

# INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2017-2018

**Cluster:** Arts, Humanities & Social Sciences    **Program:** English as a Second Language  
**Current Date:** March 3, 2017    **Current Academic Year:** 2016-2017  
**Last Academic Year CPPR Completed:** 2011-2012

## NARRATIVE: INSTRUCTIONAL CPPR

### I. GENERAL PROGRAM INFORMATION

#### A. Program mission

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.

#### B. Brief history of the program

Cuesta College's credit ESL program developed from a one-unit class to a comprehensive sequence of beginner to advanced level courses over the last 27 years. As the program expanded, more faculty and staff were hired to support it. In addition, the curriculum has undergone several major changes as we have evolved, responding both to statewide success measures and the needs of our student population.

Beginning in the late 1980's, there was a demand in San Luis Obispo County for ESL instruction due to the increasing linguistically diverse population. Because the local adult schools did not emphasize ESL, there was a responsibility for Cuesta College to respond to this need. At this time, a few English and Foreign Language instructors worked part time with ESL students offering a 3-unit integrated skills ESL class and conversation practice. By the time Douglas Pillsbury, the first full-time ESL faculty member, was hired in 1990, there were beginning, intermediate/ and advanced integrated skills courses being offered on the San Luis Obispo campus. Several part-time instructors were hired to teach these classes. The program expanded further to four levels of 3-unit A and B classes. The A classes consisted of reading, vocabulary, and conversation; the B classes consisted of writing and grammar. Additionally, there was a language laboratory component. Classes were offered in the evening, and Douglas Pillsbury was responsible for promoting the program in the community. In these early years, the ESL program was under the Language Arts Division.

There was a dramatic increase in demand for ESL classes when the new North County Center (NCC) opened in fall 1998. By then, the College had established an ESL coordinator position (20% reassigned time) for the lead instructor, Douglas Pillsbury, and a part-time bilingual ESL outreach person. Classes were also offered in other locations throughout the county such

as Cambria, Shandon, and Arroyo Grande. In 2000, the Language Arts Division re-organized into English and Languages and Communications, and ESL became a discipline under the English Division.

As our program continued to grow, more full-time ESL faculty members were hired. In 2001, Donna Bower became a full-time instructor at the NCC. Then in 2005, Madeline Medeiros was hired as the third full-time instructor. She was based on the San Luis Obispo campus and the South County Center (SCC). Eventually, two ESL outreach recruiters were also hired as full-time classified staff. One recruiter became responsible for San Luis Obispo and South County, and the other for the North County.

In 2005, as a result of low success rate reports, we reorganized the curriculum. We combined the A and B classes into six-unit integrated skills courses for Levels 1 through 5. One hour of the six was reserved for computer lab activities. We added ESL 006A, a 6-unit writing and grammar course, and 006B, a 3-unit reading and vocabulary course. Three 2-unit conversation classes (i.e., ESL 015 for Level 002, ESL 025 for Levels 003 and 004, and ESL 035 for Levels 005 and 006) were also created. During this revision, we established two certificate programs. The Intermediate Certificate of Specialization was awarded to students who successfully completed ESL 025, ESL 003, and ESL 004. The Advanced Certificate of Specialization was awarded to students who successfully completed ESL 035, ESL 005, ESL 006A, and ESL 006B.

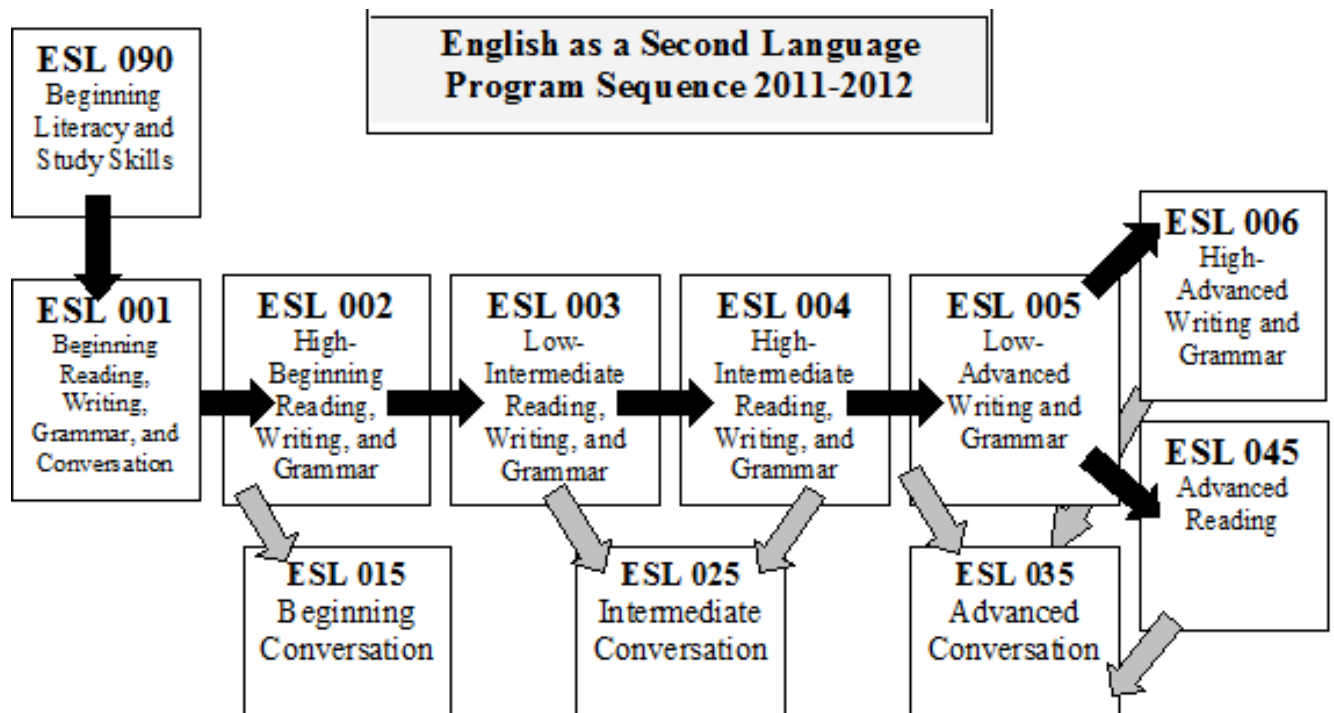
Due to our program expansion and loss of several part-time instructors, we were able to hire two additional full-time faculty in fall 2006: Regina McKeown (Voge) and Amy Kayser. Regina has taught mainly at the NCC, and additionally has taught College Success Studies courses, while Amy has taught at both the San Luis Obispo campus and SCC. As a Basic Skills Initiative (BSI) best practice, we hired three part-time retention specialists through Matriculation in 2007. The retention specialists made an immediate impact on keeping students in class once they had registered; this was achieved through telephone contact and by creating a more welcoming presence for the students. When the Matriculation budget was sharply reduced in 2008, the Academic Skills Committee agreed to spend BSI dollars to continue these positions.

In fall 2007, ESL became its own division. This major re-organization allowed us to catch up with our growth and expansion. We hired a full time assistant and created the position of North County coordinator, which Regina Voge was selected to fill. In December 2010, Douglas Pillsbury retired, and Madeline Medeiros became the ESL Division Chair. His full-time position was not replaced, so the ESL division was reduced to four full-time instructors.

At the same time that we were conducting our last program review, we revised the curriculum for ESL 005, 006A and 006B, and the new courses were implemented in fall 2011. The primary rationale for these curricular changes was to allow for more focused writing and grammar instruction at the higher levels.

## ESL Curriculum Revisions Fall 2011

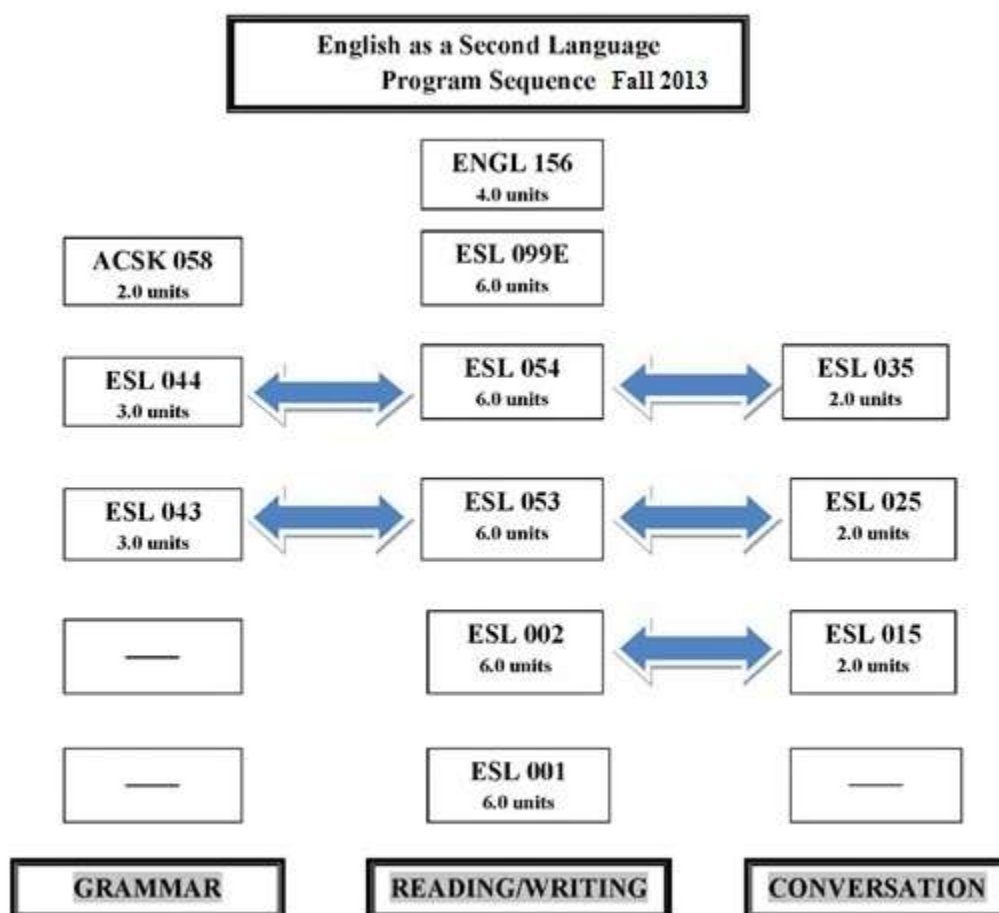
Previous Course Names/Numbers	New Course Names/Numbers
<b>ESL 005</b> , Reading, Writing and Grammar (6 units)	<b>ESL 005</b> , Writing and Grammar (6 units)
<b>ESL 006A</b> , Writing and Grammar (6 units)	<b>ESL 006</b> , Writing and Grammar (6 units)
<b>ESL 006B</b> , Reading (3 units)	<b>ESL 045</b> , Advanced Reading (3 units)



### C. Significant Changes/Improvements since Last Program Review

The ESL and College Success Studies (CSS) departments joined to make a new division, Student Development and Success (SDS) in 2013. Madeline Medeiros served as SDS Division Chair from 2013 until fall 2016, at which time she became interim Dean for Arts, Humanities, and Social Sciences. Amy Kayser then became interim SDS chair, and Emily Klingenberg was hired as a full-time temporary ESL instructor. Since our last program review, the ESL curriculum has undergone two major revisions while facing pressures of declining enrollments and low success rate data.

In fall 2012, we revised our curriculum to accelerate our more advanced courses, emphasizing reading and writing skills. Using models presented at the Strengthening Student Success Conference in October 2012, faculty created an intermediate reading and writing course, ESL 053, which replaced ESL 003 and ESL 004, and a high-intermediate reading and writing skills course, ESL 054, which replaced ESL 006 and ESL 045. Separate grammar courses were also developed at the intermediate and high-intermediate levels, ESL 043 and 044 respectively. An advanced reading and writing course, ESL 099E, was also developed. This course is the equivalent of English 099 but is designed specifically for second language learners. In fall 2013, ESL faculty began teaching this new curriculum at all Cuesta sites.



While this new curriculum solved some of the previously identified weaknesses, it did not best serve the needs of our student population, which consists mainly of working students seeking better job opportunities, not necessarily students on an academic path. Our Scorecard data from the California Community Colleges Student Success Initiative showed a very low success rate. Like the college wide trend, our enrollments began to decrease significantly. Factors that most likely contributed to this decline included lack of student success, rising costs of credit tuition, limited course repeatability and financial aid access. Our students also struggled to find childcare while they attended classes. We realized that our students would benefit more from a noncredit ESL program, so we needed to revise the curriculum once again.

Noncredit ESL had been offered as Adult Education using grant funds in 2002. In 2005, Noncredit ESL started being offered throughout San Luis Obispo County at community sites. VESL courses were developed in 2007 and taught at these sites. These classes were multi-level and open entry/exit. Noncredit ESL levels 701-703 were offered as managed enrollment classes starting in spring 2013 at NCC. During this time, Noncredit ESL and VESL was under Workforce Economic Development, and there was little to no coordination and collaboration with the credit ESL program. In converting our credit courses to noncredit, we needed to merge with the existing noncredit ESL program. We wanted to increase access to students and allow for course repeatability and childcare free of charge. We wanted to focus more on building foundational skills at the lower levels, which was a recommendation in our last program review. While making these changes, we were committed to maintaining the rigor of our program so that we still provided a pathway to those students who did wish to continue their studies at the college level.

