

Institutional Program Planning and Review (IPPR)
Template 2011-2012

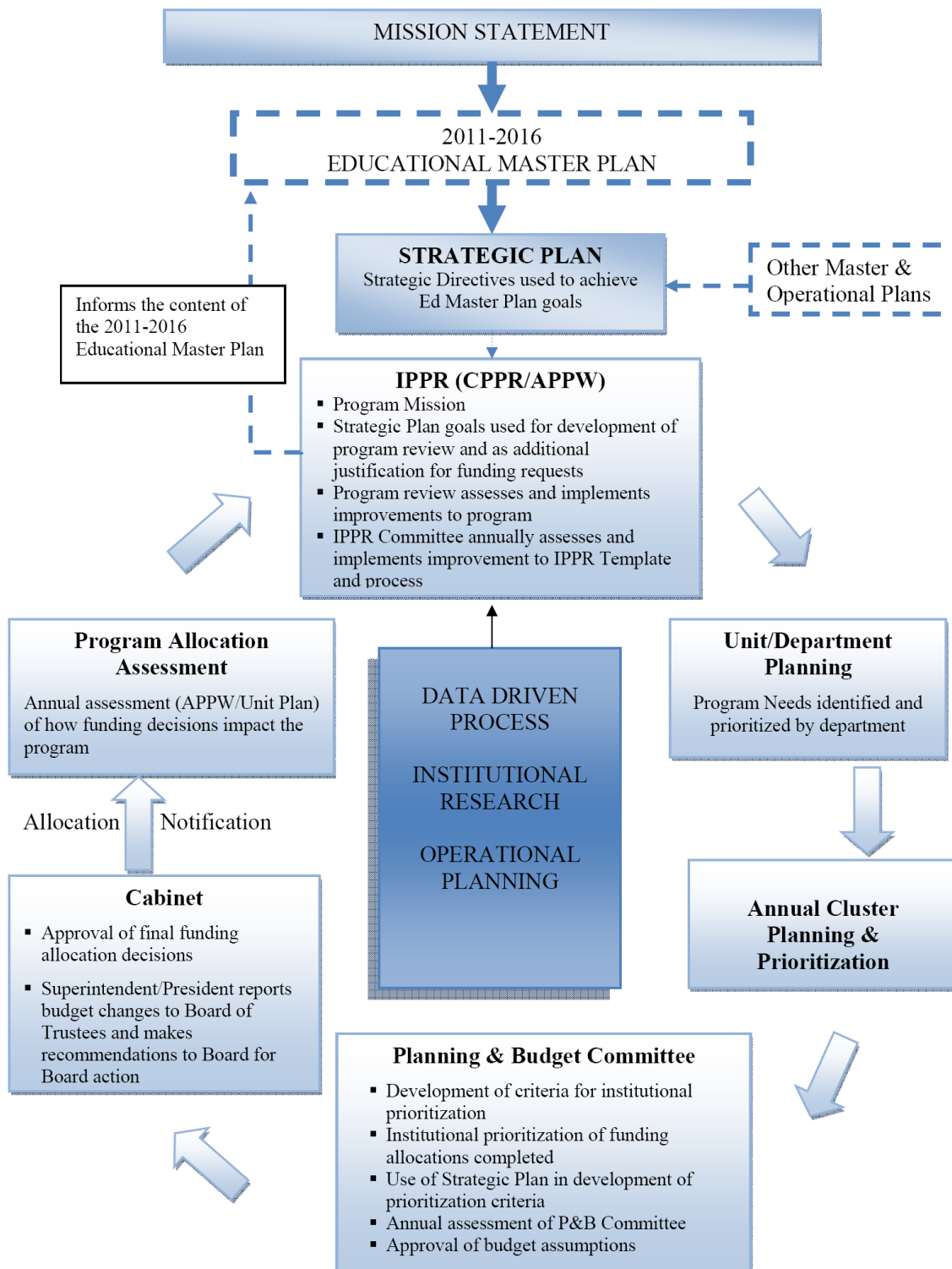
Includes:

Annual Program Planning Worksheet (APPW)

Comprehensive Program Planning & Review (CPPR)
Two, Four & Five Year

Unit Plan

Cuesta College Planning and Funding Allocation Cycle



This figure illustrates the integration of the Mission Statement, the Strategic Plan, and the Educational Master Plan with the Planning and Funding Allocation Process. The dotted boxes and arrows indicate plans and pathways that will exist once the Master Plans and operational plans are approved and put into practice.

ANNUAL PROGRAM PLANNING WORKSHEET (APPW)

Program: ESL **Planning Year:** 2011 - 2012 **Last Year CPPR Completed:** 2003

Unit: ESL **Cluster:** Humanities **Next Scheduled CPPR:** 2010 - 2011

NARRATIVE: APPW

For the first eight segments of the APPW, use the following narrative outline:

- I. Program Outcomes:** List the outcomes established for your program.
 - 1.) Develop basic competence in reading, writing, listening, and speaking in order to pursue further study
 - 2.) Demonstrate reading comprehension skills of intermediate or advanced texts.
 - 3.) Produce paragraphs that communicate ideas clearly.
 - 4.) Demonstrate aural/oral competence in social and/or academic interactions.
 - 5.) Recognize and use intermediate or advanced grammatical structures.

- II. Program Connections to College Mission, Vision and Values, Strategic Goals and/or College Master Plans:** Identify how your program addresses or helps fulfill one or more of the following: the College Mission, Vision and Values; a specific Strategic Goal(s); and/or elements of the College Master Plans.

Cuesta's mission statement states that the college seeks to respond effectively to the personal, academic, and professional needs of the community. The students in our program are community members who are learning English as a second language. They live in San Luis Obispo County, and the vast majority work there as well. The ESL program is committed to helping these students improve their language skills so that they may develop personally and participate more effectively in their communities. Better English language skills will also increase their professional opportunities. In addition, some students may wish to pursue studies beyond ESL, and our program helps them to develop skills that will enable them to reach their academic goals. Cuesta also aims to teach students to appreciate the contributions of all people in a diverse society. Our students who come from various educational, cultural, linguistic, and ethnic backgrounds contribute significantly to Cuesta's diverse student population.

III. Appropriate Institutional Measurements/Data: Analyze the institutional and program specific measurements (data and evidence) that are most relevant to your current program status, and indicate how attention to these measurements is reflected in program outcomes and assessment and/or student learning outcomes and assessment.

Enrollments

Overall:

Since academic year 2005-2006 and through the 2009-2010 academic year, our overall total enrollments show a modest increase. In 2005-06, our total enrollments were 1568. For the next two academic years, 2006-07 and 2007-08, enrollment numbers increased to 1643 and 1653 respectively. In academic year 2008-09, there was a slight decrease to 1620, and then in 2009-2010, our student numbers again decreased slightly to 1616. However, this number was still slightly higher than in 2005-2006.

By Region:

The North County Campus has shown a steady increase in enrollments. In academic year 2005-06, enrollments were at 566, and in 2009-2010, the North's enrollments were 721. The North County currently has the highest enrollments of all three of Cuesta's sites.

The South County Centers at Arroyo Grande and Nipomo High Schools saw a slight increase in enrollments with 393 enrollments in 2005-2006 to 409 enrollments in 2007-2008. However, beginning in 2008-2009 our enrollments decreased as the College stopped offering ESL classes at the Nipomo Centers. Four sections were cut and our enrollments dropped to 316 in 2009-2010.

In San Luis Obispo, enrollments have either increased slightly or decreased slightly between academic years 2005-2006 and 2009-2010. In 2005-2006, student numbers stood at 609, and then in 2009-2010, our numbers were slightly down at 579.

Interpretations and Future Enrollment Projections:

While data is not yet available, we may predict a decrease in enrollments at all three sites for academic year 2010-2011 due to a number of factors. First, the recent poor economy in California appears to be affecting the number of our ESL students who are able to study at Cuesta. We have also seen this trend in nearby colleges such as Alan Hancock, Hartnell, and Reedley College. According to our student survey, approximately 80% of our students work at jobs outside of the home. Of those who do work, approximately 63% work between 31 and 50 hours per week. Because we have a predominantly working-class ESL student population, a number of our students have found it necessary to find new or additional employment which may prohibit them from being able to attend school. California currently has a 12% unemployment rate, and San Luis Obispo County had a 10% unemployment rate in 2010. We believe this has disproportionately impacted a number of our students who, because of their limited-English skills, were already employed in low-wage and less-secure jobs. Furthermore, the cost of living in this county, particularly in San Luis Obispo and many of the coastal communities is relatively high especially when compared to other counties.

In an effort to improve our success and retention rates, our course caps were lowered from 28 to 20 beginning in fall 2010. The lower course cap will remain in effect for at least three additional semesters as we evaluate the retention and success benefits to our students. However, we have not added additional course sections, so our overall enrollments will likely show a decrease in the 2010-2011 and 2011-2012 academic years.

Currently, evening student services (e.g. admissions, registration, counseling, cashier, financial aid, etc.) are more limited on the San Luis Obispo Campus than they are at any other site. If evening services on the SLO Campus were extended, this could help support ESL enrollment and the growth of our program on this campus where it typically takes longer for students to complete admissions, registration and financial aid processes.

Success and Retention

Overall:

As of the 2009-2010 academic year, our overall student success rates were at 50.7% and our overall retention rates were at 82.6%. Our success rates have increased slightly from 48.7% in 2005-2006, and our retention rates have seen a moderate increase from 79.7% in that same time.

By Region:

The North County's success rates have increased from 49.2% in 2005-2006 to 53.6% in 2009-2010. This is a 4.4 % increase in five years. Retention rates have also increased from 81.7% to 82.2% in that same time.

As of the 2009-2010 academic year, the South County had the lowest success rates of Cuesta's three sites. However, it has seen the biggest increase in success of all three sites. In 2005-2006, the South County's success rate stood at 39.9%, while in 2009-2010 the success rate had increased to 46.5%, an increase of 6.6%. Retention rates in the South have also shown a significant increase in this same time from 75.5% to 87.3%, an increase of 11.8%.

San Luis Obispo had an increase in student success rates from 2005-2006 (53.7%) to 2008-2009 (57.9%). However, in 2009-2010, the SLO Campus's success rate decreased to 49.2%. Retention rates also increased from 2005-2006 (80.6%) to 2008-2009 (88.1%). Again, however, there was a drop in 2009-2010 when the success rate fell back to 80.7%.

Interpretations:

We feel that the notable increases in our retention rates can be attributed in part to our retention specialists who have been working at all three sites for the past two years in support of our students. The specialists work in a number of ways to help us retain our students each semester. For example, they contact students who have missed one or two classes, learn the obstacles that the students are facing, try to provide solutions for the obstacles, and most importantly, encourage the students to remain in and complete their classes. In fall 2010, they also began conducting "retention visits" to our beginning level classes, ESL 090 through ESL 003. The visits are motivational and encourage our students to persist to our higher levels.

As already noted, we have at Cuesta a working-class ESL student population. The vast majority of students are only able to attend classes at night because they often work full-time at one or more jobs during the day. In our student survey, 89% of our students said that they could only attend classes in the evening after 5:00pm. This in itself makes the successful completion of a class a challenge to our students. Successful completion of a course requires a significant amount of work outside of the classroom, and our students, who also typically have families that they are raising, struggle with finding the time to complete homework and study for exams.

Additionally, our student population, which is predominantly Hispanic immigrant, tends to have had limited formal educational opportunities. According the student survey, approximately 38% of our students have not had a formal education beyond the 8th grade, and 39% have completed between the 9th and 12th grades. This student demographic is dramatically different from a college that offers an international student program. Much of what our students must learn in addition to their new language is how to be a student, how to study, how to be successful.

FTES

Overall:

Between academic year 2005/2006 and academic year 2009/2010, the ESL program's overall Full-Time Equivalent Student numbers saw little change. In 2005/2006, our overall FTES was 247, while in 2009/2010 it was 256.

By Region:

The North County saw a steady increase in FTES from 2005/2006 with 84 FTES to 2008/2009 with 115 FTES. However, in 2009/2010, FTES decreased slightly to 114 in the North. Beginning in the 2006/2007 academic year, the North County has had the highest FTES of all of our sites, including the San Luis Obispo Campus.

The South County has our lowest FTES count. In 2005/2006, FTES was 64 in the South; that number increased in 2006/2007 to 70 FTES and then it dropped slightly to 68 in 2007/2008. However, in

2008/2009 and 2009/2010, our FTES dropped significantly to 54 and 52, respectively, as we stopped offering ESL classes at our Nipomo High School site.

The San Luis Obispo Campus had an FTES count of about 99 in 2005/2006. That number increased to 102 in 2006/2007, decreased to 93 in 2008/2009 and then again increased to 102 the following year. However, 2009/2010 saw our lowest FTES with a count of 89.

Interpretations:

Because we have a predominantly working-class ESL student population at Cuesta College, the vast majority of our students are only able to attend classes on a part-time basis. This is evident when we compare our overall enrollment numbers with our FTES numbers. For example, in academic year 2005/2006, our overall enrollments were 1,568 students. In that same year, our total FTES were 247. In 2009/2010, our enrollments were 1616 and our FTES count was 256. Each site has similar ratios of enrollments to FTES.

FTEF

Overall:

In the 2005/2006 academic year, our overall FTEF was 344. That number had slight increases and decrease over the next three academic years, and then in the 2009/2010 year, our FTEF stood at almost 334 overall.

By Region:

The North County Campus has consistently had our highest FTEF since 2005/2006 when it was 415. While FTEF has dropped to 359 in the 2009/2010 academic year, it is still our highest FTEF in comparison to SLO and the SC.

While our FTEF is lowest in the South County, is only in this region where we have still a moderate increase from 2005/2006 when FTEF was 254. In 2009/2010, our FTEF in the South was 321.

In San Luis Obispo, our FTEF was 376 in 2005/2006. Academic year 2007/2008 saw that number decrease to 318 and then it increased the following year to 354. The 2009/2010 academic again saw a decrease in FTEF to 312. This was the lowest FTEF of all three sites in that year.

