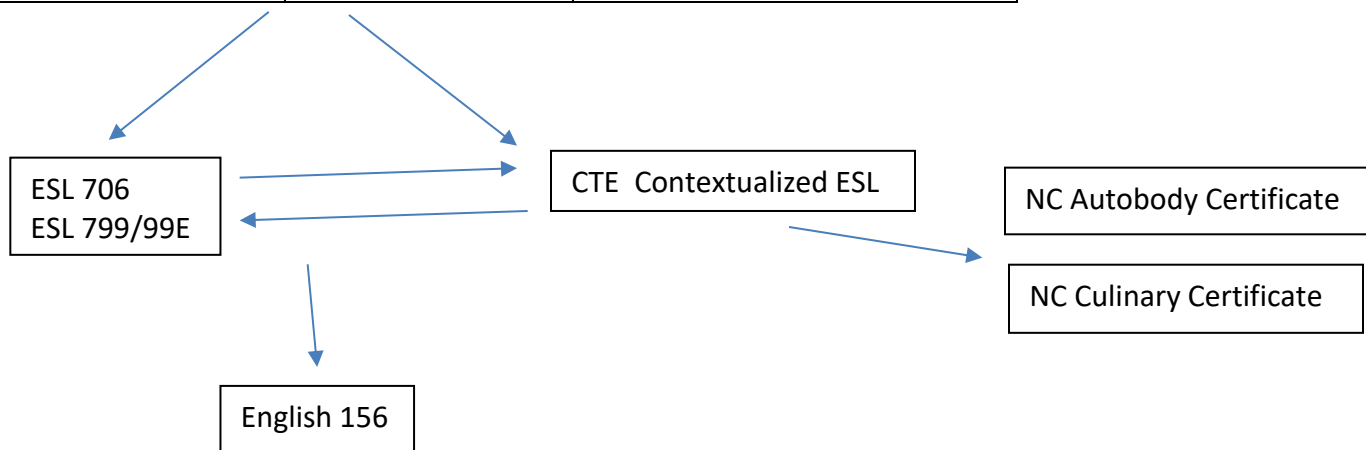
Our program does not have identified program outcomes as we are not associated with a degree.

B. Anticipated changes in curriculum, scheduling or delivery modality

In terms of curriculum, we have converted all of our ESL courses to noncredit. Since the CPPR, we have also created new noncredit courses and certificates. Many students want to remain at the same ESL level for one year in order to complete the textbook and master skills, so we wanted to add hours to our beginning to high intermediate courses. In the fall semester, ESL 703, ESL 704, and ESL 705 will be offered using the first half of the Ventures Textbook, and in the spring the new courses ESL 713, ESL 714, and ESL 715 will be offered. This allows students to earn a certificate in one year rather than two. It might be possible to get credit by exam for those students starting in spring semester who are ready for the next level in fall. This change provides students more time at the beginning and intermediate levels, where they are building foundational skills, grammatical competence, and proficiency. At the ESL 706 level, we plan to implement CTE contextualized instruction, starting with Autobody and Culinary (the two currently available noncredit certificates), so there are two pathways for students: the academic pathway (ESL 706 and 799), or the CTE pathway (in process).

ESL Program Fall 2018

Fall semester	Spring semester	Extra Courses
ESL 701	ESL 702	
ESL 703	ESL 713	VESL 711, ESL 725
ESL 704	ESL 714	VESL 711, ESL 725, ESL 743
ESL 705	ESL 715	VESL 712, ESL 735, ESL 744



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Required Courses	Certificate
ESL 701 Introduction to Literacy ESL 702 Literacy	Non Credit ESL – Level 1 – Certificate of Competency
ESL 703 Beginning-low Integrated Skills ESL 713 Beginning Integrated Skills	Non Credit ESL – Level 2 – Cert. of Competency
ESL 704 Beginning-high Integrated Skills ESL 714 Intermediate-low Integrated Skills	Non Credit ESL – Level 3 – Cert. of Competency
ESL 705 Intermediate Integrated Skills ESL 715 Intermediate-high Integrated Skills	Non Credit ESL – Level 4 – Cert. of Competency
ESL 706 Advanced Integrated Skills ESL 799 Advanced Reading and Writing/ ESL 99E Advanced Reading and Writing	Non Credit Academic ESL – Cert. of Competency
ESL 725 Intermediate Conversation ESL 735 High Intermediate Conversation	Non Credit ESL: Listening and Speaking – Cert. of Competency
ESL 743 Intermediate Academic Grammar ESL 744 High-intermediate Academic Grammar	Non Credit ESL: Grammar Cert. of Competency

Note: Courses and certificates in **red** are still awaiting approval at the Chancellor's Office. Certificate in **green** is awaiting approval by Cuesta's Curriculum Committee.