The conversion of credit courses to noncredit happened in stages. In fall 2014, credit and noncredit ESL instructors met to revise the noncredit course curriculum. In the process of coordinating the credit and noncredit ESL programs, an MOU was created to move the twelve part-time faculty who had been teaching only in the noncredit ESL program into the Collective Bargaining Agreement for credit faculty, effective fall 2015. At that time, the Career Development and College Preparation (CDCP) noncredit ESL and VESL courses began receiving 100% apportionment from the state. In fall 2015, the credit and noncredit ESL programs were joined under the SDS Division. VESL courses also became housed in the SDS division at this time. ESL 001, 002 and 015 were discontinued and replaced by ESL 701, 702, 703 and 704. We cross-listed noncredit ESL 705 and ESL 706 with our credit courses, ESL 053 and ESL 054. In fall 2016, the conversation courses became noncredit ESL 725 and 735 and were offered at 3 hours per week instead of 2 hours. Increasing the contact hours for conversation classes was a recommendation in our last program review. Finally, the two VESL courses were revised and became VESL 711 and 712. The new courses included a computer literacy skill-building component, and together they comprise the VESL certificate. Finally, ESL 054, High Intermediate Reading and Writing, was offered as a cross-listed course for the final time in spring 2016. As of spring 2017, ESL 99E is the only remaining credit course in our program.

#### **D. Current ESL Faculty**

**Full-time:** Donna Bower, Amy Kayser, Emily Klingenberg\*, Regina Voge

Note: \* Full-time temporary 2016-2017

**Part-time:** Ashley Barragan, Nicole Biddison, Taylor Burns, Bill Compton, Lucy Conklin, Scott Ferree, Adrienne Lomp, Monica Linggi, Kathy Lynett, Jessica Michelsen, Roberto Olmos-Arreola, Minerva Rangel, Teri Schouten, Minerva Soto, Karin Taylor, Melinda Weaver, Kati Wright

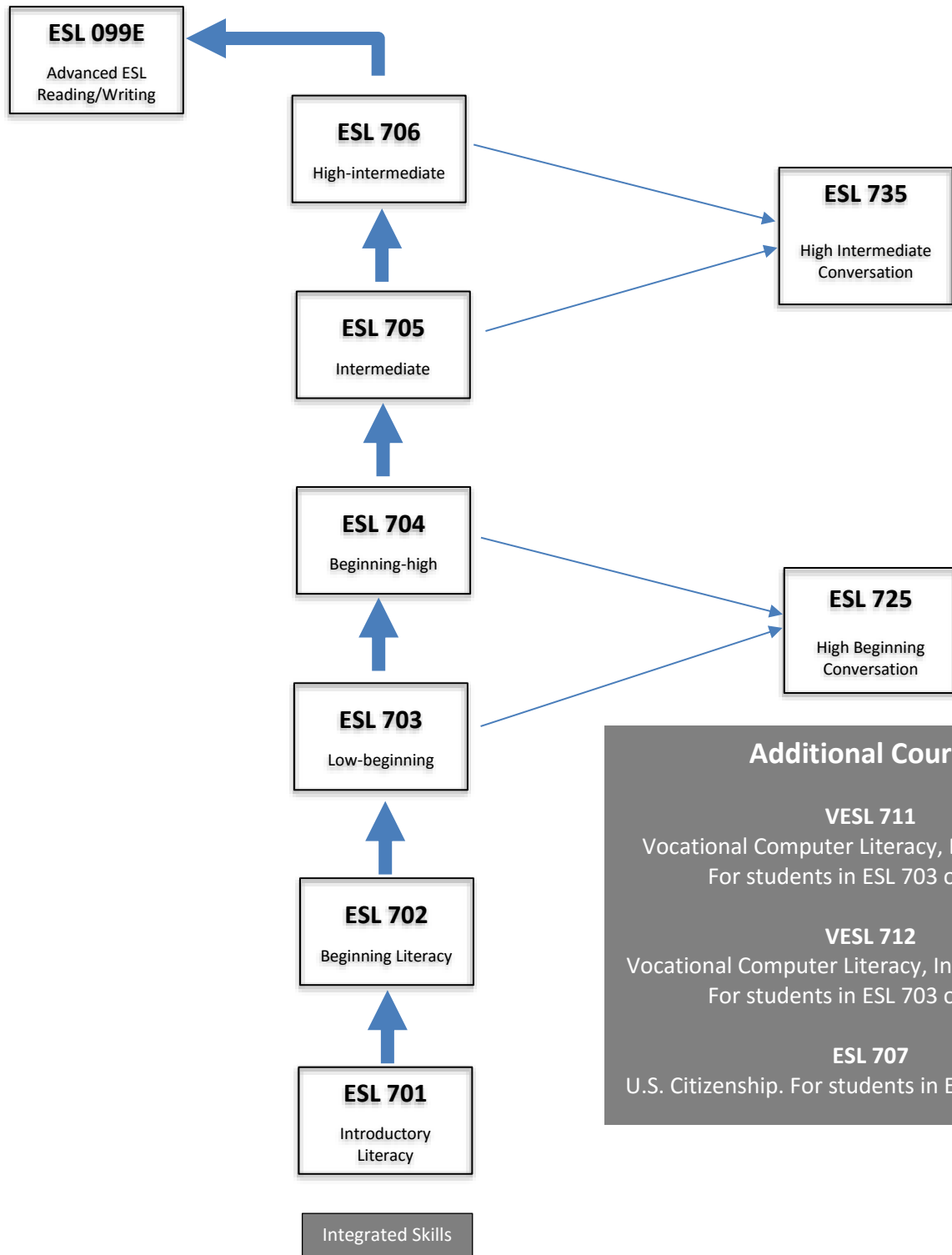
#### **E. Describe how the Program Review was conducted and who was involved**

All ESL faculty had the opportunity to participate in the CPPR. As interim Division Chair, Amy Kayser took the lead on completing the report. First, she consulted the previous year's APPW. Then, she composed different sections of the document, which were forwarded to full-time faculty members. Their ideas were incorporated into the revisions. The entire ESL faculty had the opportunity to give input on the resource plan and data section. At the November 2016 ESL meeting, we discussed and prioritized our division's top 10 requests for our Resource Plan. At the February 2017 meeting, we discussed the relevant program data and brainstormed strategies to improve the data. These ideas were then incorporated in the analysis. Once the full draft of the document was complete, all full-time faculty members reviewed it again to offer additional feedback. Carolyn Lorimer, the division assistant, worked on updating our Resource Plan.

## ESL Program 2017

### CREDIT ESL

### NONCREDIT ESL



## **II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

### **A. Identify how your program addresses or helps to achieve the District's Mission Statement.**

The District's Mission Statement aims to inspire "a diverse student population to achieve their educational goals." Our students come from various educational, cultural, linguistic, and ethnic backgrounds, and they contribute significantly to the diversity of Cuesta's student population. Furthermore, the Mission of the college includes helping students "improve their foundational skills." ESL students attend Cuesta in order to develop the foundational skills necessary to expand their professional opportunities through greater mastery of English. Many of our students receive job promotions and better wages as a result of their increased command of the language. Additionally, the ESL program is committed to helping our students improve their language skills so that they may develop personally and participate more effectively in their communities. Finally, some students wish to pursue their studies beyond ESL, and our program helps them develop the skills necessary for further study.

### **B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.**

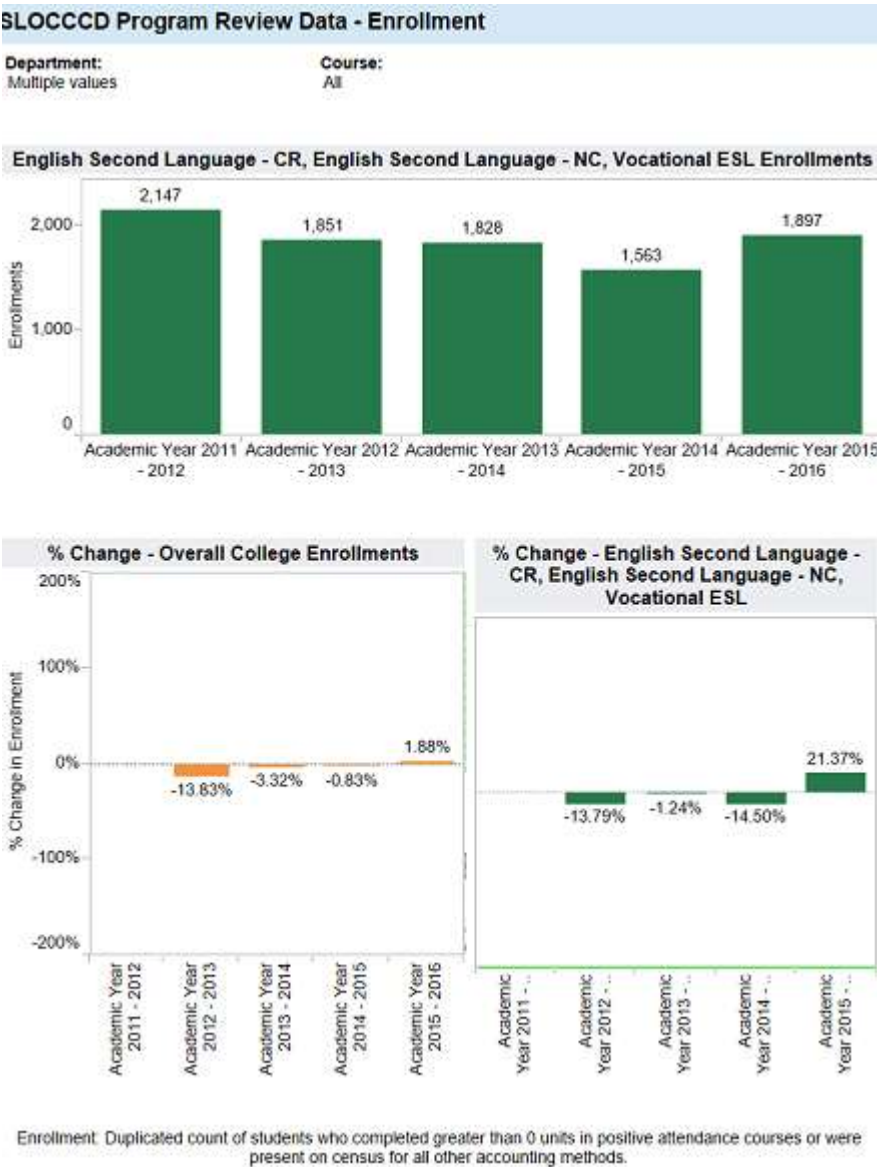
The ESL department was part of Institutional Objective 1.4 in the 2014-2017 Strategic Plan. The objective was to increase ESL credit course success and improvement rates by 2% annually. To meet this objective, the ESL program developed a process where ESL students completed an abbreviated student educational plan (ASEP) at new student orientations and in some of their ESL courses. While the Institutional Research data showed that the improvement rate increased in 2015 and 2016, the goal of increasing credit ESL course success rate by 2% was not met. This was most likely due to the accelerated curriculum, which was too difficult for our students and not aligned with their needs. According to the second Institutional Goal as stated in the Educational Master Plan 2012-2016, Cuesta will "increase student access to higher education." Our conversion of our credit to noncredit courses has removed numerous barriers for our vulnerable student population. Thus, we have increased access to higher education for many of our community members.