Interpretations:

While there has not been significant change in our overall FTEF over the course of the last four academic years, aside from the South County, where we have reduced sections, thereby providing an opportunity for increased class sizes, we have seen modest reductions in FTEF numbers. We might attribute this to the economic shortfalls in California and the impact these have had on our students in particular.

Additionally, because we lowered our course caps from 28 to 20 in fall 2010/spring 2011, we anticipate that our FTEF numbers will be considerably lower for this academic year.

Certificate Completion

In 2006, the ESL program developed two certificates for which our students could apply after having completed a sequence of ESL classes. Our two certificates and the necessary coursework follow:

ESL Intermediate Certificate of Specialization: 14 units	ESL Advanced Certificate of Specialization: 17 units
<ul style="list-style-type: none"> ▪ ESL 003, Reading, Writing and Grammar (6 units) ▪ ESL 004, Reading, Writing and Grammar (6 units) ▪ ESL 025, Intermediate Conversation (2 units) 	<ul style="list-style-type: none"> ▪ ESL 005, Reading, Writing and Grammar (6 units) ▪ ESL 006A, Writing and Grammar (6 units) ▪ ESL 006B, Advanced Reading (3 units) ▪ ESL 035, Advanced Conversation (2 units)

Since the certificates were first created in fall 2006, a total of 68 certificates have been awarded to our students. Twenty-nine students have received the Intermediate Certificate of Specialization and thirty-nine have received the Advanced Certificate of Specialization.

ARCC Data

In October 2010, the California Community College’s Chancellor’s Office released the Accountability Reporting for Community Colleges (ARCC) data draft report. While the official report is slated to be released in early February, the draft report takes into consideration CB21 recoding of ESL classes that was conducted in spring 2010.

Cuesta College’s ESL improvement rates, according to the ARCC report, are as follows:

	2005/2006 to 2007/2008	2006/2007 to 2008/2009	2007/2008 to 2009/2010
Cuesta College ESL Improvement Rate	40.9%	37.9%	39.3%

The State’s average ESL improvement rate for the same period is 54.3%. While Cuesta’s ESL improvement rates are still below the State average, our rate is comparable to other community colleges in our region or other colleges that have similar demographics. Following is ARCC data showing ESL improvement rates for several other colleges:

	2005/2006 to 2007/2008	2006/2007 to 2008/2009	2007/2008 to 2009/2010
Alan Hancock	52.2%	47.5%	45.3%
Cabrillo College	40.0%	43.4%	38.5%
College of the Sequoias	53.5%	57.3%	42.0%
Cypress College	38%	35.3%	42.6%

(N. Orange County CC District)			
Hartnell College	56.2%	54.0%	53.7%
Los Medanos College (Contra Costa CC District)	19.9%	25.2%	32.9%
Santa Barbara City College	53.4%	55.9%	57.0%

Interpretation of the ARCC Data:

We believe that many of the same factors that influence our success and persistence rates are influencing our improvement rates. These factors, already outlined in the analysis and interpretation of our success rates, include a working-class student population that can typically only attend classes in the evening, students who have very limited time that they can dedicate to their studies, and a predominantly Hispanic-immigrant student population that has a limited formal-education background.

Additionally, Cuesta College does not have an international student program. International students who are studying in ESL programs at community colleges tend to be students who do have strong formal-education backgrounds and students who are able to attend classes during the day. They typically are not working-class students with full-time jobs and families to raise. Because of this, college's that do have international student programs, such as Santa Barbara City College and Hartnell, tend to have higher success and improvement rates in their ESL programs.

IV. Program Outcomes Assessment: Summarize recent assessment efforts and assessment methods within the program. Include an assessment cycle calendar if one is established.

The ESL program's broad goals are to help English as a second language learners improve their language skills, so they may reach their personal goals and participate in an English speaking environment. The program also aims to prepare those students who wish to pursue further study by helping them develop the necessary skills and language proficiency to take other college courses. In order to achieve these broad goals, the ESL Program has five main student learning outcomes. The

program outcomes are assessed by reviewing the course SLO assessments that contribute to the program outcome. The table below lists the program outcomes and the courses and assessments that contribute to each one.

Program Outcome	Courses/Assessment
1. Develop basic competence in reading, writing, listening, and speaking in order to pursue further study.	ESL 001, 002, 003, and/or 015 - discussion of SLO assessment
2. Demonstrate reading comprehension skills of intermediate or advanced texts.	ESL 004, 005, and/or 006 - discussion of reading SLO assessment
3. Produce paragraphs that communicate ideas clearly.	ESL 004, 005, and/or 006 - discussion of writing SLO assessment
4. Demonstrate aural/oral competence in social and/or academic interactions.	ESL 025 or 035 - discussion of SLO assessment
5. Recognize and use intermediate or advanced grammatical structures.	ESL 004, 005, and/or 006 – discussion of grammar SLO assessment

The ESL division has been assessing course SLOs since fall 2008. In order to assess the SLOs, teachers who teach the same level/course have been meeting to develop a shared final assessment that measures whether students have achieved the learning outcomes for the course. Most sections of each level/course then administer the final exam, and teachers meet afterwards in order to compare results, discuss implications, and outline improvements for change. After instituting changes, the SLOs are measured again.

Most courses have assessed their SLOs at least once and have instituted changes. Several courses have retested the SLOs after making changes. After each assessment and discussion, faculty members complete a Course and Program Assessment Summary (CPAS), which is shared with ESL division faculty at meetings. The CPAS for each course is also uploaded to the ESL group on MyCuesta for reference. The chart below outlines the ESL division's progress in course SLOs assessment.

ESL Course SLO Assessment Timeline

Course	Initial SLO assessment	Follow-up assessment
ESL 090, Literacy		
ESL 001, Reading, Writing, Grammar and Conversation	fall 2008	fall 2009
ESL 002, Reading, Writing and Grammar	fall 2009	
ESL 003, Reading, Writing and Grammar	fall 2010	
ESL 004, Reading, Writing and Grammar	fall 2009	spring/fall 2010
ESL 005, Reading, Writing and Grammar	fall 2010	
ESL 006A, Writing and Grammar	fall 2008	spring 2010
ESL 006B, Reading		
ESL 015, Beginning Conversation	spring 2009	
ESL 025, Intermediate Conversation	spring 2009	fall 2009
ESL 035, Advanced Conversation	spring 2010	

V. Program Improvement(s): Briefly summarize program changes and improvements since the prior APPW and/or CPPR based on analysis of outcome assessment results.

While ESL student success, persistence and improvement rates have not seen significant increases in the last five years, we have begun implementing several strategies that we feel will help increase these rates in coming years.

All ESL levels will have completed shared Student Learning Outcome Assessments by spring 2011. Some courses have already completed all cycles. Based on assessment information gathered and analyzed, the process has resulted in a clearer instructional focus on and delivery of course objectives. Additionally, the SLOs have improved articulation regarding consistent course expectations.

In fall 2010, we began revising the curriculum for ESL 005, 006A and 006B. In January 2011 these revisions were approved, so we will begin implementing the new courses in fall 2011.

The revision to ESL 005 makes it a writing and grammar class only. This mirrors the content design of ESL 006 (formerly ESL 006A), which only focuses on writing and grammar skills. Since ESL 005 no longer includes reading as one of the skill areas, the students in this course are eligible to take ESL 045 (formerly 006B) in the same semester that they are enrolled in ESL 005. ESL 045 remains an advanced reading course, but it is open to both ESL 005 students and ESL 006 students, and it is repeatable one time. All three courses (ESL 005, 006 and 045) have been updated to reflect SLOA data analysis and recommendations made as a result of SLOA collaboration.

Beginning in fall 2010, our course caps were lowered to 20 from 28. According to a best-practices research analysis conducted by the ESL team, many researchers agree that 20 students is the ideal number for basic skills classes. We are excited to have an opportunity to put this pedagogical finding into practice and to evaluate its efficacy.

In spring 2010, we piloted Supplemental Instruction (SI) in one ESL Level 1 class. In fall 2010, we were able to expand SI to three Level 1 classes. Having a trained “leader” who participates in the classroom and then carries instruction to the lower-end students outside the classroom has been proven to be an effective educational intervention. Data indicated that the students who participated in the SI outside of the classroom were successful in their courses.

The ESL Division will prioritize the continued funding of retention specialists--who delivered an 82.6% retention rate for our program in the 2009-2010 academic year. Each year, the retention specialists have been funded through the Basic Skills Initiative (BSI). While we will continue to write proposals for this funding each year, we will also advocate the positions ultimately be supported by general fund dollars.

In fall 2010, we were able to offer, for the first time, a morning conversation class on the North County Campus. In spring 2011, we added an additional morning conversation class in the North. We hope to continue to expand our day-time offerings. By adding these day-time classes, we believe we can diversify our student population and, thereby, increase our success rates.

For the past several semesters, our program has coordinated myCuesta orientations for our ESL students. Approximately midway into the semester, ESL outreach and retention staff visit our classes during their regularly scheduled computer lab hour and help students learn to access and use their myCuesta accounts. The intention for these orientations is to help our students become more self-sufficient in using myCuesta for the purpose of registration and campus communications.

Academic counselors have begun visiting our higher-level classes, ESL 004, 005 and 006, each semester in an effort to motivate and encourage students to persist and be successful in ESL and beyond.

Beginning in the fall 2010 semester, the ESL program began conducting new-student orientations. Our plan is to continue providing these orientations to our new students each semester. The orientations take place the week before the semester begins at each of the College's three sites. At the orientations, students receive information regarding admissions, financial aid, and other student services as well as information about the book store, public safety and parking. They also receive guidance on how to be prepared for and successful in their classes. Food and raffle prizes are provided for the students. In fall 2010, the Cultural Diversity and Student Equity Committee provided funding for the food and prizes. In spring 2011, the Basic Skills Initiative provided this funding. These orientations will provide additional guidance for our newest, and perhaps most vulnerable students, as they begin the ESL program.

VI. Program Development/Forecasting

- **Full-Time Faculty:** In the fall 2010 semester, one full-time faculty member retired. This faculty member will not be replaced in the coming academic year 2011/2012. However, because we are providing our program at three different sites, and because the College is planning for growth and development in the South County, the need for an additional full-time faculty member will become more acute. As it is, our program only has four full-time faculty members, but we have 18 part-time faculty. In spring 2011, we hired one new part-time faculty, and in fall 2011 we may have to hire one more part-time faculty member to cover additional sections of courses in the North County. In order to maintain the integrity of our program and in order for our Division to be adequately represented at the college level through Shared Governance, we will need at least one additional full-time instructor to replace our retiree.
- **Learning Commons:** A Learning Commons is a dynamic, collaborative environment on campus, often physically in the library that provides assistance to students with information, research, computing, and learning needs. It combines study space, in-depth reference service, academic tutoring, supplemental instruction, and labs for computing, writing, math, and learning skills. The central focus of the Learning Commons is that it is not another student success “program.” Rather it is a process; a way of thinking that places the learner as the central focus, and utilizes the library as the centralized hub or access point for all levels of learners. A Learning Commons will allow us to provide much needed supplemental reading and writing support for ESL students and will directly contribute to improved retention, success, persistence and improvement rates of our students.
- **Writing Center/Lab Coordinator:** ESL and other departments that provide basic skills instruction are in need of a Writing Center/ Lab in which students can receive individualized instructional support in English language development. This lab will require a full-time faculty coordinator who can provide leadership, support and tutor training. The proposed Learning Commons is the ideal model for this Center/Lab. Other community colleges, such as Laney, Chaffey, and Chabot, currently provide similar models for their basic skills and ESL students. Trained tutors as well as Supplemental Instruction leaders are an integral part of this model.
- **South County Faculty Coordinator:** Currently the ESL Division offers between 34 and 40 units of ESL courses in the South County at the Arroyo Grande Center. Because the College plans to develop its own facility in this region, and because ESL plans to continue growing in the South County, we are experiencing the need for an ESL South County Coordinator, a full-time faculty member with 20% release time. The Coordinator will be especially important as the

College transitions to its own site and the potential for growth increases. S/he will be able to provide much needed leadership for a full ESL program in the South County.

- **South County Outreach, Recruitment and Retention Specialist:** Our Division already feels the need for improved outreach/recruitment in the South County. In future years, with a new facility and the potential for growth, we anticipate the need for an additional Outreach Recruitment and Retention Specialist, one who can focus solely on building our South County program. Currently, the North County has its own Specialist and one other Specialist is responsible for both the SLO and South County Center. We feel that our ESL program could demonstrate improved growth and matriculation in both SLO and the South County with an additional Outreach Recruitment and Retention Specialist who can focus on the South County.
- **Evening Student Support Services:** In an effort to help us grow and better support our program on the SLO Campus, the College needs to extend its evening student services offices on this campus. While hours have been extended during the first two weeks of the semester, for the remainder of the semester, student support services are very limited or non-existent in the evenings. By extending evening services on the SLO Campus, we feel the College will become a more equitable, inviting and user-friendly campus for our students. This could potentially help us increase our enrollments as well as our retention rates.
- **Evening Course Offerings:** In addition to extended evening student support services, the College will need to increase its evening course offerings, particularly on the SLO Campus. Often, students who complete our program do not have an adequate selection of evening basic skills courses in which to enroll. For example, the College could provide more Academic Skills, Computer Applications, English and math courses during the evening hours. A greater selection of these courses in the evening on the SLO Campus would also help create a shift in campus culture by again making our campus more inviting for working-class, evening students. Increased marketing and promotion for these courses would be necessary to ensure adequate matriculation.
- **Daytime Classes:** Traditionally, ESL has been an exclusively evening program. However, in fall 2010 we successfully offered a daytime conversation class on the North Campus. In spring 2011, we were able to offer two daytime conversation classes. It is one of our program's goals to continue growing our daytime course offerings, especially in the North, where we have already had success in recruiting students for the day classes. Additionally, once the College has its own site in the South County, we may find that we will also be able to offer daytime classes at that Center. This again means that we will need to work at providing additional outreach and

recruitment for the South, and we will likely need to hire additional instructors for these classes in both the North and the South.