The VESL courses have been consistently under enrolled, and we plan to either only offer them occasionally or discontinue them altogether. Because VESL was under enrolled last summer, we will not offer these courses again. Instead, the noncredit version of our 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 may need to be revised to align ESL 743 more closely with ESL 703-704 and ESL 744 with ESL 705-706. We have created a noncredit version of ESL 99E, ESL 799, which will most likely be offered in fall 2018, cross-listed with the credit course. We are piloting embedded ESL support in noncredit CTE courses this spring. Two ESL instructors are implementing the I-BEST model with two Auto Body courses. We plan to continue to work closely with Continuing Education in order to develop curriculum at the ESL 706 level to support alternative pathways for students.

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. Starting in spring 2018, 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 and 704 level students. ESL 735 is now at the intermediate level to support ESL 705 and 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. Ever since we became a noncredit program, our students have been pre and post tested with CASAS each academic year. However instructors have not integrated CASAS competencies into their courses or instruction. We feel there is a need to pay more attention to this

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assessment for a few reasons. First, students take the test and receive a report with results, but they are confused as to what it means. The instructors are not familiar with CASAS, so they cannot offer a helpful interpretation. Secondly, since this is an accountability measure, student success will be evaluated using this tool. It's important for us to understand what that involves. Finally, our core textbooks do align with CASAS competencies and EL Civics tasks also support them. In order to make these meaningful and helpful for our program, it is important to learn more about it and see how we may approach these goals in an integrated way. Practically, this means participating in professional development and workshops to better understand CASAS. It would be ideal to have several teachers do this and then in turn train other teachers. Together we can use this information to revise our SLOAs and courses so that we are as integrated as possible and provide meaningful feedback to the students, college, and state regarding student success. We plan to focus on educating ourselves as ESL faculty about noncredit assessments and statewide initiatives that affect us this upcoming academic year.

We are in the beginning stages of exploring a partnership with Cal Poly to support international ESL students. If we are able to move forward with this partnership, then we will need to reactivate several of our former credit courses. We may also need to develop credit versions of our new ESL 705 and 706. As we receive more information about potential student populations and specific needs, we can assess the extent of the curriculum revision that will be needed. Starting such a project in the summer session might be advisable. However, it is crucial to acknowledge that an international student language program is very different from our current noncredit ESL program. Consequently, the curriculum will need a careful review in order to best serve this population. To do so requires a great deal of resources that the college will need to consider. As we are barely able to meet our current workload demands now that we are down to only 3 full-time faculty in a division with 22 instructors, it is imperative that we hire more full-time faculty and support staff if the college wants to pursue this initiative.

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, 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 Health Center, for which they pay a fee, is closed; the Student Services Office, where they can pay fees, is closed; and the bookstore is often closed by the time students get to campus. Consequently, the ESL program requires funding for specialized support services in order to help these students.

Student Services

As mentioned above, 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 are limited at all three of Cuesta's sites, the San Luis Obispo

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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.

Bilingual Assessment (CASAS pre and post testing)

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.

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.

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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 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.

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, our community partners' facility 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

Faculty

In order to maintain the integrity of our program and in order 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, two of whom have release time (one for Chair duties, and the other as Basic Skills Initiative Coordinator and Basic Skills Student Outcomes and Transformation Grant Director). This is inadequate to run a program of our size. There are now 18-20 part-time faculty in the Student Development and Success Division, and it is challenging to conduct the large number of peer evaluations necessary each semester with only three full-time faculty. Also, 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. Consequently, we need an additional full-time faculty member simply to do the work in the department such as peer evaluations, yearly reviews, SLO assessments, and curriculum development. 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.

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

ESL Outreach Support/Retention Assistants

ESL Outreach staff and retention assistants 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.

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. The Division has met with the Associate Director of the Success Centers to discuss this critical need. There has been difficulty in locating qualified ESL tutors to work in the Centers for many years. Work is underway with ESL Faculty Mentor-Coordinators to train tutors in this area (see below). Many of our classes have been working with embedded tutors from the Student Success Center. Large ESL classes, multi-level, and VESL courses especially benefit from this service.

Writing Center ESL Faculty Mentor-Coordinators

The Writing Center at the SLO and NCC Student Success Centers support many ESL students enrolled in other college courses or programs. These may be students who have completed our program, or those who have tested into college level coursework. Often the peer tutors need guidance in how to best help ESL learners with their writing. Starting in spring 2018, we will have three ESL Faculty Mentor-Coordinators, two on the SLO campus, and one at NCC who will provide ongoing mentoring and regular ESL specific training for student peer tutors. In addition, faculty will collaborate with the English Department Mentor-Coordinators in scheduling and trainings as well as work with the Student Equity and Success Centers Director and Associate Director to recruit, interview, and hire student tutors. These positions are funded by the Student Equity Plan at the 2/3 lab rate.