### **C. Identify how your program helps students achieve Institutional Learning Outcomes.**

The ESL program helps students improve their foundational English skills. These skills are the basis for achieving all of Cuesta College's Institutional Learning Outcomes (ILOs). More specifically, all of our ESL courses help students meet ILO #1. Through the development of English language skills, students improve their employment opportunities. This helps them "demonstrate the professional skills necessary for successful employment." Our highest level academic courses, which include ESL 706 and 99E, help students achieve ILO #2, especially in terms of "communicating complex information in a clear and logical manner." Finally, our VESL courses aim to teach computer literacy, and this helps students achieve ILO #6, which relates to technical and informational fluency.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

A. General Enrollment (Aggregated)



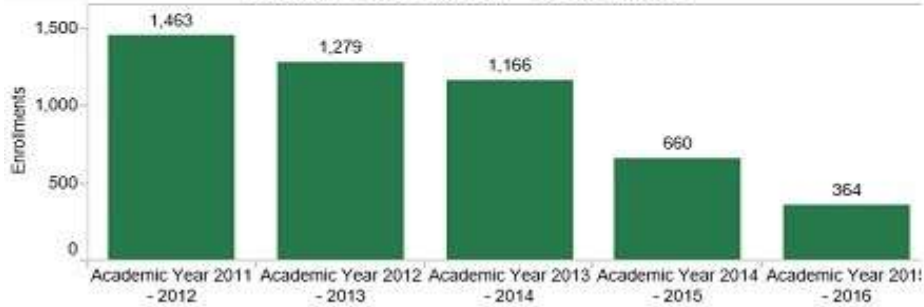
### SLOCCCD Program Review Data - Enrollment

Department:  
English Second Language - CR

Course:  
All

Credit ESL

English Second Language - CR Enrollments



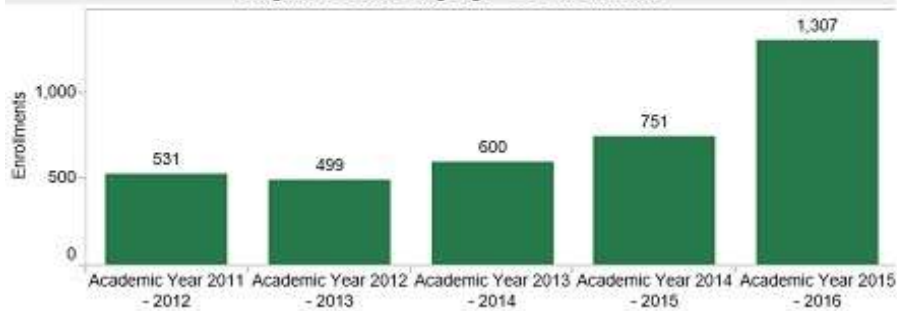
### SLOCCCD Program Review Data - Enrollment

Department:  
English Second Language - NC

Course:  
All

Noncredit ESL

English Second Language - NC Enrollments



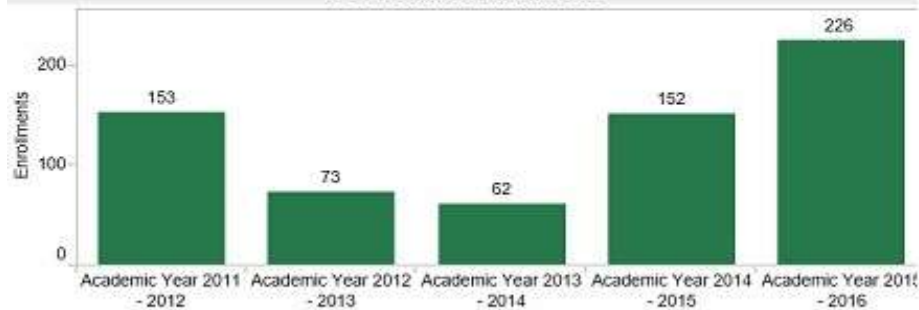
### SLOCCCD Program Review Data - Enrollment

Department:  
Vocational ESL

Course:  
All

VESL

Vocational ESL Enrollments



There has been a steady decrease in credit ESL enrollments since 2012. The more drastic reduction from 2014-2015 to 2015-2016 can be explained by the fact that we have been converting most of our courses to noncredit. In the 2015-2016 academic year there were only three credit courses (ESL 25, ESL 35, and ESL 99E). The other two credit courses (ESL 053 and ESL 054) were cross-listed with noncredit course (ESL 705 and 706). Consequently, the drop in credit ESL enrollment was expected, and we anticipate a further drop because there is only one credit ESL course remaining, ESL 99E.

On the other hand, our noncredit ESL and VESL enrollments increased dramatically. Despite the decline of credit ESL enrollment, the overall enrollment for ESL (which includes credit, noncredit, VESL) increased considerably from the previous year. Last year, our projection was that the enrollments would increase, and this is exactly what happened. From 2014-2015 to 2015-2016, there was a 21.37% increase in enrollments, which is significantly more than the 1.88% of the overall college increase. A number of factors can explain this. First, noncredit courses are free, and they offer childcare for students. Thus, they remove potential barriers our students face. Second, now that noncredit and VESL are under the SDS division, there is better coordination and articulation between the various programs. Finally, we believe that 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.

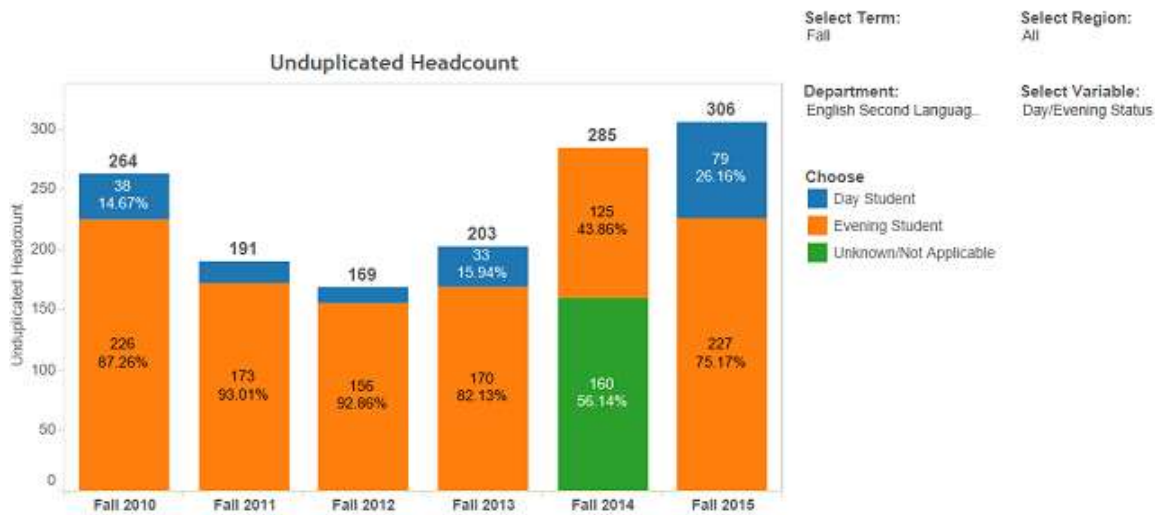
Enrollments will likely further increase as we continue marketing our program to the local communities. We also plan to offer more courses at the various sites. For example, we will offer ESL 701/702 and ESL 725 for first time in fall 2017 at the SCC. We are in the process of hiring two Outreach Coordinators, and they will be working on advertising in local radio stations and publications. They will also connect with local organizations in order to identify and reach out to community members who would benefit from our program. Since most courses are free, repeatable, and geared towards life skills, we anticipate a renewed and growing interest in our program.

## B. Disaggregated Enrollment Data

### Enrollment by Day/Evening - Fall



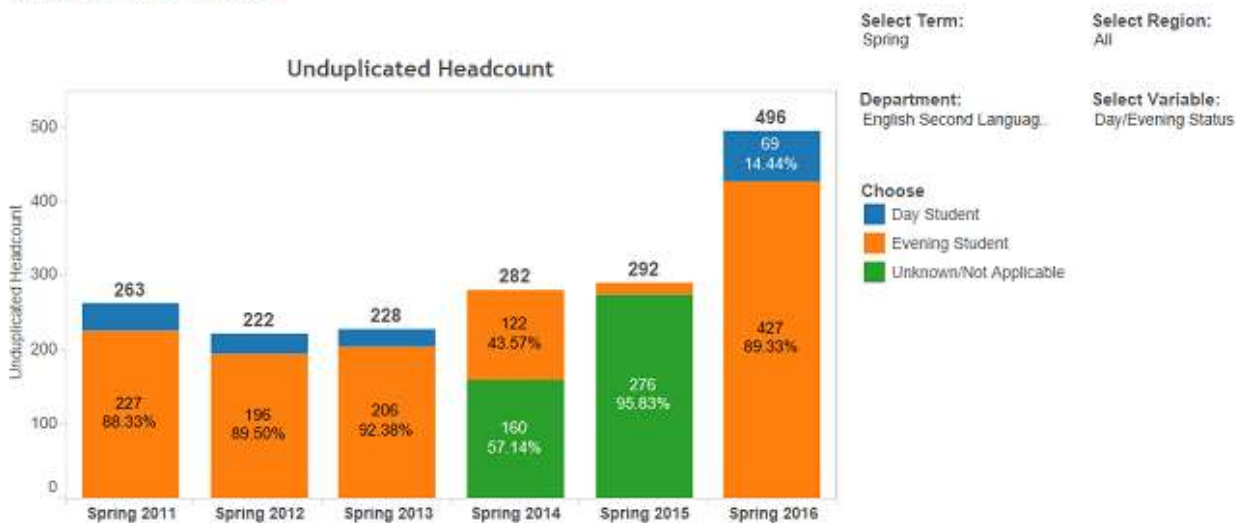
#### Student Characteristics and Enrollment Trends



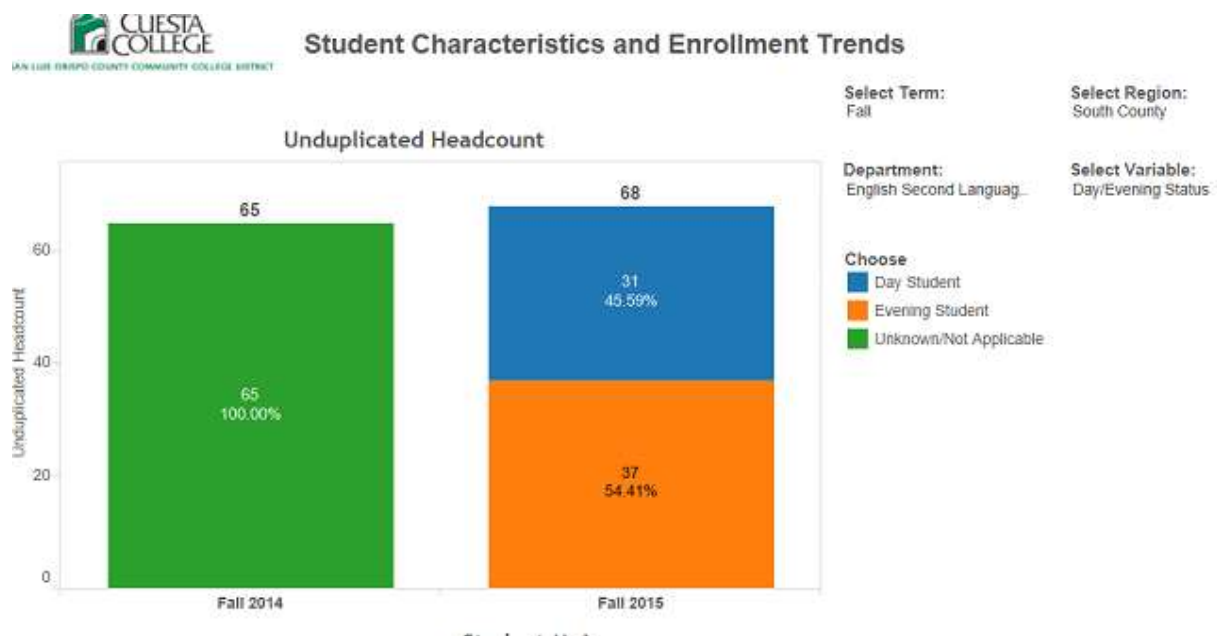
### Enrollment by Day/Evening – spring



#### Student Characteristics and Enrollment Trends



### Enrollment by Day/Evening - SCC

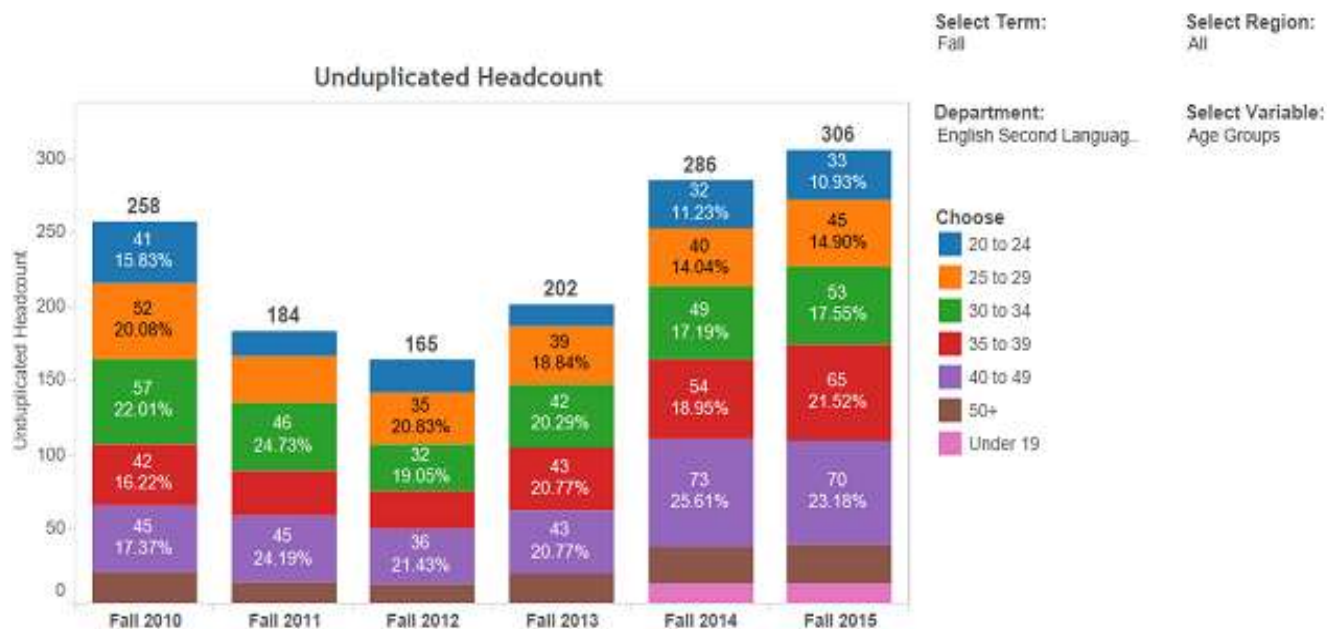


The majority of ESL students are evening students, so day students comprise the underrepresented demographic. This is because many students work during the day and can only take classes at night. However, the data reveals two interesting trends. First, we have more day students in fall than in spring (i.e., 25% of fall students are day students and 14% of spring students are day students). This can be explained in part by the 99E day course offering, and in fall, this course appeals to generation 1.5 high school graduates and promise students. This is evident when considering that there are more credit day students in fall (i.e., 142 unduplicated headcount) than in spring (i.e., 88 unduplicated headcount). This will inform our scheduling of 99E. We plan to offer more day sections in fall on the San Luis Obispo campus and at NCC.