- **Retention Specialists:** The ESL Division currently relies on Basic Skills Initiative money to fund our retention specialists. The specialists provide much needed evening hour support for our students. The retention specialists are often the first line of support for new students. They assist students in the application and registration processes and once students are enrolled, they help retain students by calling students that miss classes, and they provide counseling for students who may be struggling to stay in school. Funding for these employees needs to be institutionalized and paid for through the general fund because the BSI dollars are not guaranteed every year.
- **Testers and Assessment Funding:** Because we are already offering a range of ESL classes in the South County, we need to provide adequate assessment services for our students there as well. At this time, our Division struggles to adequately provide these services at both the SLO and the South County Center. In recent years, funding for our assessments has been reduced. Funding for assessments needs to be restored so that we can ensure access and proper placement in our ESL classes. The funding will pay for both our ESL testers as well as faculty who are needed to read student writing samples.
- **New Student Orientations:** New student orientations help improve our student retention rates. The orientations help students feel that they are a part of the campus community and the College, and they help them to be better prepared for their classes. At this time, BSI funding is allowing us to provide food and beverages as well as raffle prizes (school supplies) for our new students. We would like to see our new-student orientations become institutionalized and funded through general fund dollars.
- **Bilingual Disabilities Tester:** Although Cuesta has purchased a Spanish language disabilities test, we still do not have a bilingual tester who can administer the test to our students. Because instructors believe that many of their struggling students have unidentified disabilities, we do need to hire someone who can administer the test and help determine the best support services for our students who have learning disabilities.
- **Student Learning Outcomes and Assessments Compensation:** Part-time faculty are still not compensated for all the work they have done on our Student Learning Outcomes and Assessments. While the College has approved a maximum of one and a half hours of compensation for part-time faculty, this is not equitable pay! Student Learning Outcomes and

Assessments are key component of our accreditation, and our part-time faculty are doing the work for free at this time. Therefore, it is imperative that they be compensated for their work.

- **Professional Development:** ESL instructors need to stay current in this very specialized discipline. Funding for professional development is necessary for allowing faculty to participate in trainings and attend conferences and workshops. In recent years, professional development funding has become very limited. However, it is critical that we give our instructors ample opportunities for professional growth and development. Providing adequate support for professional development opportunities should become a priority of the College.

VII. Anticipated Program and/or Scheduling Changes

In the near future, we plan to create an additional 3-unit reading course for ESL 004. This revision will mirror the changes made to ESL 005. Our SLOA data has indicated the need for more contact hours particularly at this level. When we make this change, ESL 004 will become a 6-unit writing and grammar course and the students who enroll in this course would then be able to take the additional 3-unit reading course (e.g. ESL 044). The additional contact hours for ESL 004 would help us address low success and improvement rates at this level.

Once we are able to add an additional 3-unit course for Level 004 students, we feel that we would then be able to update the curriculum for Level 001, 002 and 003, making these courses less academic in nature. For example, writing skills would not focus on the formal, academic paragraph in these beginning levels. The content could be more general, functional English in terms of their reading and writing skills. The student surveys indicated that many of our students would like to improve their general communicative skills. Because Level 004, 005 and 006 would now have more classroom contact hours dedicated to academic writing, instruction in 001, 002 and 003 could concentrate on general writing, spelling, vocabulary, and oral communicative skills. These proposed curricular changes to Level 1-3 would help us build a stronger foundation for our beginning level students, and the changes would diversify our curriculum by eliminating repetition. We feel the changes would also help us better meet our students' needs.

In our SLOA data analysis, the conversation class instructors have consistently noted that they are unable to adequately teach listening and speaking skills in a 2-unit class. We would, therefore, like to increase our conversation class contact hours from two hours per week to three hours per week.

According to the student surveys, a majority of our students chose conversation as the skill they most wanted to develop. However, due to budgetary shortfalls, we are not able to increase course units at this time. When the economy improves, this is a curricular change that we will pursue.

The ESL program is exploring the possibility of developing an ESL “Writing Workshop.” This course would provide reading and writing support to ESL students across the curriculum. The course would provide this support to intermediate and advanced ESL students (i.e. ESL 004, 005 and 006) as well as students who have completed the ESL program but who could use supplemental support in their non-ESL reading and writing courses. Such a course would also help us address the low success and improvement rates of our ESL 004 students.

While ESL 005, 006A and 006B course outlines have been updated using our SLOA data analyses, we still need to update all of our other courses to reflect our SLOs. This will require major revisions for ESL 001, 002, 003, 004, 015, 025, and 035.

In the North County, our program has continued to see growth. We have begun offering two daytime conversation classes and would like to expand our daytime offerings. Because of the growth, several evening classes have consistently had significant waiting lists for the past two semesters. Therefore, we need to add additional sections of ESL 004, ESL 015, and ESL 045 (formerly ESL 006B).

VIII. Facility Changes

It is very difficult for faculty in the South County Centers to operate without proper facilities and equipment. They need offices to complete lesson plans, store materials, and meet with students.

The retention specialists for the South County Centers have a temporary office to work in with a computer, telephone, and storage space. While this is sufficient for the time being, the growth of the program will necessitate a permanent solution. Meanwhile, on the San Luis Obispo campus, retention specialists do not have a location from which to make confidential phone calls to students or to work on data entry without being interrupted.

Testers and Outreach staff have observed that ESL loses many prospective students because they cannot find the assessment sites – there are not enough signs or lighting for the students to find the testing

location, particularly at the Arroyo Grande campus. ESL continues to look for efficient, portable solutions to this dilemma.

Currently, the division assistant is in a separate office from the division chair; however, there is no communicating door between the two offices. A door between the offices would facilitate communication.

IX. Staffing Projections

The ESL program continues to expand, most markedly in North County; the need for another full-time faculty member is urgent as it becomes more difficult to staff all classes and remain within the Peralta guidelines. An alternate solution would be to hire more part-time faculty; however, finding enough qualified part-time staff is difficult. Moreover, one full-time faculty member retired in the fall 2010 semester. This faculty member will not be replaced in the coming academic year 2011/2012. As it is, our program only has four full-time faculty members, but we have 18 part-time faculty. In spring 2011, we hired one new part-time faculty, and in fall 2011 we may have to hire one more part-time faculty member to cover additional sections of courses in the North County. In order to maintain the integrity of our program and in order for our Division to be adequately represented at the college level through Shared Governance, we will need at least one additional full-time instructor to replace our retiree.

Our Division already feels the need for improved outreach/recruitment in the South County. In future years, with a new facility and the potential for growth, we anticipate the need for an additional Outreach Recruitment and Retention Specialist, one who can focus solely on building our South County program. Currently, the North County has its own Specialist and one other Specialist is responsible for both the SLO and South County Center. We feel that our ESL program could demonstrate improved growth and matriculation in both SLO and the South County with an additional Outreach Recruitment and Retention Specialist who can focus on the South County.

The ESL Division currently relies on Basic Skills Initiative money to fund our retention specialists. The specialists provide much needed evening hour support for our students. The retention specialists are often the first line of support for new students. They assist students in the application and registration processes and once students are enrolled, they help retain students by calling students that miss classes,

and they provide counseling for students who may be struggling to stay in school. Funding for these employees needs to be institutionalized and paid for through the general fund because the BSI dollars are not guaranteed every year.

ESL currently has five fully bilingual hourly assessment testers to serve all three sites. It is imperative for the success of the ESL program that these positions be retained; the college's assessment testers are neither bilingual nor do they work in the evenings as ESL testers are required to do.

X. Overall Budgetary Issues

The nature of the ESL population drives the funding required to maintain our program. Lack of English skills is just one of several barriers. Unfamiliarity with educational institutions, especially in the U.S., makes applying, registering, accessing financial aid, and being a student challenging each step of the way. Additionally, our courses are offered almost exclusively in the evening and this presents us with certain unique challenges and needs.

Currently, our program depends on two categorical funding sources to ensure the functionality of our program, the Basic Skills Initiative and Matriculation dollars. The Basic Skills Initiative allows us to hire our retention specialists. Retention specialists have a variety of duties to make our program effective. They assist ESL students entering Cuesta College (orienting, applying, registering, assisting with financial aid) and with actively retaining students once they are in classes. They help train students to use myCuesta, and visit classes to inform students of events and deadlines. They provide the program with statistical reports on students retained and lost, and reach out to students who have dropped and encourage them to return the following semester. Our current retention rates are at 83%, an increase of nearly 10% over the last four years. We have requested funding for retention specialists for all three of our sites for the 2011-2012 academic year, but this funding is not guaranteed from year to year.

BSI funding has also allowed us to hire Supplemental Instruction leaders for our beginning-level classes. Supplemental Instruction leaders are essential in helping us increase our student success rates, especially for our newest and most vulnerable students. We have requested funding for positions in the North and South Counties and new positions on the SLO Campus.

Finally, BSI has provided funding for our new-student orientations. New student orientations also help improve our student retention rates. The orientations help students feel that they are a part of the campus community and the College, and help them to be better prepared for their classes. Again, however, the BSI funding is not guaranteed from year to year.

In addition to the BSI funding, matriculation dollars allow us to hire testing staff for each of our three sites. Four hourly bilingual testers organize and test students at our three sites (SC, SLO, NC) before the semester begins and, if possible, during the semester. The testing staff assess incoming students and help with them with course advising and placement. Matriculation dollars also pay for our faculty to read and score the written portion of the new-student assessments. Matriculation monies have been greatly reduced in recent semesters, and this has impacted the amount of assessments we can provide for new students as well as the number of staff we can hire for each assessment.

For the past several years, the ESL Division has received Foundation dollars which help our students to purchase their textbooks. ESL students are typically the most needy and vulnerable students at Cuesta College. Because textbooks are so expensive, the costs often prevent our students from registering for classes. These funds have allowed us to help a number of our neediest students continue their language studies.

Funding for tutoring has been reduced dramatically in recent years. Currently, tutoring services are extremely limited or non-existent in some areas. ESL students need more access to out-of-class support services. Our program would like to develop the curriculum for an ESL Writing Workshop/Tutorial Lab, but this model relies heavily on tutors and a coordinator who can recruit, train, and evaluate tutors. At this time, there is no funding in place for this type of learning-support model.

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 very limited and at times non-existent on the San Luis Obispo Campus. Additional funding for evening services in Admissions and Records, Financial Aid, Counseling, Health Center, Cashier, ASCC, the Bookstore and the Cafeteria would help make our SLO Campus more inviting and user-friendly for our ESL students. This support could also help us increase enrollments and improve retention.

UNIT PLAN

Unit: English as a
Second Language

Cluster: Humanities

Planning Year: 2011-2012

NARRATIVE: Unit Plan

The unit plan ties program review to resource allocation. For this first segment of the Unit Plan, write a narrative analysis of the fiscal assumptions and needs for your division/department for the upcoming year (e.g. continued categorical funding, support staff not funded, etc.).

Fiscal Assumptions to maintain the ESL credit program

The nature of the ESL population drives the funding required to maintain our program. Lack of English skills is just one of several barriers. Unfamiliarity with educational institutions, especially in the U.S., makes applying, registering, accessing financial aid, and being a student challenging each step of the way. Additionally, our courses are offered almost exclusively in the evening and this presents us with certain unique challenges and needs.

Currently, our program depends on two categorical funding sources to ensure the functionality of our program, the Basic Skills Initiative and Matriculation dollars. The Basic Skills Initiative allows us to hire our retention specialists. Retention specialists have a variety of duties to make our program effective. They assist ESL students entering Cuesta College (orienting, applying, registering, assisting with financial aid) and with actively retaining students once they are in classes. They help train students to use myCuesta, and visit classes to inform students of events and deadlines. They provide the program with statistical reports on students retained and lost, and reach out to students who have dropped and encourage them to return the following semester. Our current retention rates are at 83%, an increase of nearly 10% over the last four years. We have requested funding for retention specialists for all three of our sites for the 2011-2012 academic year, but this funding is not guaranteed from year to year.

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EXCEL WORKSHEETS: Unit Plan

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs.

Program: English as a Second Language **Planning Year:** 2011 - 2012

Last Year CPPR Completed: 2003

Unit: English as a Second Language **Cluster:** Humanities

NARRATIVE: Instructional CPPR

Please use the following narrative outline

I. GENERAL INFORMATION AND PROGRAM OUTCOMES

A. General Description about the Program

- Program Mission Statement
- History of the program
- Include the broad history of the program and significant changes/improvements since the last program review
- Describe how the Program Review was conducted and who was involved
- List current and/or new faculty, including part-time faculty

B. Program Goals: Broad statements about what this program will accomplish – its anticipated development and achievements

- May include program pathway(s) for students such as transfer, career technology education, basic skills enrichment, certificate, degree, etc.)
- May include a program map/description

C. Program Outcomes

- List the student learning outcomes established for your program

II. PROGRAM CONNECTIONS TO COLLEGE MISSION, VISION AND VALUES, STRATEGIC GOALS, AND/OR COLLEGE PLANS

- #### **A. Identify how your program addresses or helps fulfill one or more of the following: the College Mission, Vision and Values; a specific Strategic Goal(s); and/or elements of the College Master Plans**

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Data provided by Office of Institutional Research – Ryan Cartnal)

A. Data Summary – Relevant Comments and Analysis

- Include enrollment, retention, success, FTES/FTEF, degree and certificate completion
 - May include other pertinent information (e.g., early alert)
 - Response to specific ARCC data

B. Offer interpretations of data, and identify areas for change to facilitate program quality and growth

IV. CURRICULUM REVIEW

A. Review courses including all course delivery modalities for currency in teaching practices and compliance to current policies, standards, and/or regulations

B. Review Prerequisite/Co-requisite/Advisory validations

C. May include comparisons to other college course descriptions, faculty development activities that make contributions to the program, etc.

D. List changes and recommendations to curriculum

V. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: Narrative

A. Summarize assessment results for program-level Student Learning Outcomes (SLOs)

B. Identify connections of program-level SLOs to broad program goals

C. Describe connection of course-level SLOs to program-level SLOs

D. Recommend changes and updates to program funding goals based on assessment of SLOs

- Include elements that require funding as well as those that do not
- For elements that require funding, complete Section D — Unit Plan Funding Requests
- For faculty hiring needs, attach Section H – Faculty Prioritization Process

VI. PROGRAM STUDENT LEARNING OUTCOMES/ASSESSMENTS: Worksheets

For this segment of the Instructional CPPR, fill out and attach Course Program Assessment Summary (CPAS) worksheets for each course in the program OR Worksheet B from the 2010-2011 IPPR Template. Note: Before attaching CPAS documents, please do not include the raw data results of course-level and program-level SLO assessments, which should remain only with program faculty.

- CPAS Worksheets for Each Course (with raw data results deleted); OR
- *Worksheet B: CPPR—Course-level SLOs and Assessments (2010-2011 IPPR Template)*

VII. END NOTES (If Applicable)

I. GENERAL INFORMATION AND PROGRAM OUTCOMES

A. General Description about the Program

Program Mission Statement

Cuesta's credit ESL program is dedicated to offering language development opportunities for students of all English language proficiency levels in our community. We provide our students with the English language skills that are necessary to achieve their personal, academic and professional goals.

History of the Program

English as a Second Language instruction: An increasing need for San Luis Obispo County

The 1990 U.S. census report stated that there were 1,135 linguistically isolated households in San Luis Obispo County. Between 1990 and 2003, it was projected that the number of Hispanics would double, from 29,000 to 60,000. The local SLO adult school did not emphasize ESL instruction in its course offerings. Thus, there was both an opportunity and a responsibility for Cuesta College to respond to this fast growing need on the SLO campus and throughout the county. In the North County, the adult school was providing a few ESL classes based on the open entry, no homework or tests model. South County's adult school also had a number of community ESL classes; however, Cuesta's credit program, based on a rigorous curriculum and which included textbooks, homework and tests, began to appeal to a broader range of students as we developed our courses there. Over time we were also able to offer a complete range of levels.

Early Days

The ESL program at Cuesta College originated in the Language Arts Division (which later re-organized into the English Division and the Languages and Communications Division). After the re-organization, ESL became a discipline under the English Division. In the 1980s, Spanish instructor Nancy Shearer, English instructor Marilyn Rossa, and ESL instructor Louise Noel were the first instructors to work part time with ESL students. Nancy Shearer made a series of language instruction audio tapes for radio. A report by Louise Noel in 1985 listed just one 3-unit ESL class (60AB), offered from 1-2:30 p.m. twice a week. Beginning students were taught conversation by a tutor in an adjacent room while intermediate and advanced students were taught integrated language skills in Room 6104 by Louise Noel. In her

report, she noted that there was no textbook. In 1989, Douglas Pillsbury was hired to teach ESL part time and in fall 1990 (after a contentious budget was finally passed by the State legislature and signed by the Governor at the end of the summer), Douglas was hired as the first full-time ESL instructor. At that time there were three separate integrated skills classes being offered on the San Luis Obispo campus: beginning, intermediate and advanced.

Beginning the Program

The program expanded to four levels of A and B classes (ESL 57, 58, 59 and 60): each class was a 3-unit class. The A classes consisted of reading, vocabulary and conversation; the B classes consisted of writing and grammar. The classes were offered back to back in the evening with one section of ESL 60 being offered in the afternoon to primarily accommodate the spouses of Cal Poly's visiting professors. (This class later was discontinued when the State decided to charge out-of-state fees for these students.) Due to severe budget constraints and lack of student enrollments, not all courses were offered, however. For several years only the A sections (reading and conversation) of the two beginning classes were offered, which resulted in poorly prepared students entering ESL 3. By 2003, both A and B sections began to be offered on a regular basis. Additionally, the language laboratory (at .5 or 1.0 credits) provided some audio tapes, videos and computer software. A few tutors were available through the Academic Tutorial program.

However, it became clear that for the classes to fill and the program to grow, the College needed to provide ongoing community outreach. The lead instructor (Douglas) created a brochure and mailed it to every restaurant and motel in SLO County before each semester began. He also promoted the program through Farmers' Market and some churches. Regular contacts were made with the SLO Literacy Council and the high schools. This proved to be helpful but still inadequate outreach. Classes, all of which had a cap of 28 students, were often half full or less. By 1994, it was determined in its first modest Program Review that an outreach staff position was needed in order to increase numbers in the classes offered.

Assessment and Placement

At first the College's assessment staff provided ESL assessments to determine class placements. However, it soon became clear that ESL would need to conduct its own assessments for ESL students: we needed bilingual testers, we needed to be more accommodating to ESL students' special needs, and we needed to provide orientation and financial aid information on the nights of the testing. Assessments

were held in the evening and, as time went on, they were held in many locations around the County. Early on we adopted the only State-approved ESL test at the time, the CELSA test, a 75-question reading and grammar test. We developed a home-grown 20-minute writing sample at about the same time. In 2008, we added the literacy test at locations where we offer ESL 090.

Program Expansion

In the 1990s, two or three ESL courses were offered either at Paso Robles High School or at Flamson Middle School in the North County. Then in fall 1998 the new North County campus opened to students. There was an immediate and dramatic increase in demand for ESL classes.

In spring 1997 and again in spring 1998, our total program had grown to 136 students. There were 44 first time students in spring 1998 while 91 students continued from the previous fall. The greatest number of students was between 31 and 40 years old with very few students coming from the local high schools. By 1998 the College had agreed to establish an ESL coordinator position (20% reassigned time) for the lead instructor and a part-time bilingual ESL outreach person. We also started a book fund for students in need, and a career counselor and a financial aid specialist began visiting our higher-level classes.

In Cambria, from fall 1998 through spring 2000, we offered one level at a time (progressing from Level 1 through 4) at the elementary school and later at the junior high school. (In 2000 an adult school was established in Cambria which led to our program there being phased out.) Also by fall 2003, we were offering a program of Levels 1, 2, 3 and 4 at the Arroyo Grande site and Level 1 classes in Shandon.

Outreach Recruiters

In the mid-90's, the College began hiring part-time ESL outreach recruiters for a few hours a week. Early recruiters were Dolores Vriesman, Cristina Vanderlaan, and Pedro Arroyo. Eventually, in about 2000, two half-time permanent outreach staff and two hourly outreach staff were hired. Estella Vazquez, Margarita Ramirez and Johnny Soto launched a much more serious effort at community recruiting. Much later, Estella and Margarita were hired at 3/4s time, and in 2009 were finally hired as full-time classified staff. Funding for their positions comes from matriculation, financial aid and the general fund. Outreach developed a more grassroots effort in the communities around the County. With the instructors, they organized several Spring Conferences, in which busloads of high school students came for a day to the College to learn about ESL opportunities and what Cuesta had to offer. We discontinued this after a few conferences: although some of our students come from the high schools,

most students are older and hear about us through radio, television interviews, word-of-mouth, and outreach visits to community groups.

Both the SLO and NCC campuses provided some tutoring services, and we acquired more ESL software in the computer labs.

English Division Years

In 2000, Cuesta's Language Arts Division re-organized into the Languages and Communications Division, and the English Division, which included ESL. English Division chair Ed Conklin worked closely with the ESL coordinator on a variety of issues. For example, one dean eliminated the ESL coordinator position because he didn't think there was enough work to warrant 20% release time. With the active support of the English chair and the academic union president, the position was re-instated. English advocated for ESL in many ways, including the hiring of more full-time instructors as our program grew.

Additional Full-Time Instructors

In fall of 2001, we hired an additional full-time instructor, Donna Bower. For six years Donna was the anchor instructor at the NCC as our program rapidly expanded in numbers and complexity. There were two full-time instructors and 12 part-time instructors in 2003; then in 2005, Madeline Medeiros was hired as the third full-time instructor. Her teaching schedule was divided between the SLO campus and the Arroyo Grande site where she became the anchor instructor.

Number of ESL student enrollments for all sites:

Fall 1998: 288 (unduplicated student count: 135)
Fall 2002: 981 (unduplicated student count: 391)
Fall 2003: 1110 (unduplicated student count: 460)

Reorganizing Our Curricula

In 2005, as a result of low success rate reports in our program, Dean Harry Schade was ordered to provide a report to the Board of Trustees to correct these low rates. ESL instructors researched 15 other community colleges in the State to identify best practices in their ESL programs and reasons for their high success rates. We discovered that of these 15 colleges, none had exclusively evening programs like ours, and that their daytime ESL population raised their success rates. Some colleges depended on a strong international student program, which attracted academically-inclined students. However, as a

result of our research and examination of our program, we reorganized our course offerings. Since students nearly always took both the A and B sections of the classes at the same time, we combined them into six-unit integrated skills courses for Levels 1 through 5. One hour of the six is reserved for computer lab activities. We added Level 6 with a 6-unit writing and grammar course and a 3-unit reading and vocabulary course. Also, we added three 2-unit conversation classes (ESL 15 for Level 2, ESL 25 for Levels 3 and 4, and ESL 35 for Levels 5 and 6). Several years later we added ESL 090, a pre-Level 1 literacy class.

More Full-Time Instructors!

Our student numbers continued to grow. Then, in the spring 2006 semester, six of our part-time instructors announced that for a variety of reasons they would not be able to teach at Cuesta the following semester. Fortunately, we were able to hire two additional full-time instructors, Regina McKeown and Amy Kayser, for the fall semester. Regina has taught at the North County campus while Amy has taught at both the SLO campus and at the Arroyo Grande site.

The Basic Skills Initiative (BSI)

In 2006 the California State Basic Skills Initiative was established. Our ESL program received major funding support for the first time. We purchased updated networked Focus on Grammar interactive software for SLO and NC campuses and for the Arroyo Grande site. Coupled with English Discoveries and some other software, ESL finally had a pedagogically solid lab program. As part of BSI, we received Basic Skills as a Foundation for Student Success in California Community Colleges, a.k.a. the “poppy copy,” which outlines effective practices in basic skills programs. This has been a powerful tool and guide for the ESL program.

We surveyed the North County ESL program and found that many students felt lost in large classes (28 or more students). As a result, we began hiring teacher’s aides to assist these students. In 2009 we switched from aide support to Supplemental Instruction leaders (SI leaders) since research has shown it to be a more effective intervention.

In fall 2010, at the recommendation of Dean Pamela Ralston, caps for all our ESL courses were lowered from 28 to 20 students. Research supports this class size as a more effective educational practice for developmental classes.

Retention Specialists

As a BSI best practice, we also 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. Strategies included coffee breaks, classroom visits, and helping students with a multitude of needs. When the Matriculation budget was sharply reduced in 2008, the Academic Skills/Tutorial Committee agreed to spend Basic Skills Initiative dollars to continue these positions.

Assessment Testers

In the past few years we have maintained five part-time bilingual testers to assess students at our four locations (ESL classes at Nipomo H.S. were discontinued in 2009, leaving three locations.) These positions are funded through Matriculation.

2007: The ESL Division

In fall 2007, during the deanship of Roanna Bennie, 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, Yohanna Castro, and created the position of North County coordinator, which Regina McKeown was selected to fill. Douglas became interim chair of the division and official chair in spring 2008.

Our program was also growing in the South County, and along with the growth came a myriad of problems, some related to our renter's status at Arroyo Grande High School while other issues arose from Cuesta's personnel at that site. Even though there was no official provision in the Collective Bargaining Agreement for a South County coordinator position, the Basic Skills Initiative was able to initiate an ESL coordinator-like position which endured for several years in the South County, and which was filled very effectively by Madeline Medeiros. In 2010 this position was no longer supported by the College and discontinued.

Growth of the Program:

In 2005, due to our program re-organization, students no longer took two 3-unit classes back-to-back, but instead took one 6-unit, integrated-skills class, and took the 2-unit conversation class as well. As a result, the number of enrollments was nearly divided in half (from two 3-unit classes to one 6-unit class), but the student contact hours actually increased with the addition of the 2-unit conversation classes and two Level 6 classes. Thus, in fall 2003 we had 1110 enrollments (unduplicated student count: 460), but after introducing 6-unit classes, see below.

Fall 2005: 740 enrollments
Spring 2006: 720 enrollments
Fall 2006: 807 enrollments
Spring 2007: 805 enrollments
Fall 2007: 752 enrollments
Spring 2008: no data
Fall 2008: 787 enrollments
Spring 2009: 776 enrollments
Fall 2009: 741 enrollments
Spring 2010: 787 enrollments
Fall 2010: 559 enrollments
Spring 2011: 655 enrollments

We also established two certificate programs: The Intermediate Certificate of Specialization (successful completion of ESL 25, ESL 3, ESL 4) and The Advanced Certificate of Specialization (successful completion of ESL 35, ESL 5, ESL 6A and ESL 6B). These certificates have sparked a good deal of interest in our students and have encouraged some to complete the program.

Ongoing Challenges

While there has been much progress in offering effective services to ESL students at Cuesta, there have been some persistent challenges.

Since most support services at the SLO campus are directed to daytime students, there have been few services offered in the evening, which is when our students can come to classes. This has included the following services: admissions and records, financial aid, the cashier's office, the bookstore, the health center, and student government picture ID photo sessions.

In the last one or two years there has been some progress in gaining more evening services. Counselors now come regularly to our Levels 4-6 classes. (Our own ESL retention specialists give motivational talks to the lower level classes.) Admissions and Records now remains open until 7 p.m. at the beginning of each semester. Evening photo sessions have been worked out for SLO campus students who want student government picture ID's. Surprisingly, evening services have been more readily

available at the North County campus and the Arroyo Grande site. However, changing the work culture at Cuesta to support evening students on the SLO campus remains a continuing challenge. It is difficult for an evening support service to become institutionalized, and we have learned that persistence and careful planning on our part is required in order for a change in pattern to become established. Instructors have observed a number of ESL students who appear to have learning disabilities which adversely affect their success in language learning. Using BSI funds we were able to purchase a Spanish-language disabilities test. Unfortunately, for several years we have been unable to utilize the test as DSPS has not located a part-time bilingual tester to administer the test.