Interestingly there is a larger number of day students (45%) in the South County. This is due to the day classes offered at the community sites in Oceano and Nipomo. The day class in Oceano, in particular, has been well enrolled. Since we are losing the South County community sites in fall 2017 to the Lucia Mar school district, it will be important for our Outreach Coordinators to work closely with community organizations and schools in order to identify populations that would benefit from day courses. Cuesta's SCC is only available in the evenings, so we can investigate alternative community sites such as churches or community centers. Although we expect that daytime enrollments will drastically decrease in South County, we may be able to build them on the San Luis Obispo and at the NCC.

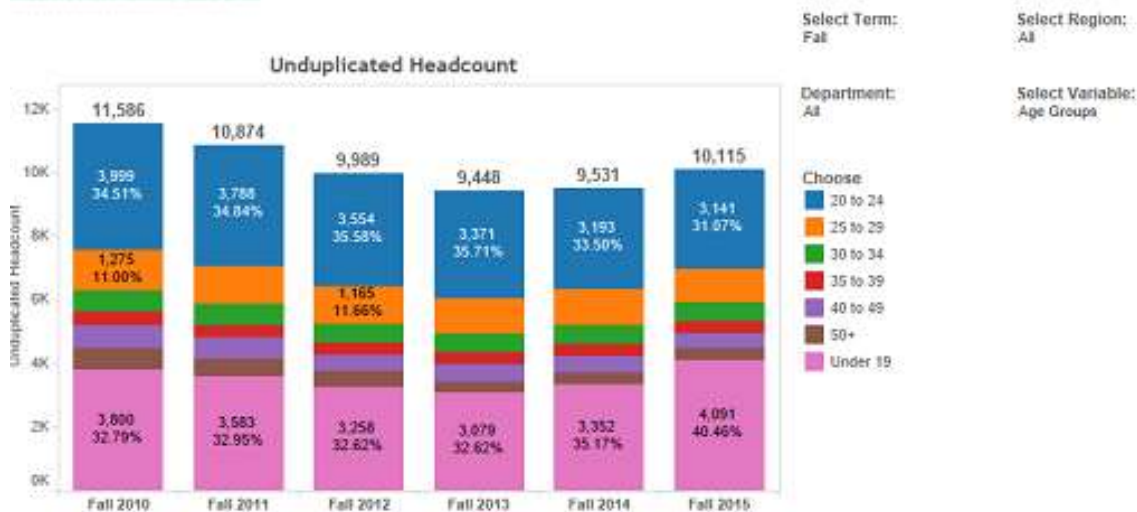
### Enrollment by Age - ESL

#### Student Characteristics and Enrollment Trends



### Enrollment by Age - College

#### Student Characteristics and Enrollment Trends



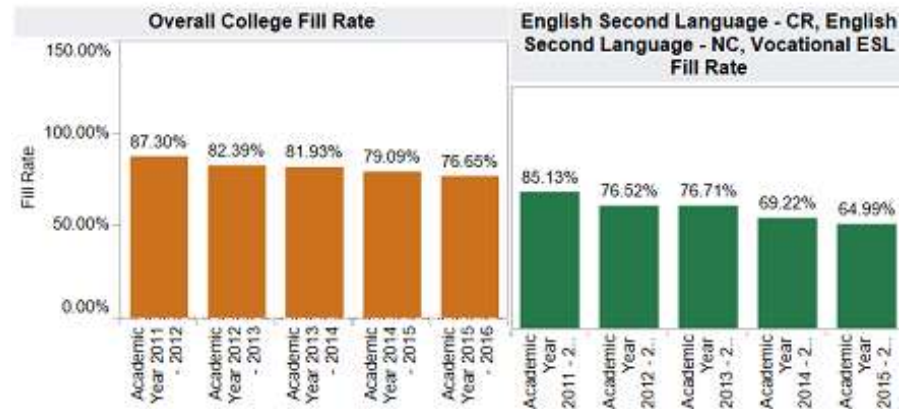
Finally, the enrollment data shows that our ESL program serves a wide range of age groups throughout our community, the majority of whom are aged 25 or older. This is in contrast to the college's overall student population, where more than 70% are 24 years or younger. We could increase our younger student population by having outreach work with local high schools to promote our ESL program. In particular, they may want to connect with potential Promise students who could benefit from our highest level ESL courses.

## C. General Student Demand (Fill Rate) (Aggregated)

### SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
Multiple values

Course:  
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.

## D. Disaggregated Student Demand Data

### SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated

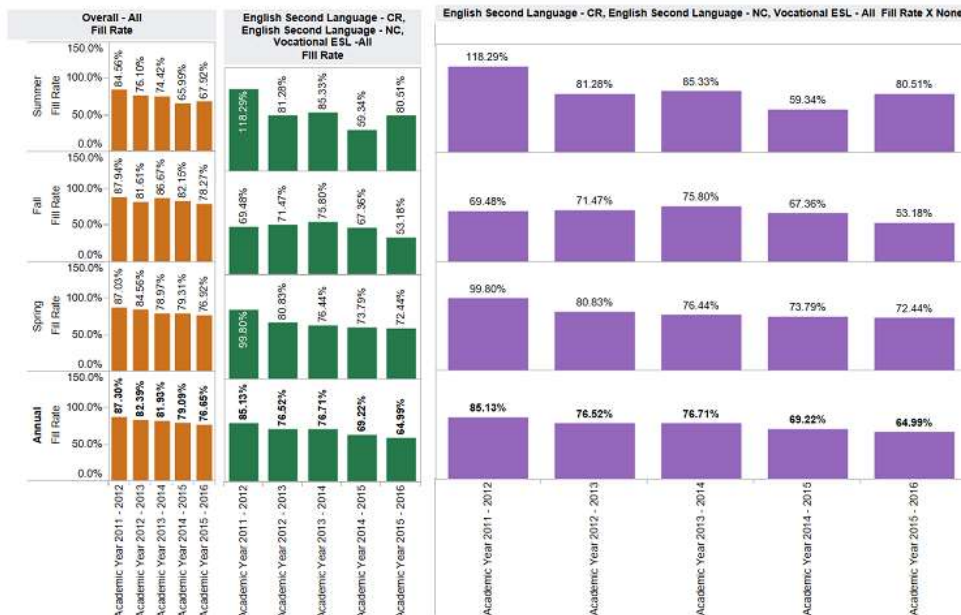
Department:  
Multiple values

Course:  
All

Region:  
All

Disaggregate by:  
None

Legend:



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 has been declining over the last five years, and it dropped from 69.22% to 64.99% in the last year. This mirrors Cuesta College's overall declining fill rate pattern; however, there are contributing factors specific to ESL. The fill rate is significantly

different between fall, spring, and summer. The fall semester has the lowest rate, and summer session has the highest. In summer, we offer only a few courses on campus and in limited community sites. Because of this, there is more demand, and classes are cross-listed and multilevel, which accommodates more students. The higher fill rate in spring semester may be explained by the fact that it is easier to get students to return to class after only a one month break over the holiday period. Fall semester starts in August, frequently before the K-12 school districts begin their school year, which is confusing to some of our students, many of whom have children in school. In addition, some students finish the spring semester planning to attend classes in fall, but their situation changes in the three-month break (e.g., job or family), so they are unable to return to class even if they have already registered. For our students working in agriculture, they have increased work demands in fall, so they have more time to take classes in spring. Another factor in the low fill rate is that the noncredit program has expanded its course offerings, adding courses at various community sites in response to requests from our Adult Education Block Grant (AEBG) Consortium partners as well as the Cuesta administration. Some of these courses compete with each other, so the fill rate is lowered.

### **Disaggregated Student Demand Data- ESL 705/ESL 053**

**SLOCCCD Program Review Data - Student Demand (Fill Rate)**

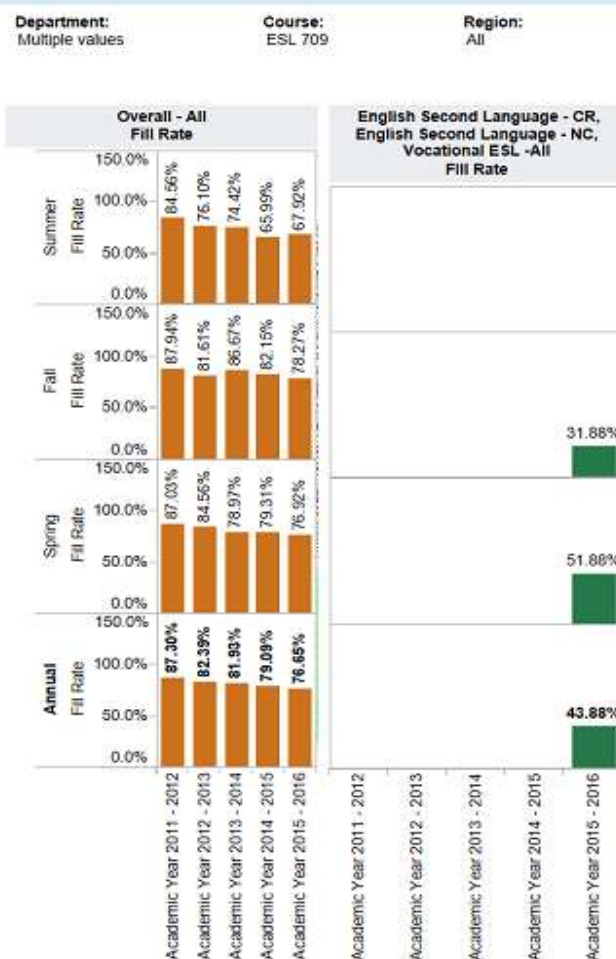


## Disaggregated Student Demand Data

**SLOCCCD Program Review Data - Student Demand (Fill Rate)**



**SLOCCCD Program Review Data - Student Demand (Fill Rate)**



In the academic year 2015-2016, these courses had the overall lowest fill rate: ESL 707 (50.59%), ESL 709 (43.88 %), and ESL 705/053 (45.83%). Citizenship class (ESL 707) was offered at NCC and SCC. This course is held on an alternate night of the week, so students who take it must come to class three nights per week. Often this is too difficult for students, so it results in lower enrollment. To respond to this, we cancelled ESL 707 at SCC in fall 2016, and we only plan to offer it at NCC until our overall enrollments grow. ESL 709 was the noncredit student orientation. We offered many sections, and the caps were high at 40, so that resulted in low fill rates. We have since removed ESL 709 from our course offerings and plan to conduct student orientations in a different way. Finally, ESL 705/053 had low enrollment last academic year. At that time, we were in process of converting our courses to noncredit, and this course had to be cross-listed because we were waiting for approval on the curriculum revision. Additionally, we were struggling with consistent outreach efforts, especially on the San Luis Obispo campus. We have already seen a change in this as evidenced by student enrollment in the current semester. In spring 2017, we have 72 ESL 705 students enrolled (29 in San Luis Obispo, 26 in NCC, and 17 in SCC). This means an average of 24 students/section, which is 100% capacity, so already we can see that the fill rate has changed.