Non-Credit ESL

In fall 2002, Matthew Green, under Dean Harry Schade, initiated a not-for-credit ESL program which was offered at work sites; then some community-based classes were offered in spring 2003. In fall 2005, Cuesta began offering non-credit classes in the North County. While this program remains separate from the credit program, some dialog has occurred on how to support each other's efforts. Non-credit serves a somewhat different population of students and with different expectations. However, some non-credit students do continue on to the credit program.

ESL Program-building Events and People

Since its inception, ESL instructors have held end-of-the-semester potluck parties, often passing out certificates, class photos, or gifts for perfect attendance and playing language-oriented games. In 2001, Donna initiated the Poetry in Translation evenings for students. Students gathered to read a poem in their native tongue and in English. Madeline began this event at the SLO campus in 2006 and in Arroyo Grande in 2008. Also, instructors helped students to celebrate Dia de los Muertos, but as this was primarily a Mexican day of remembrance, this evolved into the more culturally inclusive Immigrant Experience, in which students wrote about their experience of coming to the U.S. Their stories and pictures have been displayed for all students to read and think about. The North County staff has also organized Cinco de Mayo celebrations with a salsa contest and a fund-raising recipe book; proceeds from the recipe book support students who need help in purchasing textbooks. All of these events have been hugely popular among students and their families. Additionally, instructor Anthony Halderman has issued an ESL newsletter each semester with student writings which is passed out to all of the classes and distributed to other interested people.

Some very heart-warming contributions made to our program have come from volunteers and tutors. In particular, Edna O'Marr and Judy Seger worked for many years as tutors, testers and doing whatever was needed. Herb and Evelyn Login came to be with us as tutors for several years and then passed away within a few months of each other, both in their early 80's. In their memory, Torre Houlgate-West, another tutor, set up a scholarship fund to help one or two students each year.

The Cuesta Foundation has been invaluablely supportive. For example, with their assistance, we were able to install world and U.S. maps in each of our classrooms and to buy tape recorders and ESL software. We continue to receive critical textbook support for our students annually. Instructor Anthony Halderman set up and for many years has maintained a fund through the Foundation to assist two ESL students annually.

The ESL outreach staff has initiated an annual community resources fair, ongoing financial aid application support and myCuesta trainings each semester.

Creating a program which allows ESL students to be successful is a challenging endeavor. Our students have widely different goals. Some want to learn some English; some want to take a few classes to prepare for a career; some want to enter a degree program. Other students find that their goals change as they move through their classes.

A program needs to have enough students to be able to offer what an individual student is looking for. We need to have enough students completing our program in order to at least partially fill academic skills classes or basic skills classes in the evening and at a time when students can come. Much of our current success has been due to careful planning and problem-solving between the faculty leadership and the outreach, retention and testing staff. Monthly meetings have been essential to creating better student access to support services and reducing linguistic and cultural barriers in the college setting.

Academically, we will need to articulate carefully with non-ESL classes and set the stage for our students to enter these classes. In recent years, increasing support for successfully mainstreaming ESL students into other classes has come from the College's administration and the Academic Support/Tutorial Committee.

Deans during the years of the ESL Program:

Ernie Cementina 1978-1992
Bob Evans 1992-2001
Harry Schade 2001-2004
Gil Stork (interim)
Roanna Bennie 2005-2008
Gil Stork (interim) Jan. 2008-Aug.2008
Pamela Ralston August 2008-present

ESL instructors, from fall 1989 to spring 2011:

(Order is not strictly chronological)

* currently teaching

Douglas Pillsbury*
Lucy Conklin*
Camille Nelson*
Tina Solberg Barensen
Anthony Halderman*
Michael McLaughlin
Nancy Hart
Ryan Cartnal
Alice Niyondagara
Alice Jenkins
Judy Cavey
Jean Gere
Madeline Medeiros*
Mila Martinez
Donna Bower*
Elena Lattarulo
Regina McKeown*
Diane Diamond
Karen Garza*
Julia Raybould-Rodgers
Allan Celestin
Fred Grande

Jennifer Barber
Amy Wiley
Nancy Seiler*
Robin Dornon
Tonya Creamer
Monica Linggi*
Cindy Wilson*
Robin Powers
Catherine Mougalian
Erin Gabrielson
Lisa Lira
Amy Kayser*
Jen Henderson*
Elena Blanc*
Jillian Allen*
Lisa Stephens*
Becca Sciocchetti*
Xelina Rojas*
Kathy Myers*
Kati Wright*
Melinda Kohl*
Grace Ng*

How the Program Review was Conducted

The 2010-2011 ESL Program Review was mainly conducted throughout the fall 2010 semester with planning, organizing, collecting and interpreting data, and the drafting of the review. The administration of a student survey, completion of the data analysis, and final editing carried over into spring 2011.

The participants were the five full-time faculty members and the division assistant, Yohanna Castro. Douglas Pillsbury, the division chair, Madeline Medeiros, Regina McKeown, Amy Kayser, and Donna Bower comprised the full-time faculty. Madeline Medeiros took the lead role as coordinator of the program review in preparation for her assuming the position of interim division chair in spring 2011 upon the retirement of Douglas Pillsbury at the end of the fall semester. Madeline established time lines, assigned responsibilities in the cooperation of the rest of the team, coordinated meeting times, and regularly made contact with key personnel outside of the division.

The first meeting looked at the Instructional CPPR template with faculty being assigned sections to complete. Drafts of those sections were distributed to the rest of the team for feedback via myCuesta and direct e-mailings. The former was used as a repository for the program review sections, which could be accessed by all members of the ESL division, thus allowing for feedback from the part-time faculty as well as the full-time faculty. The division assistant, Yohanna Castro, was instrumental in compiling the pieces of information that were sent to her in the proper order and formatting the content. Follow-up meetings were held to go over the sections as they were completed. During this time, feedback was provided and changes were made. New drafts were directed to the division assistant and made available via the two sources mentioned above. As a result, the procedure for creating the program review took a cyclical approach.

Faculty List, ESL

Full-time faculty, as of Fall 2010

Donna Bower
Amy Kayser
Regina McKeown
Madeline Medeiros
Douglas Pillsbury

Part-time faculty, as of Fall 2010

Jillian Allen
Sandra Elena Blanc
Lucy Conklin
Karen Garza
Anthony Halderman
Jennifer Henderson
Melinda Kohl
Monica Linggi
Kathy Myers
Camille Nelson
Xelina Rojas
Becca Sciocchetti
Nancy Seiler
Lisa Stephens
Cindy Wilson
Kati Wright

Changes for Spring 2011

Change of Status: Douglas Pillsbury, changing from full-time to part-time status
Incoming part-time instructor: Grace Ng

B. Program Goals

The English as a Second Language Division at Cuesta offers courses to serve a wide range of student abilities, from Literacy, ESL 090 offered at two of the three campuses, through advanced Writing and Grammar, ESL 006A and advanced Reading ESL 006B. Typical student progression through the ESL program varies depending on the individual student. If a student enters into the program at level 1 and passes all courses with a grade of C or higher, he/she will exit the ESL Program in three years (see Figure 1). Second language research shows, however, that it takes from four to ten years for a student to fully master a second language. As such, the majority of Cuesta's ESL students repeat a course at least one semester. Other factors that influence student success include native language literacy, persistence, study skills, and motivation.

Some students begin their ESL sequence at the beginning levels, whereas others place into a higher level course based on their assessment results. Students who have not received formal instruction in their first language tend to have less success than students who have received a formal education. Students without a strong background in their first language often have gaps in mastery of grammatical forms, sentence structure, listening comprehension, and/ or vocabulary and reading comprehension. The ESL Division has examined the correlation between the level at which students begin Cuesta ESL classes and the percentage who have successfully progressed to the highest level in the program, ESL 006A (Writing and Grammar). Data from three semesters, spring and fall of 2008 and fall of 2009, show that 39% of students enrolled in ESL 006A on the San Luis Obispo Campus began their ESL credit courses in ESL 001, and another 15% in ESL 002. On the North Campus, 32% of the ESL students began in ESL 001, with another 7% beginning in ESL 002. The data reflect an average of 47% of Cuesta's ESL 006A students at the SLO and NC campuses were able to progress successfully through the program as a result of language skills built in prior ESL courses, starting predominately in the beginning levels, ESL 001 and 002 (see Figure 2 and Figure 3).

Beginning in ESL 005, ESL students are able to enroll in Academic Skills (ACSK) classes to supplement the ESL program courses. Students may continue to take ACSK courses in ESL 006A/B; however, if students are successful in ESL 006A and 006B, instructors advise students to enroll in English 099. Instructors may recommend the low-C student to augment his/her skills by enrolling in an ACSK course such as Writing Fundamentals, Grammar Essentials, or Reading Essentials (see Figure 4).

The collaboration of the English as a Second Language and Academic Skills programs has resulted in offering ACSK 058, Grammar Essentials, in the late afternoon or evening one day per week; classes offered in the late afternoons or evenings tend to be more conducive to the working ESL students' schedules. For example, ACSK 058 was offered for the first time in fall 2010 on both the NC and the SLO Campuses. Instructors in both programs have begun articulating other ACSK courses that are most appropriate for the more advanced levels of ESL students, and at the same time, continuing to be mindful of the unique scheduling needs of the ESL student population.

Along with the Academic Skills courses, the advanced courses ESL 006A and ESL 006B provide the pre-requisites for entering English 099, Basic Reading and Writing. The English Division and the English as a Second Language Division have begun collaborating more closely in order to create a successful bridge between ESL and mainstream English classes (see Figure 5). In particular, an English 099 course, which "offers extra support for ESL students," has been offered on the San Luis Campus, also in the evening. Such a designated course will also be offered on the North County Campus for the first time in spring 2011.

One final example of ESL's integration with other academic programs are the "Spanish friendly" courses offered at the North County Campus: Computer Application/Office Administration (CAOA) 266: Introduction to Computer Basics, and CAOA 120, Beginning Keyboarding and Document Processing, offered in the spring.

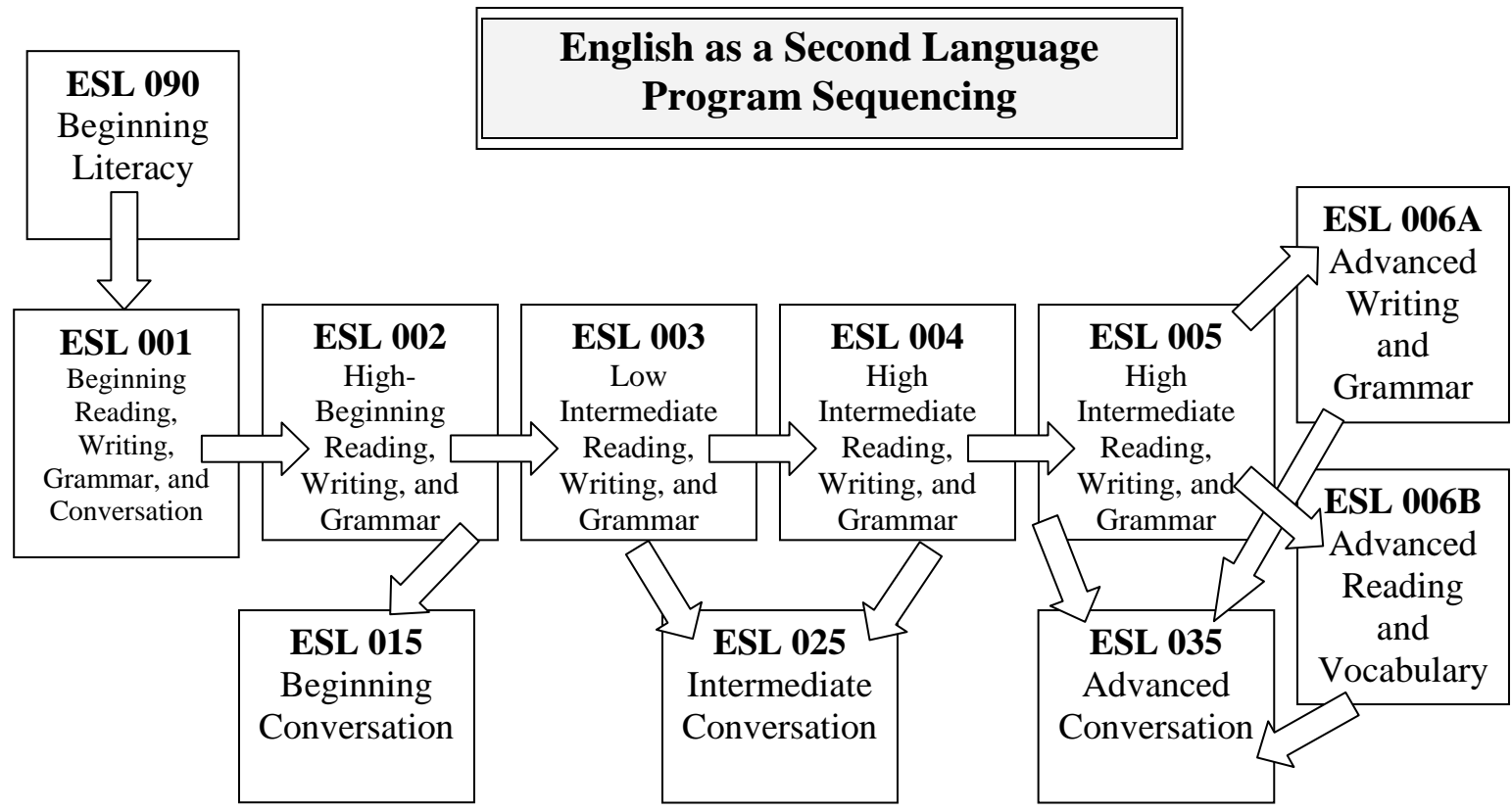


FIGURE 1

SLO ESL 6A Enrollment History Spring, Fall 2008 & Fall 2009 (n=46)

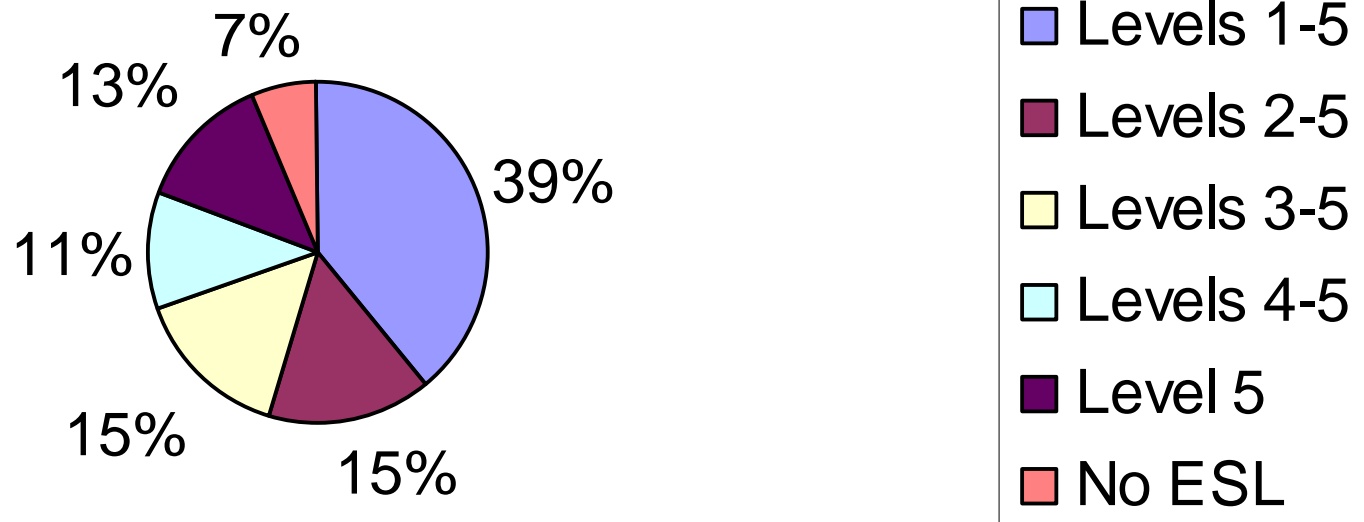


FIGURE 2

NCC ESL 6A Enrollment History Spring, Fall 2008; Fall 2009 (n=41)

Source: Cuesta ESL Division

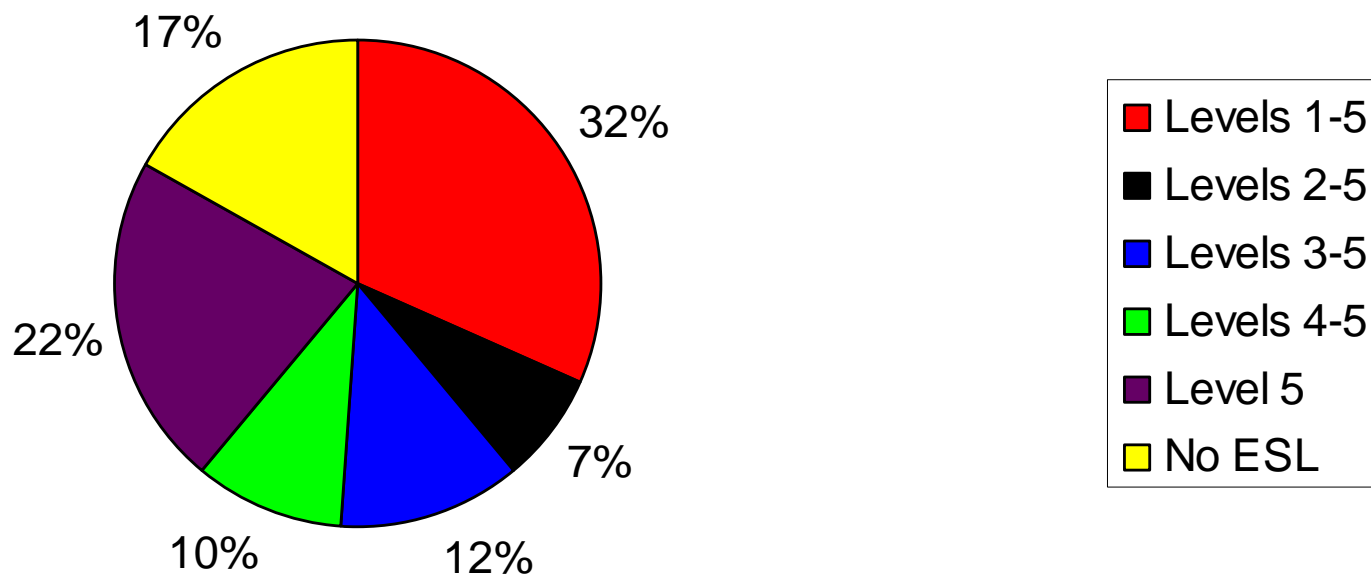


FIGURE 3

ESL and Academic Skills Course Alignment

(The following ESL and Academic Skills courses may be taken concurrently.)

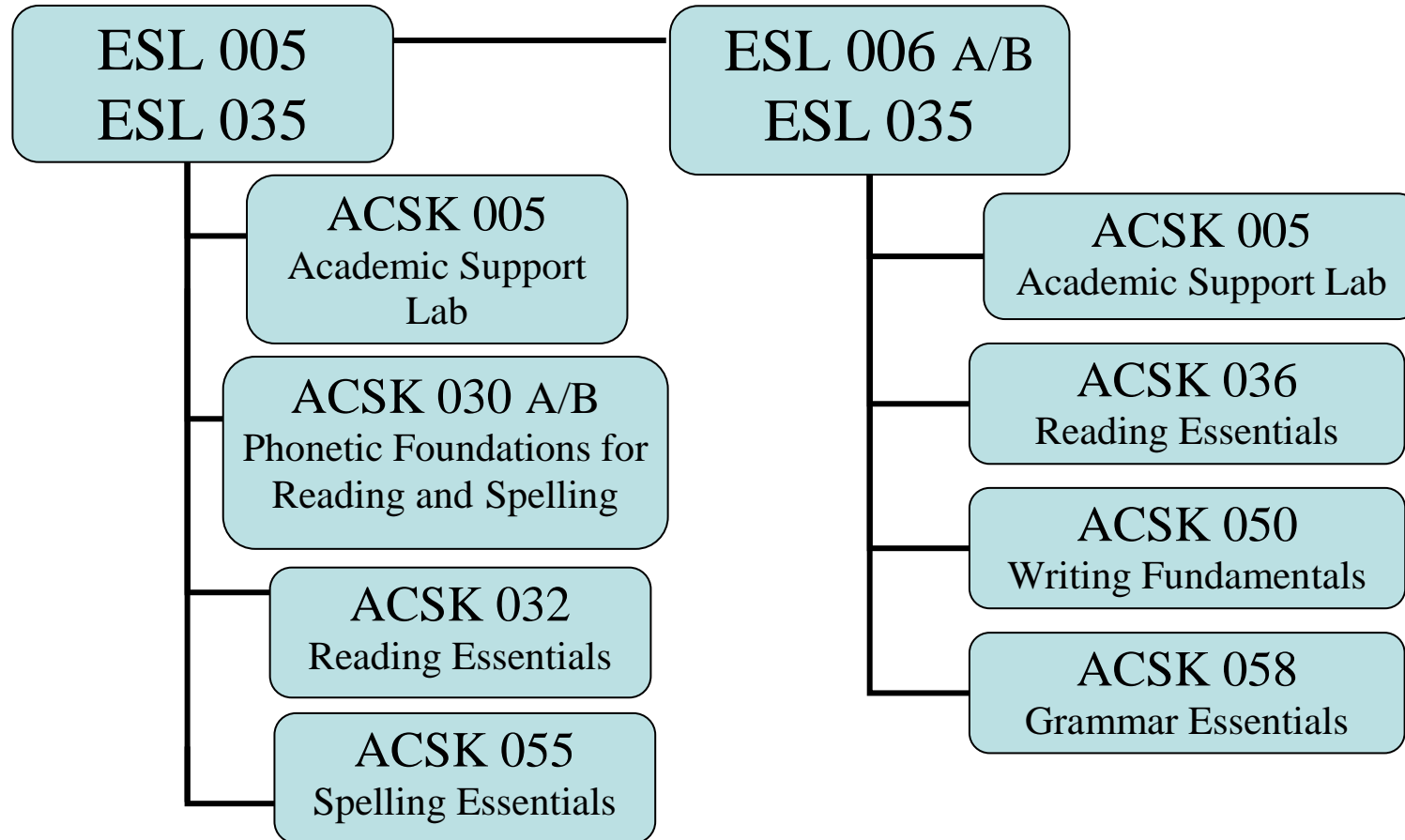


FIGURE 4

English as a Second Language Flow Chart: ESL 6 and Beyond

WHICH ENGLISH COURSE AM I ELIGIBLE TO ENROLL NEXT?

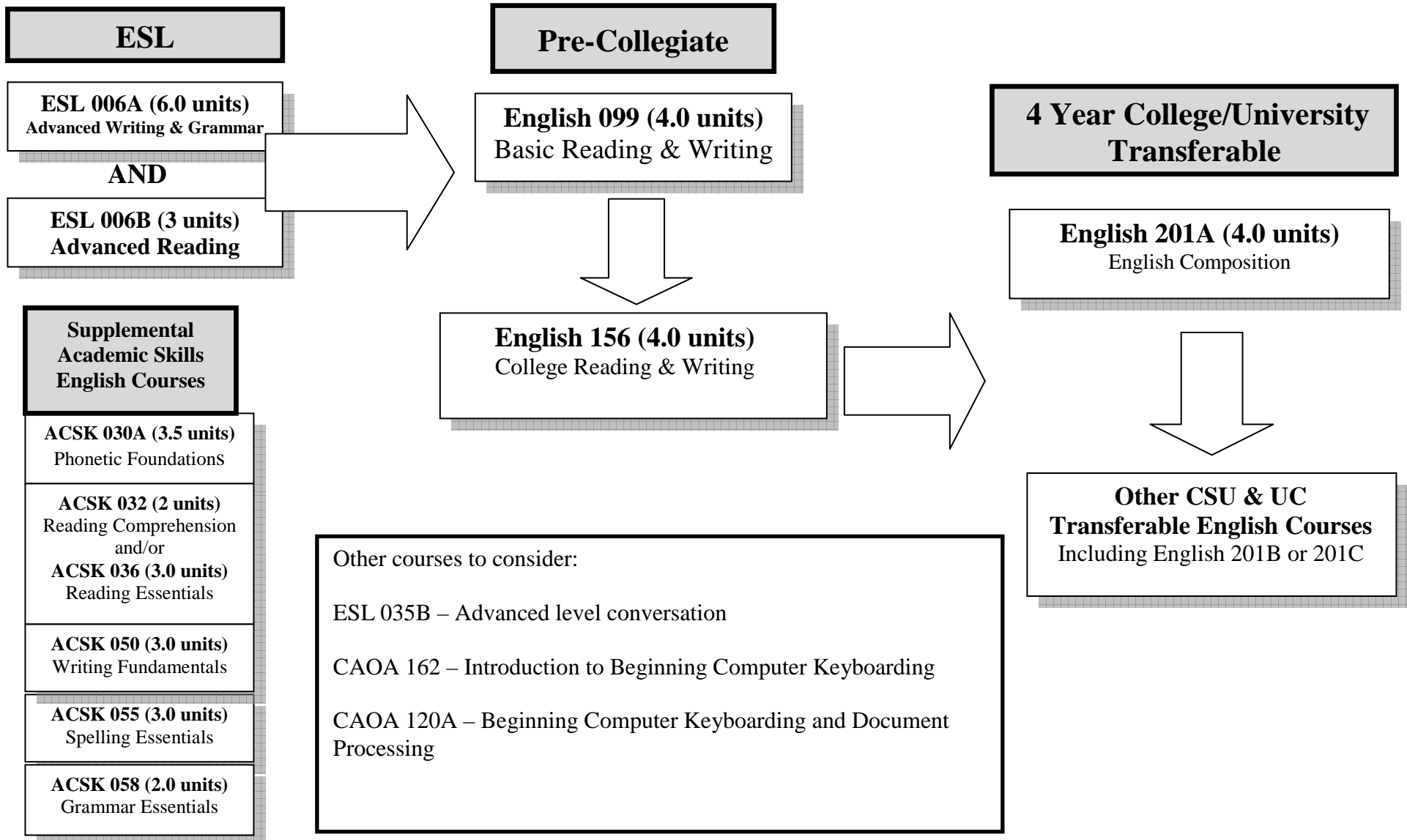


FIGURE 5

ESL Student Profile

In order to better understand our student population and assess their needs as language learners, a survey was developed by the ESL faculty. The survey was then distributed and completed by almost 300 ESL students enrolled in our program at the end of the fall 2010 semester (see Appendix A).

The vast majority of our students are Spanish speakers (93%) from Mexico (87%). The remaining students are from Central and South America, Asia, Europe, and Africa. There is an even number of men and women of various ages mostly in the range of 18-44. A significant number of our students lack a solid educational background. 37% have an 8th grade education or lower, and almost 20% only have a 6th grade education.

Our students have many challenges in addition to the lack of formal education. The majority have full-time jobs (79%). In fact, 26% of our working students work more than 40 hours per week. Our students work in a variety of fields, but the most common occupations are: cooks, housekeepers, restaurant workers, field workers, gardeners, and construction workers. Students identified work as being their biggest challenge for them in terms of their studies (48%). This also explains the fact that the vast majority (89%) can only attend classes at night, and 50% can only attend twice per week. In addition to working, many of our students have families. 20% stated that their familial responsibilities were their biggest challenge.