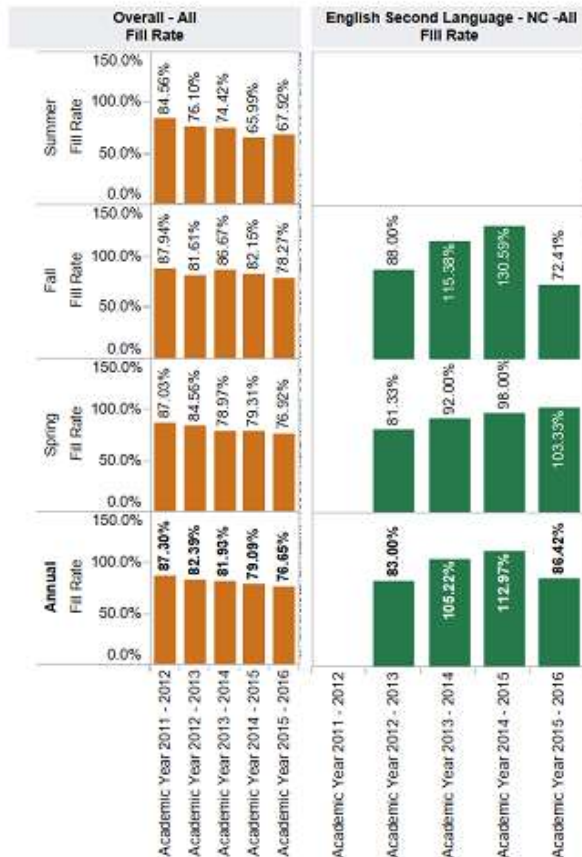
## Disaggregated Demand Data ESL 701, 702, 703

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
English Second Language - NC

Course:  
Multiple values

Region:  
All



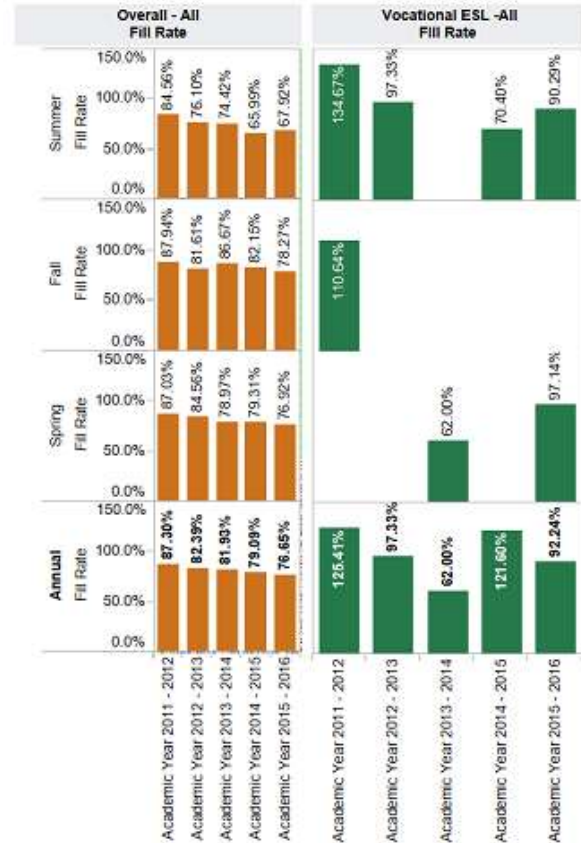
## Disaggregated Demand Data VESL

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
Vocational ESL

Course:  
All

Region:  
All

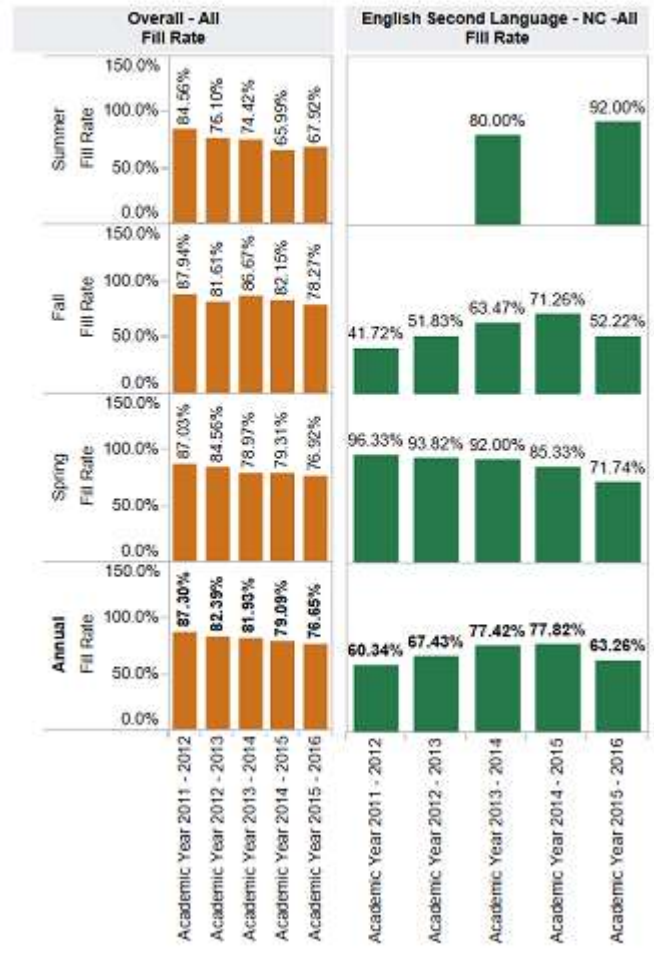


The lowest level classes and VESL have the highest fill rates: ESL 701, 702, 703 (86.42%) and VESL (92.24%). This is not surprising because often students are eager to begin learning English and they see a direct need that they can immediately apply to their lives. As they continue studying, the courses get more difficult, and it is more challenging to persist and continue. The high VESL fill rates may speak to the popularity of this course, which focuses on vocational and computer literacy skills. In addition, VESL courses are offered in summer, which see a higher overall fill rate because there are no other courses to compete with.

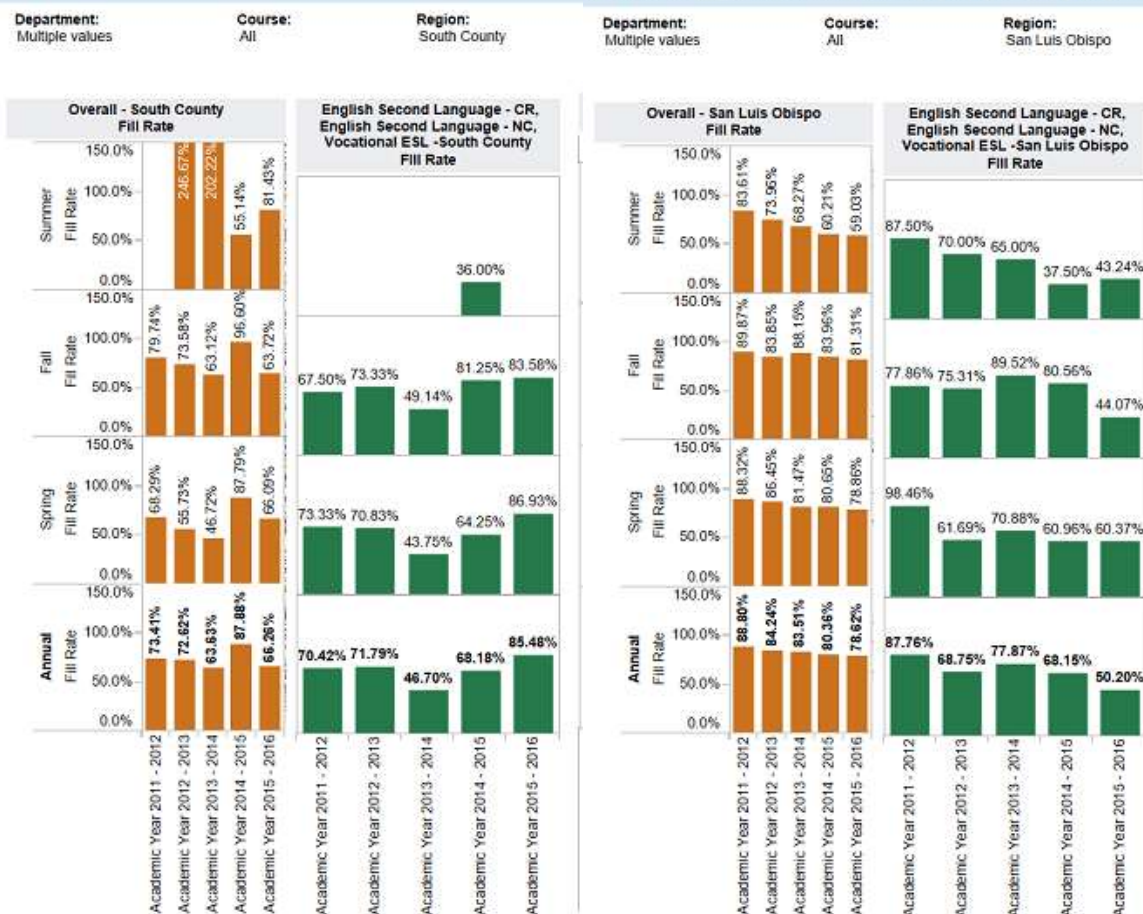
### Disaggregated Demand Data by Site

#### SLOCCCD Program Review Data - Student Demand (Fill Rate) C

**Department:** English Second Language - NC  
**Course:** All  
**Region:** All



## SLOCCCD Program Review Data - Student Demand (Fill Rate) CSLOCCCD Program Review Data - Student Demand (Fill Rate)



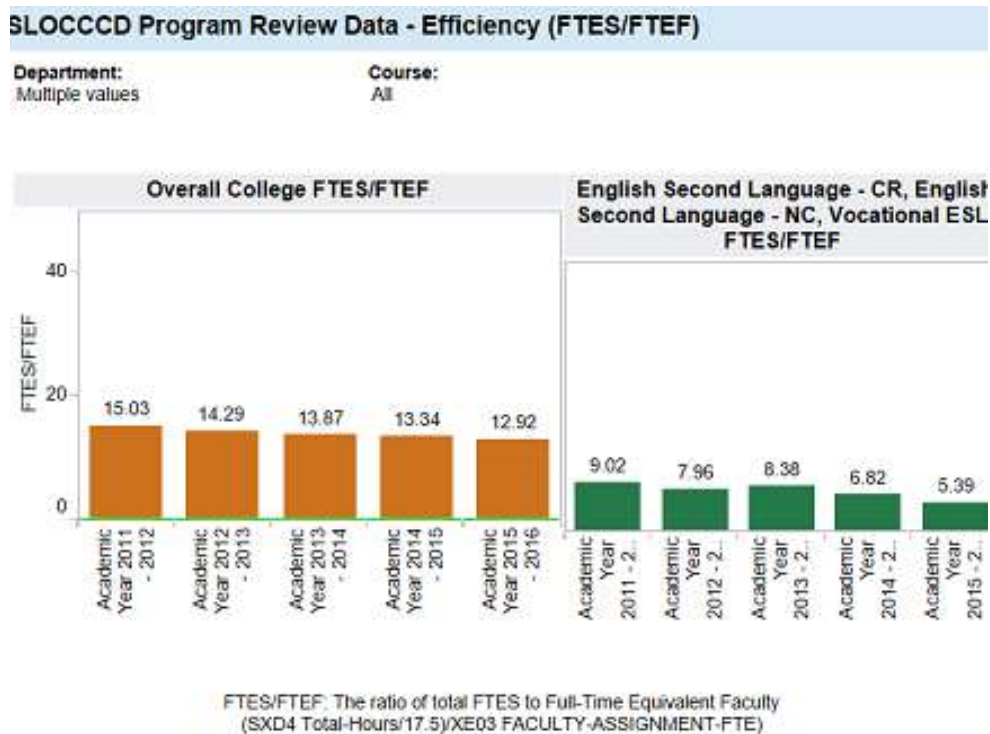
Another trend is that the fill rate was lowest in San Luis Obispo (50.20%), highest in the South County (85.48%), and in the middle at NCC (70.11%). The low rate in San Luis Obispo might be attributed to the aforementioned outreach and curriculum challenges. The South County's high rate is probably in part due to the off campus sites, especially Oceano. In addition, there is a reduced course offering at SCC compared to the other sites. In SCC, there has been no ESL 701/702, 725, 735, or 99E. ESL 705 and 706 are cross-listed and not offered separately. Finally, in NCC, some community sites were low enrolled. For example, a class in San Miguel had few students. We have stopped offering this course in our schedule until we can build a larger student base.

While looking at the specific course data is helpful, it is also important to note that 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. Family commitments frequently change, or they move out of state, and sometimes they return to their countries. 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.

We plan to implement the following strategies to improve the fill rate:

1. We are currently hiring Outreach Coordinators, and we plan to make more consistent Outreach efforts to all Cuesta sites.
2. Our retention staff will continue their work in helping retain students and encouraging them to persist.
3. We plan to offer only one section of our leveled courses unless there is a significant waitlist and demonstrated need. In that case, we may add 15-week late-start courses to accommodate this.
4. We will discontinue low enrolled courses (e.g., ESL 709, ESL 701-704 in San Miguel, ESL 707 in SCC) until a larger student base is built.
5. Outreach and retention staff will work on student enrollments from spring to fall semester. They will make more contact with students. We will work on ways to remind students that classes have begun.

#### E. General Efficiency (FTES/FTEF) (Aggregated Data Chart)

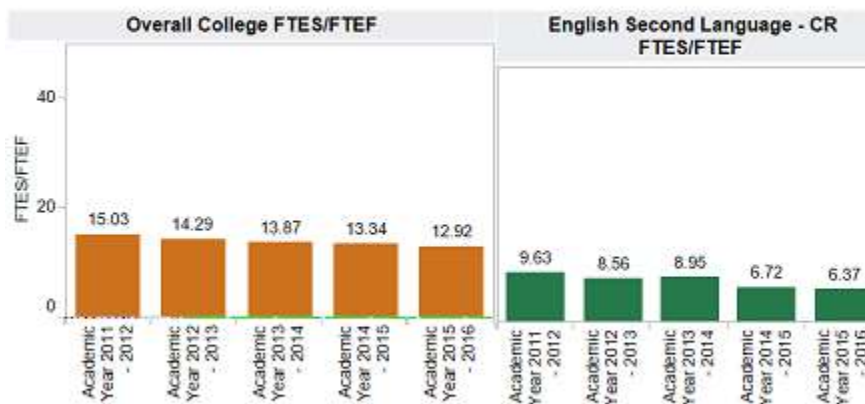


## F. Disaggregated Efficiency Data

### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
English Second Language - CR

Course:  
All

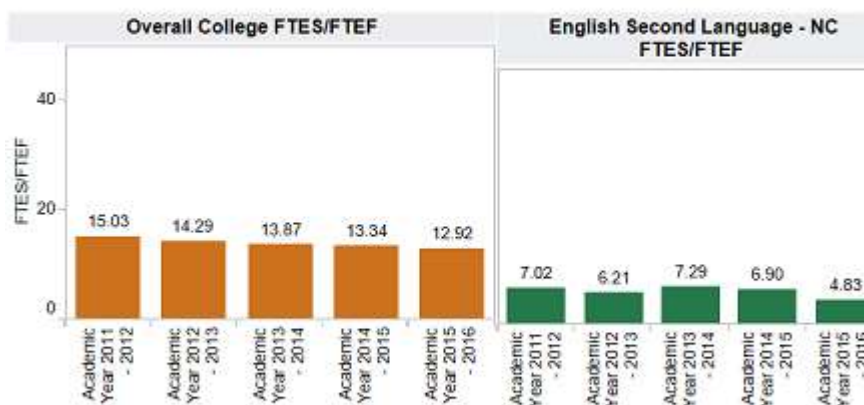


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
English Second Language - NC

Course:  
All

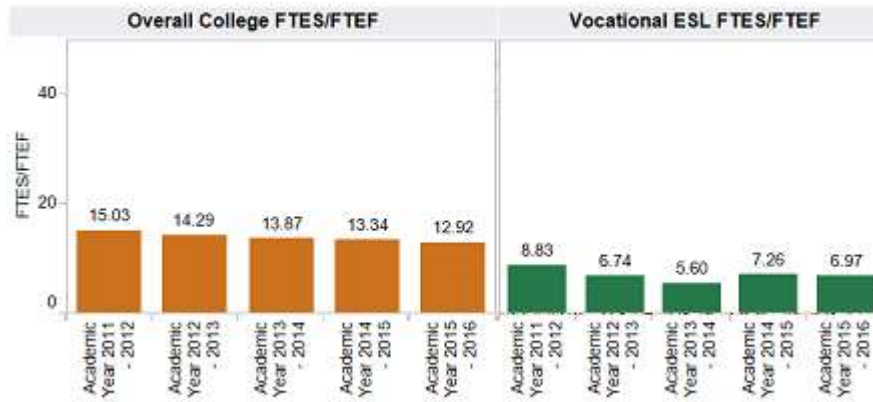


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Vocational ESL

Course:  
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5VXE03 FACULTY-ASSIGNMENT-FTE)

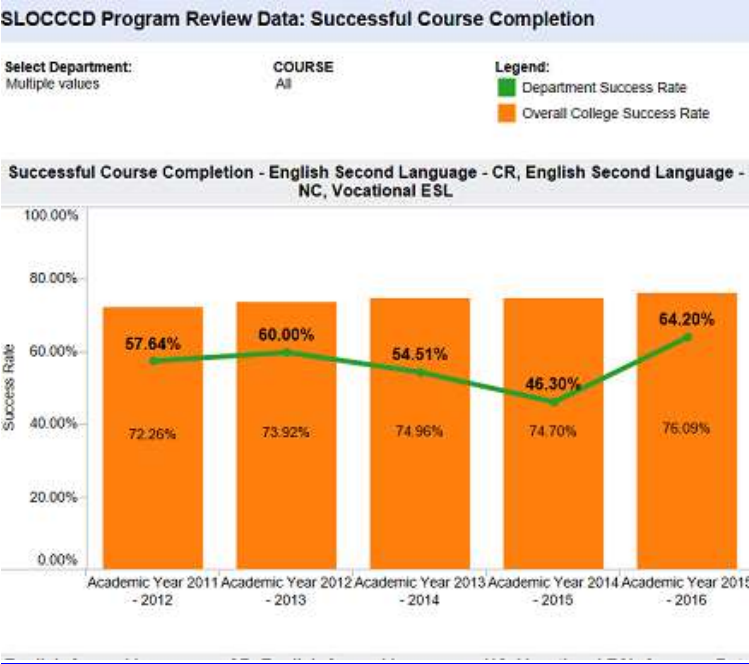
Efficiency in the ESL program remains low, and like the college's overall pattern, it has been declining steadily over the past five years. One of the reasons for low efficiency is because the course caps are low at 24 students. This means that even a course filled to capacity would not have high efficiency. 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.

Last year, we thought our efficiency rates would improve by transitioning to noncredit. However, this was not the case. For the 2015-2016 academic year, while the overall efficiency was 5.39, the breakdown was as follows: credit ESL - 6.37, noncredit - 4.83, and VESL - 6.97. Despite the fact that noncredit enrollments increased significantly, the efficiency was not what we expected. Part of this can be explained by the fact that we expanded our course offerings throughout the community. Also, noncredit and VESL 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 usually has more challenges in terms of consistent attendance and retention 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.

As part of our collaboration with our AEBG Consortium partners, we have been asked to increase noncredit ESL course offerings by both our community partners and the Cuesta administration. While increasing our noncredit course offerings will contribute to an increase in overall FTES and will better support English language learners within the community, this will also likely contribute to continued low fill and program efficiency rates since it will be more challenging to fill additional sections, some of which directly conflict with each other.

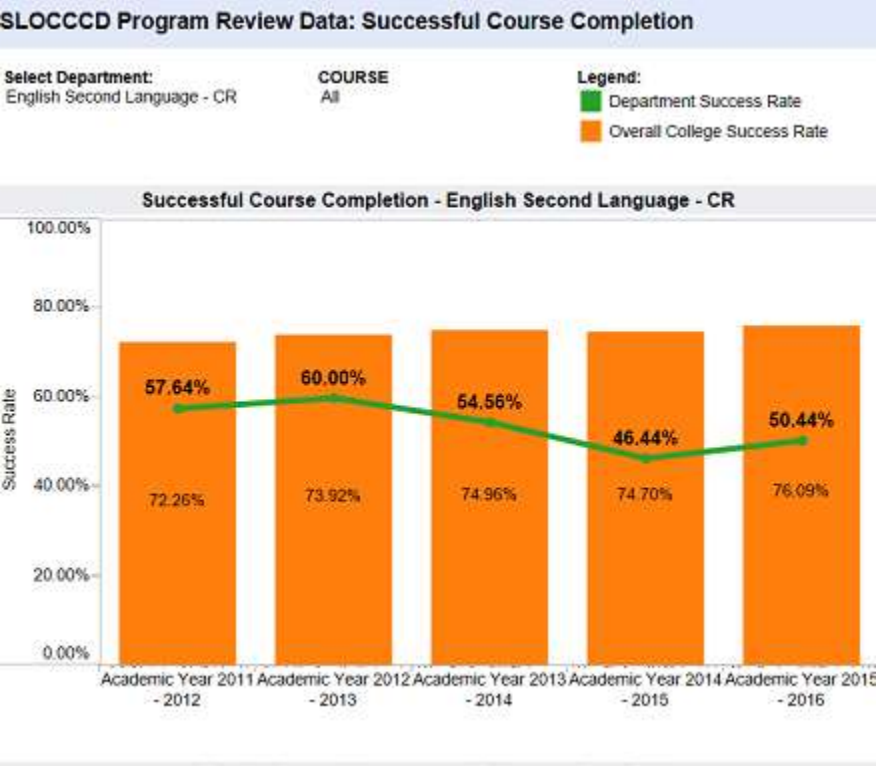
Strategies that we have implemented to improve program efficiency in credit ESL include deactivating the majority of our courses and offering noncredit courses in their place. As our program gains momentum, we anticipate higher enrollment and fill rates. We believe more students will enroll in noncredit courses because they are free and repeatable. Another important strategy relates to our retention efforts. Because efficiency is calculated based on positive attendance and not census rosters, efficiency could improve if attendance and retention rates are improved. Retention assistants have been working at all sites for the past several years in to help us retain our students each semester. For example, they contact students who have missed one or two classes. They provide solutions to obstacles that the students are facing, encouraging them to complete their classes. They also conduct retention and motivational presentations designed to encourage our students to persist to our higher levels. When we have hired the new Outreach Coordinators, preparing for community building events will be a high priority. We envision an event at each site every year that includes all students currently enrolled in ESL courses, so we will invite community students to attend, thus introducing them to the campus. 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. At these events, we hope to have a panel of students who have successfully completed our program and other motivational components. Overall, we believe that building a strong sense of community and bringing off-campus students to the campus sites will encourage retention.

**G. General Student Success – Course Completion (Aggregated Data)**

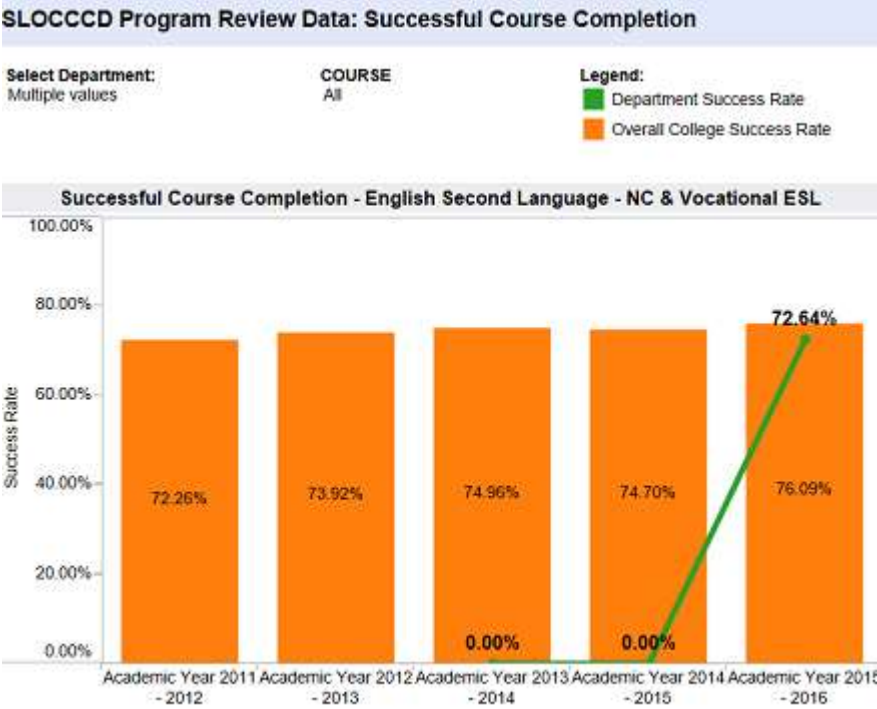


H. Disaggregated Success and Completion Data

Disaggregated Success - Credit ESL



Disaggregated Success - Noncredit ESL



The success rate for credit students increased from 46.44% to 50.44%. Although the increase is positive, it is still much lower than the college's overall rate. This can be explained by the fact that our student population face unique barriers in attending college that do not affect many other college students. Our students tend to be older, working-class, and many of them have families. Most can attend courses only at night and only on a part-time basis. Many of them also have limited education background in their native countries. These factors together make it more challenging to succeed academically.

In contrast to the credit program, the noncredit success rate is 72.64%, which is very close to the college's overall rate of 76%. Noncredit courses recently were able to award grades to students, and this is why we only have data for the 2015-2016 academic year. However, this is very promising, and it shows that the major curriculum revisions, which include converting our credit courses to noncredit, are improving student success.

Because of the high noncredit student success rate, our overall rate (which includes credit, noncredit and VESL) increased significantly from 46.30% last year to 64.20% in 2015-2016. In fact, this is the highest success rate in the last 5-year period. The main strategies we have used to increase success include the following.

- The new ESL noncredit curriculum: we not only converted most courses to noncredit, but we updated and revised every single course in our program. We made only the higher levels academic. The lower level courses include more repetition and practice on foundational skills.
- Faculty collaboration: our faculty have been assessing student learning outcomes (SLOs) and collaborating on course revisions and development. This has enabled us to provide consistent instruction and to communicate clear expectations.
- Retention efforts: outreach, continuing education, and retention staff have been instrumental in motivating students. We have developed a system where teachers regularly communicate with staff who call absent students, encouraging them to continue their studies.
- Embedded tutors: many of our ESL courses have been utilizing embedded tutors. These tutors provide additional instructional support both inside and outside the classroom, and that helps students succeed.

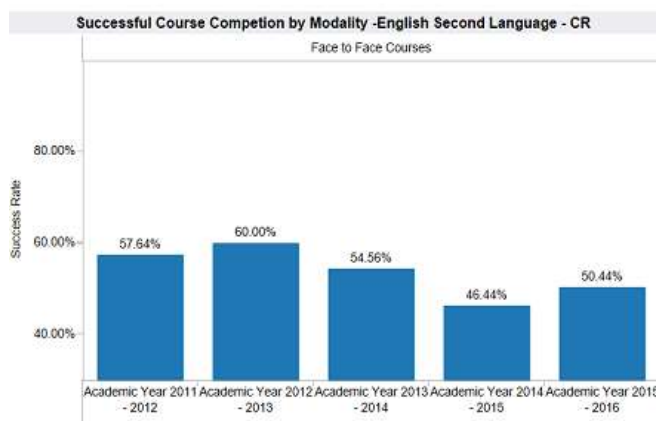
Since these strategies are working, we plan to continue implementing them. To improve credit success rates (i.e., 99E), we can encourage the use of embedded tutors. In addition, we can recommend that struggling students take noncredit ESL 706 if they need further skill development, and the noncredit grammar courses ESL 743 and 744 once they become available.