Another important characteristic of our student population is that they lack computer literacy skills. 51% stated that they cannot use computers well nor do they have a good handle on their myCuesta account. This explains why many students would like to take computer classes; especially at night (41 indicated this need on the survey).

Despite their educational challenges, our students are eager to learn and improve their lives. Most of our students are motivated to learn English because they want to improve their job opportunities and ability to effectively communicate at the workplace. Many students are also motivated to improve their general communication skills and support their children's educational efforts including helping them with homework. This need for better communication and assimilation in an English speaking environment explains why the majority of our students (69%) want to work mostly on conversation in the ESL program.

In terms of educational goals, while 89% plan to complete the ESL program, only 30% want to complete further study at Cuesta and 12% want to transfer to a university. Students who do want to pursue further study have a variety of interests such as culinary arts, math, and art. However, some are unsure of what the possibilities are, which can be explained by their lack of education in their own countries. As one student wrote, “I’m not sure [what classes I would like to take]. I want to be able to finish the career. I don’t know which ones are best to achieve my personal goals.”

Overall our students are very satisfied with their experience in the ESL program at Cuesta. Many commented that they like the teachers and how well they teach. They appreciate the fact that the classes are scheduled in the evening, and they believe they are learning and improving their English skills. To improve the program, students suggested offering more classes, class hours, and more opportunities to work on computer skills. Several also want childcare provided. While adding classes and hours is no doubt beneficial for language learning, as one student noted, “I think it’s too much to learn in a short time, but I think I couldn’t attend more hours than the ones I’m attending.” Finally, some students recommended that we improve our outreach to the community of English as second language speakers who could clearly benefit from our program. “Try to get more people involved. A lot of people need the ESL program, but not many know about it. I try to let them know to get more people to know about it.”

C. Program Outcomes *(taken from Worksheet A of last year’s IPPR)*

- 1.) Develop basic competence in reading, writing, listening, and speaking in order to pursue further study
- 2.) Demonstrate reading comprehension skills of intermediate or advanced texts.
- 3.) Produce paragraphs that communicate ideas clearly.
- 4.) Demonstrate aural/oral competence in social and/or academic interactions.
- 5.) Recognize and use intermediate or advanced grammatical structures.

II. PROGRAM CONNECTIONS TO COLLEGE MISSION, VISION AND VALUES, STRATEGIC GOALS, AND/OR COLLEGE PLANS

A. Identify how your program addresses or helps fulfill one or more of the following: the College Mission, Vision and Values; a specific Strategic Goal(s); and/or elements of the College Master Plans

Cuesta's mission statement states that the college seeks to respond effectively to the personal, academic, and professional needs of the community. The students in our program are community members who are learning English as a second language. They live in San Luis Obispo County, and the vast majority work there as well. The ESL program is committed to helping these students improve their language skills so that they may develop personally and participate more effectively in their communities. Better English language skills will also increase their professional opportunities. In addition, some students may wish to pursue studies beyond ESL, and our program helps them to develop skills that will enable them to reach their academic goals. Cuesta also aims to teach students to appreciate the contributions of all people in a diverse society. Our students who come from various educational, cultural, linguistic, and ethnic backgrounds contribute significantly to Cuesta's diverse student population.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Data provided by Office of Institutional Research – Ryan Cartnal)

A. Data Summary – Relevant Comments and Analysis

- Include enrollment, retention, success, FTES/FTEF, degree and certificate completion
 - May include other pertinent information (e.g., early alert)
 - Response to specific ARCC data

B. Offer interpretations of data, and identify areas for change to facilitate program quality and growth

Enrollments

Overall:

Since academic year 2005-2006 and through the 2009-2010 academic year, our overall total enrollments show a modest increase. In 2005-06, our total enrollments were 1568. For the next two academic years, 2006-07 and 2007-08, enrollment numbers increased to 1643 and 1653 respectively. In academic year 2008-09, there was a slight decrease to 1620, and then in 2009-2010, our student numbers again decreased slightly to 1616. However, this number was still slightly higher than in 2005-2006.

By Region:

The North County Campus has shown a steady increase in enrollments. In academic year 2005-06, enrollments were at 566, and in 2009-2010, the North's enrollments were 721. The North County currently has the highest enrollments of all three of Cuesta's sites.

The South County Centers at Arroyo Grande and Nipomo High Schools saw a slight increase in enrollments with 393 enrollments in 2005-2006 to 409 enrollments in 2007-2008. However, beginning in 2008-2009 our enrollments decreased as the College stopped offering ESL classes at the Nipomo Centers. Four sections were cut and our enrollments dropped to 316 in 2009-2010.

In San Luis Obispo, enrollments have either increased slightly or decreased slightly between academic years 2005-2006 and 2009-2010. In 2005-2006, student numbers stood at 609, and then in 2009-2010, our numbers were slightly down at 579.

Interpretations and Future Enrollment Projections:

While data is not yet available, we may predict a decrease in enrollments at all three sites for academic year 2010-2011 due to a number of factors. First, the recent poor economy in California appears to be affecting the number of our ESL students who are able to study at Cuesta. We have also seen this trend in nearby colleges such as Alan Hancock, Hartnell, and Reedley College. According to our student survey, approximately 80% of our students work at jobs outside of the home. Of those who do work, approximately 63% work between 31 and 50 hours per week. Because we have a predominantly working-class ESL student population, a number of our students have found it necessary to find new or additional employment which may prohibit them from being able to attend school. California currently has a 12% unemployment rate, and San Luis Obispo County had a 10% unemployment rate in 2010. We believe this has disproportionately impacted a number of our students who, because of their limited-English skills, were already employed in low-wage and less-secure jobs. Furthermore, the cost of living in this county, particularly in San Luis Obispo and many of the coastal communities is relatively high especially when compared to other counties.

In an effort to improve our success and retention rates, our course caps were lowered from 28 to 20 beginning in fall 2010. The lower course cap will remain in effect for at least three additional semesters as we evaluate the retention and success benefits to our students. However, we have not added additional course sections, so our overall enrollments will likely show a decrease in the 2010-2011 and 2011-2012 academic years.

Currently, evening student services (e.g. admissions, registration, counseling, cashier, financial aid, etc.) are more limited on the San Luis Obispo Campus than they are at any other site. If evening services on the SLO Campus were extended, this could help support ESL enrollment and the growth of our program on this campus where it typically takes longer for students to complete admissions, registration and financial aid processes.

Success and Retention

Overall:

As of the 2009-2010 academic year, our overall student success rates were at 50.7% and our overall retention rates were at 82.6%. Our success rates have increased slightly from 48.7% in 2005-2006, and our retention rates have seen a moderate increase from 79.7% in that same time.

By Region:

The North County's success rates have increased from 49.2% in 2005-2006 to 53.6% in 2009-2010. This is a 4.4 % increase in five years. Retention rates have also increased from 81.7% to 82.2% in that same time.

As of the 2009-2010 academic year, the South County had the lowest success rates of Cuesta's three sites. However, it has seen the biggest increase in success of all three sites. In 2005-2006, the South County's success rate stood at 39.9%, while in 2009-2010 the success rate had increased to 46.5%, an increase of 6.6%. Retention rates in the South have also shown a significant increase in this same time from 75.5% to 87.3%, an increase of 11.8%.

San Luis Obispo had an increase in student success rates from 2005-2006 (53.7%) to 2008-2009 (57.9%). However, in 2009-2010, the SLO Campus's success rate decreased to 49.2%. Retention rates also increased from 2005-2006 (80.6%) to 2008-2009 (88.1%). Again, however, there was a drop in 2009-2010 when the success rate fell back to 80.7%.

Interpretations:

We feel that the notable increases in our retention rates can be attributed in part to our retention specialists who have been working at all three sites for the past two years in support of our students. The specialists work in a number of ways to help us retain our students each semester. For example, they contact students who have missed one or two classes, learn the obstacles that the students are facing, try to provide solutions for the obstacles, and most importantly, encourage the students to remain in and complete their classes. In fall 2010, they also began conducting "retention visits" to our beginning level classes, ESL 090 through ESL 003. The visits are motivational and encourage our students to persist to our higher levels.

As already noted, we have at Cuesta a working-class ESL student population. The vast majority of students are only able to attend classes at night because they often work full-time at one or more jobs during the day. In our student survey, 89% of our students said that they could only attend classes in the evening after 5:00pm. This in itself makes the successful completion of a class a challenge to our students. Successful completion of a course requires a significant amount of work outside of the classroom, and our students, who also typically have families that they are raising, struggle with finding the time to complete homework and study for exams.

Additionally, our student population, which is predominantly Hispanic immigrant, tends to have had limited formal educational opportunities. According the student survey, approximately 38% of our students have not had a formal education beyond the 8th grade, and 39% have completed between the 9th and 12th grades. This student demographic is dramatically different from a college that offers an international student program. Much of what our students must learn in addition to their new language is how to be a student, how to study, how to be successful.

FTES

Overall:

Between academic year 2005/2006 and academic year 2009/2010, the ESL program's overall Full-Time Equivalent Student numbers saw little change. In 2005/2006, our overall FTES was 247, while in 2009/2010 it was 256.

By Region:

The North County saw a steady increase in FTES from 2005/2006 with 84 FTES to 2008/2009 with 115 FTES. However, in 2009/2010, FTES decreased slightly to 114 in the North. Beginning in the 2006/2007 academic year, the North County has had the highest FTES of all of our sites, including the San Luis Obispo Campus.

The South County has our lowest FTES count. In 2005/2006, FTES was 64 in the South; that number increased in 2006/2007 to 70 FTES and then it dropped slightly to 68 in 2007/2008. However, in

2008/2009 and 2009/2010, our FTES dropped significantly to 54 and 52, respectively, as we stopped offering ESL classes at our Nipomo High School site.

The San Luis Obispo Campus had an FTES count of about 99 in 2005/2006. That number increased to 102 in 2006/2007, decreased to 93 in 2008/2009 and then again increased to 102 the following year. However, 2009/2010 saw our lowest FTES with a count of 89.

Interpretations:

Because we have a predominantly working-class ESL student population at Cuesta College, the vast majority of our students are only able to attend classes on a part-time basis. This is evident when we compare our overall enrollment numbers with our FTES numbers. For example, in academic year 2005/2006, our overall enrollments were 1,568 students. In that same year, our total FTES were 247. In 2009/2010, our enrollments were 1616 and our FTES count was 256. Each site has similar ratios of enrollments to FTES.

FTEF

Overall:

In the 2005/2006 academic year, our overall FTEF was 344. That number had slight increases and decrease over the next three academic years, and then in the 2009/2010 year, our FTEF stood at almost 334 overall.

By Region:

The North County Campus has consistently had our highest FTEF since 2005/2006 when it was 415. While FTEF has dropped to 359 in the 2009/2010 academic year, it is still our highest FTEF in comparison to SLO and the SC.

While our FTEF is lowest in the South County, is only in this region where we have still a moderate increase from 2005/2006 when FTEF was 254. In 2009/2010, our FTEF in the South was 321.

In San Luis Obispo, our FTEF was 376 in 2005/2006. Academic year 2007/2008 saw that number decrease to 318 and then it increased the following year to 354. The 2009/2010 academic again saw a decrease in FTEF to 312. This was the lowest FTEF of all three sites in that year.

Interpretations:

While there has not been significant change in our overall FTEF over the course of the last four academic years, aside from the South County, where we have reduced sections, thereby providing an opportunity for increased class sizes, we have seen modest reductions in FTEF numbers. We might attribute this to the economic shortfalls in California and the impact these have had on our students in particular.

Additionally, because we lowered our course caps from 28 to 20 in fall 2010/spring 2011, we anticipate that our FTEF numbers will be considerably lower for this academic year.

Certificate Completion

In 2006, the ESL program developed two certificates for which our students could apply after having completed a sequence of ESL classes. Our two certificates and the necessary coursework follow:

ESL Intermediate Certificate of Specialization: 14 units	ESL Advanced Certificate of Specialization: 17 units
<ul style="list-style-type: none"> ▪ ESL 003, Reading, Writing and Grammar (6 units) ▪ ESL 004, Reading, Writing and Grammar (6 units) ▪ ESL 025, Intermediate Conversation (2 units) 	<ul style="list-style-type: none"> ▪ ESL 005, Reading, Writing and Grammar (6 units) ▪ ESL 006A, Writing and Grammar (6 units) ▪ ESL 006B, Advanced Reading (3 units) ▪ ESL 035, Advanced Conversation (2 units)

Since the certificates were first created in fall 2006, a total of 68 certificates have been awarded to our students. Twenty-nine students have received the Intermediate Certificate of Specialization and thirty-nine have received the Advanced Certificate of Specialization.

ARCC Data

In October 2010, the California Community College’s Chancellor’s Office released the Accountability Reporting for Community Colleges (ARCC) data draft report. While the official report is slated to be released in early February, the draft report takes into consideration CB21 recoding of ESL classes that was conducted in spring 2010.

Cuesta College’s ESL improvement rates, according to the ARCC report, are as follows:

	2005/2006 to 2007/2008	2006/2007 to 2008/2009	2007/2008 to 2009/2010
Cuesta College ESL Improvement Rate	40.9%	37.9%	39.3%

The State’s average ESL improvement rate for the same period is 54.3%. While Cuesta’s ESL improvement rates are still below the State average, our rate is comparable to other community colleges in our region or other colleges that have similar demographics. Following is ARCC data showing ESL improvement rates for several other colleges:

	2005/2006 to 2007/2008	2006/2007 to 2008/2009	2007/2008 to 2009/2010
Alan Hancock	52.2%	47.5%	45.3%
Cabrillo College	40.0%	43.4%	38.5%
College of the Sequoias	53.5%	57.3%	42.0%
Cypress College	38%	35.3%	42.6%

(N. Orange County CC District)			
Hartnell College	56.2%	54.0%	53.7%
Los Medanos College (Contra Costa CC District)	19.9%	25.2%	32.9%
Santa Barbara City College	53.4%	55.9%	57.0%

Interpretation of the ARCC Data:

We believe that many of the same factors that influence our success and persistence rates are influencing our improvement rates. These factors, already outlined in the analysis and interpretation of our success rates, include a working-class student population that can typically only attend classes in the evening, students who have very limited time that they can dedicate to their studies, and a predominantly Hispanic-immigrant student population that has a limited formal-education background.