## I. Student Success—Course Modality

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
English Second Language - CR

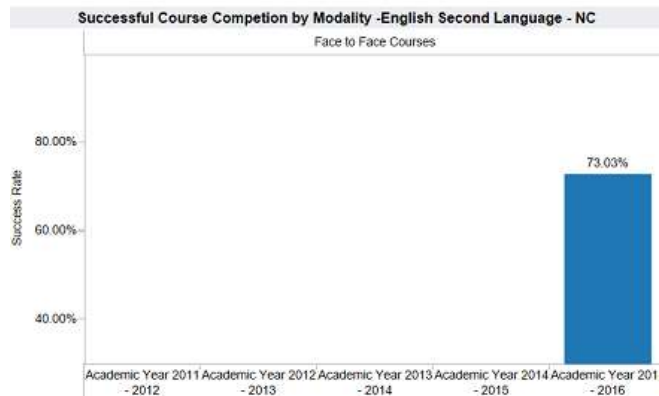
Legend:  
Face to Face Courses



### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
English Second Language - NC

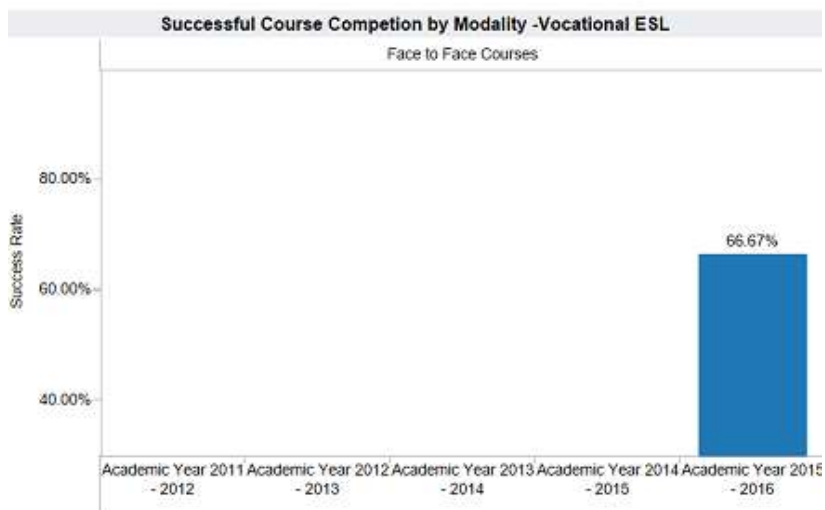
Legend:  
Face to Face Courses



### SLOCCCD Program Review Data: Successful Course Completion

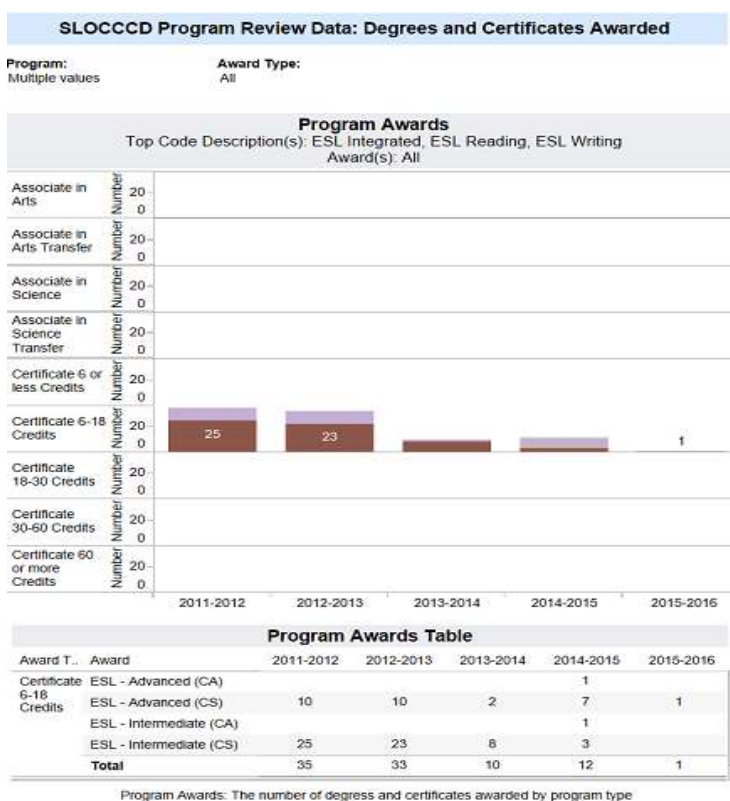
Select Department:  
Vocational ESL

Legend:  
Face to Face Courses



All credit and noncredit ESL and VESL courses are offered only in a face-to-face modality.

## J. Degrees and Certificates Awarded



There is a drastic reduction in the number of ESL Credit Certificates awarded. This is because the credit certificates were discontinued in spring 2016, effective spring 2017. Furthermore, the courses that were included in the certificate are no longer being offered. The certificate for 2015-2016 was awarded retroactively.

As of spring 2016, noncredit classes became gradable. Grades of Pass, No Pass, and Satisfactory Progress are now given to students. Consequently, there are a number of certificates available to our noncredit student starting in spring 2017. Successful completion of two courses in a sequence allows students to become eligible for a Certificate of Competency or a Certificate of Completion. Currently, the noncredit program has five certificates:

1. Non Credit ESL – Level 1 – Certificate of Competency
2. Non Credit ESL – Level 2 – Certificate of Competency
3. Non Credit ESL – Level 3 – Certificate of Competency
4. Non Credit ESL: Listening and Speaking – Certificate of Competency
5. Non Credit Vocational ESL – Certificate of Completion

We anticipate being able to award certificates in the next few semesters once students become eligible. The new Outreach Coordinators and noncredit staff will educate our student population about the certificates and support them in the application process. We would like the Office of Institutional Research to document this data for future program planning and review purposes.

## IV. CURRICULUM REVIEW

### A. List all courses that have been created, updated, modified, or eliminated (and approved by the Curriculum Committee) since the last CPPR.

The following courses have been **deactivated** or **revised** since the last program review.

<b>Course Number and Title</b>	<b>Deactivated</b>	<b>Revised</b>
ESL 090, Literacy	spring 2013	
ESL 001, Reading, Writing, Grammar and Conversation	spring 2016	
ESL 002, Reading, Writing and Grammar	spring 2016	
ESL 003, Reading, Writing and Grammar	fall 2013	
ESL 004, Reading, Writing and Grammar		revised to ESL 053* fall 2013
ESL 005, Reading, Writing and Grammar	fall 2013	
ESL 006A, Writing and Grammar	fall 2012	
ESL 006B, Reading	fall 2012	
ESL 015A, 015B, and 015C, Beginning Conversation	spring 16	
ESL 025A, 025B, and 025C Intermediate Conversation	025B and 025C spring 2017	ESL 025A revised to ESL 725 fall 2016
ESL 035A, B, and C Advanced Conversation	ESL 035B and 035C spring 2017	ESL 035A revised to ESL 735 fall 2016
ESL 043: Intermediate Grammar	pending	revised to ESL 743, pending
ESL 044: High-Intermediate Grammar	pending	revised to ESL 744, pending
ESL 047, Advanced Grammar	pending	
ESL 037, Academic Speaking and Listening	pending	
ESL 193; ESL Special Topics (lab)	pending	

The two Certificates of Specilaization were deactivated in spring 2016, effective spring 2017.

<b>Certificate</b>	<b>Required Courses</b>
English as a Second Language, Advanced Certificate of Specialization (15-17 credits)	ESL 044 High Intermediate Grammar ESL 054 High Intermediate Reading and Writing ESL 099e Advanced Reading and Writing ESL 035 A, B, or C Advanced level Conversation
English as a Second Language, Intermediate Certificate of Specialization (9-11 credits)	ESL 043 Intermediate Grammar ESL 053 Intermediate Reading and Writing ESL 025 A, B, or C Intermediate level Conversation

**B. Provide evidence that the curriculum has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and advisory committee input.**

Every single one of our current courses are either new or have undergone a major curriculum modification since our last CPPR. As part of the process, the following have all been reviewed and updated according to the dates listed below on the chart: catalog description, pre-/co-requisites/advisories, grading method, class size, objectives, topics and scope, assignments, methods of evaluation, texts, and course student learning outcomes. The curriculum review calendar follows the SLOA calendar.

<b>Current ESL Course Number and Title</b>	<b>date reviewed by Curriculum</b>	<b>Course Effective Date</b>
ESL 709: Noncredit ESL Orientation	02/05/2014	fall 2015
ESL 707A: US Citizenship Level 1	10/10/16	fall 2017
ESL 707B: US Citizenship Level 2	10/10/16	fall 2017
VESL 711: : Work Conv and Computer Literacy, level 1	06/20/2016	spring 2017
VESL 712: Work Conv and Computer Literacy, level 2	06/20/2016	spring 2017
ESL 701: Introduction to Literacy	07/23/2015	fall 2015
ESL 702: Literacy	07/23/2015	fall 2015
ESL 703: Beginning-low Integrated Skills	07/23/2015	fall 2015
ESL 704: Beginning-high Integrated Skills	07/23/2015	fall 2015
ESL 705: Intermediate Integrated Skills	09/04/2015	spring 2017
ESL 706: High-intermediate Integrated Skills	09/04/2015	spring 2017
ESL 725: Intermediate Conversation	02/01/2016	fall 2016
ESL 735: High-intermediate Conversation	02/01/2016	fall 2016
ESL 99E: Advanced reading and writing	02/05/2014	fall 2014
ESL 053: Intermediate Reading and Writing*	10/03/2014	summer 2015
ESL 054: High-intermediate reading and writing*	10/03/2014	summer 2015

**\*Note:** These two courses are not being offered, but they are still active in curriCUNET. ESL 053 has been replaced by noncredit ESL 705, and ESL 054 has been replaced by ESL 706.

In our conversion to noncredit, we made the courses gradable (i.e., P- pass, SP-satisfactory progress, or NP-no pass). The following certificates are now available:

<b>Noncredit ESL Certificate</b>	<b>Required Courses</b>
Level 1 –Certificate of Competency	ESL 701 Introduction to Literacy ESL 702 Literacy
Level 2 – Certificate of Competency	ESL 703 Beginning-low Integrated Skills ESL 704 Beginning-high Integrated Skills
Level 3 Certificate of Competency	ESL 705 Intermediate high ESL 706 Advanced
Listening and Speaking – Certificate of Competency	ESL 725 Intermediate Conversation ESL 735 High Intermediate Conversation
Vocational ESL –Certificate of Completion	VESL 711: Work Related Conversational Skills, Level 1 VESL 712: Work Related Conversational Skills, Level 2

## V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment cycle calendar for your program.

### STUDENT LEARNING OUTCOMES

#### ASSESSMENT CALENDAR

#### ESL DEPARTMENT

<b><i>CYCLE STAGE</i></b>	<b><i>F 2016</i></b>	<b><i>S 2017</i></b>	<b><i>F 2017</i></b>	<b><i>S 2018</i></b>	<b><i>F 2018</i></b>	<b><i>S 2019</i></b>	<b><i>F 2019</i></b>	<b><i>S 2020</i></b>	<b><i>F 2020</i></b>	<b><i>S 2021</i></b>
<b><i>SLOs Assessment</i></b>	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
<b><i>Analyze Results &amp; Plan Improvements (CPAS)</i></b>	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
<b><i>Implementation</i></b>	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

## **B. Have you completed your course assessments in eLumen or CPAS?**

Since our last program review until fall 2016, course student learning outcomes were assessed, and instructors completed CPAS documents. ESL faculty teaching the same ESL level collaborated to develop direct assessments, typically final exams that measured the students' skills in one or more of the learning outcomes. For example, assessments included written paragraphs and/or essays, grammar, reading comprehension, vocabulary, listening comprehension tests, and/or oral presentations. After developing and administering the exams, faculty met to review exam results, develop plans for improvements, which was documented in the CPAS. Since our last program review, the following courses assessed their SLOs:

<b>Semester</b>	<b>Course SLOs Assessed</b>
spring 2012	ESL 005, ESL 045, ESL 090
fall 2012	ESL 003 and ESL 004
spring 2013	ESL 006
fall 2013	ESL 002, ESL 015
spring 2014	ESL 054, ESL 035
fall 2014	ESL 053, ESL 025, ESL 99E
spring 2015	ESL 043, ESL 044

In fall 2015 and spring 2016, our CPPR was planned, so no course assessments occurred. Starting in fall 2016, SLO assessments are to be tracked in eLumen. In fall 2016, ESL 725 and ESL 735 instructors met to agree on a shared assessment, which included listening and speaking components. After they administered the exam, they met again to input their results in eLumen and discuss the main findings in order to inform course revisions. Most students enrolled in the courses met the SLOs. This is not surprising as listening and speaking are the strongest skill areas for our student population. In addition, it is the first semester of using new textbooks that focus more on social communication skills and less on academic conversation and listening. The other finding was that the SLOs for each course were slightly repetitive and needed to be revised. They will be revised and changed in both CurriCUNET and eLumen.

## **C. Have you mapped course level SLOs to Program –Level SLOs in eLumen?**

Since the majority of our courses are noncredit, there is no program associated with them, so we are unable to map them in eLumen. Noncredit courses do have a number of certificates associated with them, but because they are not credit bearing, they are not considered to be programs in curriCUNET or eLumen at this time. Our only credit course, ESL 99E is stand alone and not linked to a program of study leading to a degree or certificate. However, all of our courses are mapped to the ILOs in eLumen.

## **D. Highlight improvement efforts that have resulted from SLO assessment.**

In our last CPPR, completed in the 2011-2012 academic year, the major findings from the SLO assessments revealed that students in the program were strongest in the areas of speaking and listening. They did not perform as well in the areas of grammar, reading, and writing. In terms of grammar and writing, strengths included content and idea development and organization,

while students struggled with using grammatical forms accurately. Additionally, students had difficulty transitioning from level to level because of the increased complexity of course materials and academic nature of the courses.

The course SLO assessments in the five-year period since this time found that ESL Levels 002, 003, and 004 students were meeting the grammar outcomes better than they had previously. However, students still struggled with using simple past correctly, and there was difficulty in applying grammatical knowledge in writing. Likewise, in ESL 043 and 044, students improved their performance in grammar at both the intermediate and upper-intermediate level. Separating the grammar practice from reading and writing appeared to be effective in terms of using the forms in controlled contexts, but not in free writing. Regarding writing, the assessments in ESL 053 and 054 showed that students more easily achieved the outcomes of writing paragraphs that were developed and organized, but they didn't perform as well in the language area such as in correct usage of grammar, transitions, and mechanics. This was the same difficulty identified in the previous CPPR. Students continued to achieve the learning outcomes in listening, as evidenced in ESL 025 and 035 assessments; however, they needed more work on note-taking and answering detailed questions. Instructors identified the need to increase the conversation courses from 2 to 3 hours per week in order to better meet the course SLOs. Reflecting on the SLO assessment results from both the last program review and those completed since then, we can see that the following patterns persist:

- Students in our program perform the best in the areas of listening and speaking.
- In terms of writing, correct grammar usage, vocabulary, and mechanics at all levels remain the weakest areas.
- The transition to the next higher course is difficult, and many students need more time at a given level to develop their skills.
- As they progress through the ESL program, the increasing academic nature of the material in both reading and listening is difficult and negatively affects student success.

The recent conversion to a mostly noncredit ESL curriculum addresses many of these identified challenges.

1. Students are now able to repeat a level if they need more practice and time to develop their skills. This will improve student success as they transition to the next higher level.
2. The beginning to intermediate level courses are now less academic in nature. Students practice the language skill areas in practical (i.e., work, home, and social) contexts.
3. The conversation class has been increased from 2 to 3 hours/week. This was a recurring recommendation based on SLO assessments.
4. The first academic course, ESL 706, is repeatable.
5. New curriculum development will be aimed at the ESL 706 level, offering students an alternative pathway to the academic course ESL 99E.

Most of the changes have already been made in curriculum, and we need to offer the new courses and then assess how they are working over the next few years. Noncredit versions of the intermediate and high intermediate grammar courses are pending, and hopefully we can offer them in the summer to support our students in their grammar development.

#### **E. Recommend changes and updates to program funding based on assessment of SLOs.**

The student learning outcomes assessment results highlight the fact that our student population requires a great deal of extra support in order to be successful in our courses. The main funding requests related to our results include retention assistants, embedded tutors, writing center staff, professional development and additional full-time faculty. All these are included in our top 10 resource plan requests.

Because students struggle with writing, grammar, and the academic nature of our higher level courses, they benefit from motivational support. We rely on Retention Assistants to call students when they've missed class, and encourage them to continue with the program. They also help the students navigate the community college system. Embedded Tutors are important in providing extra help in and outside of class. They provide extra practice and tutoring for students. Since writing has been shown to be the weakest area, especially at the higher levels, Writing Center staff who are able to meet with students and provide individual instruction is especially needed. So that our students may benefit from this service, the Writing Center should be available to ESL students in the evening hours. Professional development for faculty is crucial. Faculty need training in conducting SLOA assessments as well as opportunities to develop new materials and methods to support student learning. Finally, we need additional full-time faculty in order to revise and develop our curriculum based on SLOA results.

#### **F. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.**

Aside from the budget requests outlined in Part E, our program is also requesting technology and equipment for community sites and textbook purchasing support for our students. Appropriate technology directly affects our ability to meet the ILOs (see VI, part B). We are unable to help teach students technical and informational fluency without proper equipment. We need appropriate technology available at all of our sites to deliver our course content and to offer our VESL classes. Helping students purchase their textbooks allows them access to our courses.

### **VI. PROGRAM DEVELOPMENT/FORECASTING**

Create a short narrative describing the forecasting elements, indicating how they support efforts to achieve any of the following, where applicable: Program Outcomes, Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes.

#### **A. New or modified action steps for achieving Institutional Goals and Objectives**

In the spring 2016 Progress Report on the Strategic Plan, Institutional Objective 1.4 was modified to include the action step 1.4.4: Better integrate/coordinate noncredit and credit ESL instruction in support of students' achievement of student learning outcomes. This action step has been completed with noncredit and credit ESL merging under the SDS division. The coordination supports better student placement according to students' language needs and goals. The noncredit ESL program will provide a more appropriate means for students who wish to develop communication and job skills and complete career technical programs.

The action step 1.4.5 was also included in the Progress Report. This step requires further refinements of ESL course revision and alignment, which includes the use of embedded tutors in ESL classes and limiting credit course offerings to the most advanced level. Subsequently, all but one of our ESL courses has become noncredit which is expected to positively impact rates of success, improvement, and completion for ESL students enrolled in our remaining credit course, ESL 99E. Further action steps will be taken over the next academic year (1.4.6, 1.4.7, and 1.4.8) which includes reassessing ESL course success, completion, and improvement rates.

## **B. New or modified action steps for achieving Institutional Learning Outcomes**

The ESL Program plans to address *ILO1 Personal, Academic, and Professional development*, specifically:

- Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
- Demonstrate the professional skills necessary for successful employment

In order to address this, we plan to work closely with Continuing Education in order to develop curriculum at the ESL 706 level to support alternative pathways for students. A number of CTE programs are currently being converted to noncredit. We plan to develop courses that support English language learners for these specific programs. In that way, we can offer language support so that students may improve their professional skills and their employment opportunities in our community.

We are also taking action steps to help students achieve *ILO 6. Technical and Informational Fluency*, especially in terms of this outcome: *Produce and share electronic documents, images, and projects using modern software and technology*. We recently revised VESL 711 and VESL 712, and both courses aim to improve students' technology skills, especially the ability to produce electronic documents and navigate the Internet. These courses will assess their SLOs in spring 2017, and they will continue to be revised based on these results.

## **C. New or modified action steps for achieving program outcomes**

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

## **D. Anticipated changes in curriculum and scheduling**

In terms of curriculum, we have converted almost all of our ESL courses to noncredit. The noncredit version of our grammar courses, ESL 743 and ESL 744, are pending. Once they have been approved as noncredit, we plan to offer them either one night per week or in the summer session. We plan to revise the VESL courses to focus more on technology and less on life skills to keep them current with the needs of our student population. We will continue to review the SLOs for each class and revise curriculum as needed to make sure that we keep improving and evolving. In the next year, we will also investigate the possibility of creating a noncredit version of ESL 99E. A curriculum project that is larger in scope relates to language support for CTE programs, which we plan to work on in the next few years.

We anticipate working on course scheduling in order to improve fill rates and efficiency. Currently, we are reviewing data in order to decide best way to offer VESL, grammar, and conversation courses. Since we are predominately a night program, students have limited time to take classes. At present, we offer the shorter conversation course before the main integrated skills class. We then offer VESL on a different night of the week. The idea is that students may be able to come to class three nights a week. In summer, we can offer either the VESL, grammar, or the conversation classes. We may want to survey students and review how many are able to attend three nights per week. We could shift the schedule and offer VESL before the integrated skills courses, conversation or grammar on a third night. In summer, we could alternate between VESL, grammar, and conversation.

## **E. Levels or delivery of support 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 applying, registering, accessing financial aid and other resources challenging. Additionally, our courses are offered almost exclusively in the evening and this presents us with additional obstacles and needs. Consequently, the ESL program requires funding for specialized support services in order to help these students. This includes increased student services, assessment, and textbook support.

### ***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 are limited at all three of Cuesta's sites, the San Luis Obispo Campus, NCC and SCC. Additional funding for evening services staff in Admissions and Records, Financial Aid, Counseling, Health Center, Cashier's Office, 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 placement, which requires specialized training for staff. It is important that we provide adequate access to assessment for all our students, which includes bilingual staff who can conduct these assessments. ESL offers courses at all three sites and at eight to ten 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, textbook purchases have become prohibitive for many of our ESL students. For a number of students, support in buying textbooks makes the difference between enrolling in a class or not. For example, if a student is enrolled in two ESL classes (e.g. ESL 706 and ESL 035) the cost of the textbooks for that student is \$90 for one semester, and it's even more if they choose to take a third class such as VESL or grammar. 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.

## **F. 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. Testers and outreach staff have observed that ESL loses many prospective students because they cannot find the assessment sites as there are not enough signs or lighting for the students to find the testing location. The SCC also needs better computer classroom facilities. A number of our ESL courses require use of a computer lab each week. This is especially true of our VESL classes. The existing computer labs have inadequate computers that run very slowly or consistently malfunction. 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.

**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 admissions, 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. Further, our VESL courses require weekly access to the computer lab. ESL also needs another first call classroom on the SLO Campus, especially as we begin to offer more daytime classes and as we add additional noncredit ESL courses to our schedule.

**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 at eight to ten sites per semester. Our community partners often provide the facilities free of charge for our use. However, often our community partners' facility use calendars do not 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. 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. Finally, since we will be losing our off-campus South County sites, we may need to locate alternative community sites in Arroyo Grande, Oceano, and Nipomo. We will need money to pay for the use of these sites.

## **G. 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 one more full-time faculty member. At the time of our last program review, we had five full-time faculty members. Since that time, one retired in December 2010, and another became the interim Dean of Academic Affairs Arts, Humanities and Social Sciences for the academic year 2016-2017. Although we were able to hire a full time temporary faculty member for that interim year, 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 ESL program, and it is challenging to staff all the courses that are offered at Cuesta's three sites and throughout the County at off-campus sites. 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.

### ***ESL Outreach Recruitment and Retention Coordinators***

Our program requires bilingual staff who coordinate community outreach, oversee recruitment and retention efforts, supervise short term ESL staff, and work with student services to assist in registration, assessments, and certificate completion. These positions are essential not only in building relationships within the community so that we can identify and better serve needs, but also help students navigate the community college system once they enter Cuesta College. We are currently in the process of hiring two ESL Outreach Coordinators, one for the North County, and one for San Luis Obispo.

### ***Retention Assistants***

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 application and registration processes and once students are enrolled, they help retain them by calling those who miss classes, and they provide counseling 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.

### ***ESL Counselor***

ESL would benefit tremendously from a bilingual ESL counselor. ESL students are often isolated from the rest of the college and campus community and they require much more guidance to help them navigate pathways to certificates and/or degrees at the college. Without this specialized support, our ESL students will be poorly served and will struggle to complete programs at the college. The counselor is essential in helping students make an educational plan, as well as apply for noncredit certificates that are now available.

### ***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. 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.

### **H. Strategies for responding to predicted budget and FTES target for the next academic year**

The college has a target to increase FTES by 1% and decrease FTEF by 2.8% in the 2017-2018 academic year. For the SDS division this means the target loss of FTEF is .43, which is roughly equivalent to a 6-unit class. In ESL, we plan to reduce the course offerings by a total of 11.5 units/hours. In fall 2017, we plan to cut the following sections in ESL: Multi-level community courses in San Miguel, Oceano, and Nipomo (20 units/hours), VESL 712 (3 units/hours), ESL 709 (1.5 units/hours), and the extra section of ESL 704 at NCC (5 units/hours). This is equivalent to a 29.5 unit/hours cut. We plan to add one section of 99E (5 units), 701/702 (5 units/hours) and ESL 725 (2 units/hours) at SCC, and a 703/704 (6 units/hours) morning class in San Luis Obispo. This is a total of 18 units/hours. That means an overall cut of 11.5 unit/hours, which is in fact much greater than a 2.8% decrease. This will give us room to add a late start ESL 703 or 704 at NCC if the enrollments are high. In order to increase FTES, we plan to work on outreach, especially over the summer months.

## SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

**Instructional Programs:** All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

**Student Services and Administrative Services Programs:** All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

<u>Amy Kayser</u>	<u>Amy Kay</u>	<u>2/28/17</u>
Division Chair/Director Name	Signature	Date

<u>Emily Klingenberg</u>	<u>Emily Kling</u>	<u>2/28/17</u>
Name	Signature	Date

<u>Donna Bower</u>	<u>Donna Bower</u>	<u>2/28/17</u>
Name	Signature	Date

<u>Regina Voge</u>	<u>Regina Voge</u>	<u>3/1/17</u>
Name	Signature	Date

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Name	Signature	Date

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Name	Signature	Date

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Name	Signature	Date