Additionally, Cuesta College does not have an international student program. International students who are studying in ESL programs at community colleges tend to be students who do have strong formal-education backgrounds and students who are able to attend classes during the day. They typically are not working-class students with full-time jobs and families to raise. Because of this, college's that do have international student programs, such as Santa Barbara City College and Hartnell, tend to have higher success and improvement rates in their ESL programs.

Strategies for Improved Success, Persistence and Improvement Rates

While ESL student success, persistence and improvement rates have not seen significant increases in the last five years, we have begun implementing several strategies that we feel will help increase these rates in coming years.

- All ESL levels will have completed shared Student Learning Outcome Assessments by spring 2011. Some courses have already completed all cycles. Based on assessment information gathered and analyzed, the process has resulted in a clearer instructional focus on and delivery of course objectives. Additionally, the SLOs have improved articulation regarding consistent course expectations.
- Beginning in fall 2010, our course caps were lowered to 20 from 28. According to a best-practices research analysis conducted by the ESL team, many researchers agree that 20 students is the ideal number for basic skills classes. We are excited to have an opportunity to put this pedagogical finding into practice and to evaluate its efficacy.
- In spring 2010, we piloted Supplemental Instruction (SI) in one ESL Level 1 class. In fall 2010, we were able to expand SI to three Level 1 classes. Having a trained “leader” who participates in the classroom and then carries instruction to the lower-end students outside the classroom has been proven to be an effective educational intervention. Data indicated that the students who participated in the SI outside of the classroom were successful in their courses.
- For the past several semesters all instructors have called students in their previous classes and encouraged them to register. Also, faculty communicate regularly with the retention specialists regarding their students. We will continue to do so.
- Using models from other community colleges, the ESL Division plans to develop a new ESL writing workshop/lab for the higher-level students. The purpose of the this course is to provide additional support for these students as the subject matter becomes more academic in Level 4 and above. The course would also extend support to former ESL students who are enrolled in English 099 and 156. The intention is to increase persistence and improvement rates for these former ESL students when they are in their first full immersion outside of ESL.

- The ESL Division will prioritize the continued funding of retention specialists--who delivered an 82.6% retention rate for our program in the 2009-2010 academic year. Each year, the retention specialists have been funded through the Basic Skills Initiative (BSI). While we will continue to write proposals for this funding each year, we will also advocate the positions ultimately be supported by general fund dollars.
- In fall 2010, we were able to offer, for the first time, a morning conversation class on the North County Campus. In spring 2011, we added an additional morning conversation class in the North. We hope to continue to expand our day-time offerings. By adding these day-time classes, we believe we can diversify our student population and, thereby, increase our success rates.
- For the past several semesters, our program has coordinated myCuesta orientations for our ESL students. Approximately midway into the semester, ESL outreach and retention staff visit our classes during their regularly scheduled computer lab hour and help students learn to access and use their myCuesta accounts. The intention for these orientations is to help our students become more self-sufficient in using myCuesta for the purpose of registration and campus communications.
- Academic counselors have begun visiting our higher-level classes, ESL 004, 005 and 006, each semester in an effort to motivate and encourage students to persist and be successful in ESL and beyond.
- Beginning in the fall 2010 semester, the ESL program began conducting new-student orientations. Our plan is to continue providing these orientations to our new students each semester. The orientations take place the week before the semester begins at each of the College's three sites. At the orientations, students receive information regarding admissions, financial aid, and other student services as well as information about the book store, public safety and parking. They also receive guidance on how to be prepared for and successful in their classes. Food and raffle prizes are provided for the students. In fall 2010, the Cultural Diversity and Student Equity Committee provided funding for the food and prizes. In spring 2011, the Basic Skills Initiative provided this funding. These orientations will provide additional guidance for our newest, and perhaps most vulnerable students, as they begin the ESL program.

IV. CURRICULUM REVIEW

- A. Review courses including all course delivery modalities for currency in teaching practices and compliance to current policies, standards, and/or regulations
- B. Review Prerequisite/Co-requisite/Advisory validations
- C. May include comparisons to other college course descriptions, faculty development activities that make contributions to the program, etc.
- D. List changes and recommendations to curriculum

Cuesta currently offers the following credit ESL courses:

1. ESL 090, Literacy (6 units)
2. ESL 001, Reading, Writing, Grammar and Conversation (6 units)
3. ESL 002, Reading, Writing and Grammar (6 units)
4. ESL 003, Reading, Writing and Grammar (6 units)
5. ESL 004, Reading, Writing and Grammar (6 units)
6. ESL 005, Reading, Writing and Grammar (6 units)
7. ESL 006A, Writing and Grammar (6 units)
8. ESL 006B, Reading (3 units)
9. ESL 015, Beginning Conversation, (2 units)
10. ESL 025, Intermediate Conversation (2 units)
11. ESL 035, Advanced Conversation (2 units)

All courses are taught in lecture format in traditional classroom settings at all of the College's sites: the San Luis Obispo Campus, the North County Campus, and the South County Center in Arroyo Grande.

- In San Luis Obispo, all levels except for ESL 090, Literacy, are offered each semester.
- On the North County Campus, all levels, including ESL 090, are offered each semester with the exception of ESL 006B, which has been offered only in the spring semesters.
- In the South County, we are currently only offering ESL classes in Arroyo Grande. Each semester, we are able to offer ESL 001-004 and ESL 015 and 025. For several semesters, we did not offer ESL 005 due to low enrollment at this more advanced level. However, for spring 2011, we again plan to offer this course. Also, in fall 2010, we offered ESL 090, Literacy, for the first time, and we will be offering it again in spring 2011.

Cuesta College Sites:	Fall 2010 Semester:	Spring 2011 Semester:
San Luis Obispo	001, 002, 003, 004, 005, 006A, 006B, 015, 025, 035	001, 002, 003, 004, 005, 006A, 006B, 015, 025, 035
North County	090, 001, 002, 003, 004, 005, 006A, 015, 025, 035	090, 001, 002, 003, 004, 005, 006A, 006B, 015, 025, 035
South County, Arroyo Grande	090, 001, 002, 003, 004, 015, 025	090, 001, 002, 003, 004, 005, 015, 025

Cuesta College's ESL Courses:

Our ESL 090 course is the first in our series. This course develops students' literacy and study skills. It focuses on basic reading and writing development and introduces students to study skills essential for academic success. Because a large number of our beginning-level students lack first-language literacy, the ESL program created this course in an effort to increase success rates in ESL 001. While it is not common for credit ESL programs at community colleges to offer literacy courses, Cuesta's ESL program was responding to a lack of non-credit and/or adult school programs offering ESL classes that adequately prepare students for our credit program. In fact, this course was created after consulting with the director of Cuesta's non-credit program.

ESL 001 through 005 are integrated skills courses. ESL 001 integrates reading, writing, grammar and conversation, and ESL 002 through 005 integrate reading, writing and grammar. Each of these classes is composed of six units.

Based on the work our faculty have done with student learning outcomes and assessments, and the CPAS reports that we have been compiling for each level, we are finding that the limited number of units/contact hours offered at each level may be inadequate. This appears to be to be especially pronounced at the more advanced levels (i.e. Level 4 and 5) where writing and reading skills become more academic in nature and require more focused instruction and practice.

By comparison, ESL 006A is also a six-unit course, yet it focuses on only two skill areas, writing and grammar. Students at this level are able to take a separate three-unit course, ESL 006B, which focuses only on reading skills. With nine units/weekly contact hours, instructors are able to adequately focus on and teach these three skill areas.

When researching other community colleges, we found that many ESL programs do not have integrated skills courses. In addition, they typically allow more units/contact hours per a given skill area than we do at Cuesta. For example, rather than dedicate six units to reading, writing and grammar, many colleges are able to dedicate three to four units to each of these skill areas. As a result, for any given level of ESL students are receiving 10-12 contact hours per week as opposed to 6 at Cuesta. Interestingly, Santa Barbara City College offers 6 units of integrated skill courses for lower levels in addition to the separated skill courses.

Following is a summary of ESL courses that are currently offered at three local community colleges.

Hartnell College: Four levels of ESL with 13 units at each level; each level is composed of the following courses:

- Grammar and Writing: 5 units/5 weekly contact/lecture hours
- Grammar and Writing Lab: 1 unit/3 weekly lab hours (corequisite for Grammar and Writing)
- Reading and Vocabulary: 4 units/4 weekly contact/lecture hours
- Speaking and Listening: 3 units/2 weekly contact/lecture hours and 3 language lab hours

In addition to these courses, Hartnell also offers two advanced-level ESL courses that prepare students for their transfer-level English course, English 1A.

- ESL 165, English for Academic Purposes I: 5 units/weekly contact/lecture hours
- ESL 101, English for Academic Purposes II: 5 units/weekly contact/lecture hours

Alan Hancock College: Four levels of ESL; each level is composed of the following courses:

- Reading Skills: 4 units/weekly contact/lecture hours
- Writing Skills: 4 units/weekly contact/lecture hours

In addition, Alan Hancock offers three levels of grammar:

- Grammar: 3 units/weekly contact/lecture hours

Hancock also offers one level of a three-unit pronunciation course and two levels each of a Crossroads Café video class and a Connect with English oral comprehension skills class. Both of these classes are composed of three units/weekly contact hours.

Santa Barbara City College (SBCC): Five levels of ESL; each level is composed of the following courses:

- Grammar Skills: 4 units/weekly contact/lecture hours
- Reading Skills: 4 units/weekly contact/lecture hours
- Writing Skills: 4 units/weekly contact/lecture hours

In addition, SBCC offers 6 unit fundamental courses, two levels focusing on listening, speaking, and grammar, and two levels focusing on reading, writing, and grammar. They also offer 4 and 2 unit conversation classes and a Work Experience course.

Review of Prerequisite/Co-requisite/Advisory Validations

Each ESL level lists the previous level and/or an appropriate score on the ESL placement test as a prerequisite. The ESL placement test is composed of both an objective grammar and reading test (the CELSA) and a subjective writing test. We also use a literacy test to determine which beginning-level

students should take ESL 090, Literacy, before enrolling ESL 001. Additionally, we have a listening and speaking placement test that is used to place students into the correct conversation classes.

The following prerequisites are listed under each class heading in the course schedule.

Course:	Prerequisite/Corequisite/Advisory
ESL 090	Advisory: ESL placement test
ESL 001	Prerequisite: ESL placement test
ESL 002	Prerequisite: High-beginning score on the ESL placement test or successful completion of ESL 001 with a grade of C or better
ESL 003	Prerequisite: Low-intermediate score on the ESL placement test or successful completion of ESL 002 with a grade of C or better
ESL 004	Prerequisite: High-intermediate score on the ESL placement test or successful completion of ESL 003 with a grade of C or better
ESL 005	Prerequisite: Low-advanced score on the ESL placement test or successful completion of ESL 004 with a grade of C or better
ESL 006A	Prerequisite: High-advanced score on the ESL placement test or successful completion of ESL 005 with a grade of C or better
ESL 006B	Prerequisite: High-advanced score on the ESL placement test or successful completion of ESL 005 with a grade of C or better
ESL 015 A, B, C	Prerequisite: Beginning-level score on the oral component of the ESL placement test
ESL 025 A, B, C	Prerequisite: Intermediate-level score on the oral component of the ESL placement test or completion of ESL 015 with a grade of C or better
ESL 035 A, B, C	Prerequisite: Advanced-level score on the oral component of the ESL placement test or completion of ESL 025 with a grade of C or better

Currently, the ESL course prerequisites are not officially enforced through the College primarily because the CELSA is not an online/electronic test, and therefore the results of the test are not linked to the College's Institutional Research office. However, ESL faculty collaborate closely to ensure that their

students meet each prerequisite before enrolling in a class. Faculty advise their continuing students as to the appropriate level in which to enroll for the subsequent semester, and students who fail to complete a prerequisite are advised to repeat that class. Additionally, ESL faculty are directly involved in the assessment process, and they advise students as to their correct level placement. Because of the ESL faculty's involvement in the assessment process, we feel that our students are more likely to be accurately placed than if assessments were conducted by individuals lacking ESL teaching expertise and experience. According to our student surveys, 96% of the students who took our placement test and were then advised to take a particular level felt that they were placed into an appropriate level.

Prerequisite Validation Data:

Course	Total Students: Fall 2008, Spring 2009 and Fall 2009	Successful in first course/ successful in next level	Successful in first course/ unsuccessful in next level	Unsuccessful in first course/ successful in next level	Unsuccessful in first course/ unsuccessful in next level
ESL 090	41	10	8	0	5
ESL 001	491	96	91	7	13
ESL 002	378	70	73	8	13
ESL 003	340	75	59	2	16
ESL 004	207	25	67	2	8
ESL 005	181	37 (006A)	26 (006A)	7 (006A)	13 (006A)
ESL 005	181	33 (006B)	14 (006B)	6 (006B)	8 (006B)
ESL 006A*	99	18	2	0	0
ESL 006B*	64	18	2	0	0

**ESL 006A and 006B are prerequisites for English 099.*

Data Summary for Fall 2008, Spring 2009 and Fall 2009:

Note: Currently, the only semesters for which prerequisite/persistence data is available is fall 2008, spring 2009 and fall 2009.

- Approximately 50% of ESL students were successful in the next higher level after completing the prerequisite.
- Of the students that attempted the next higher level, those that were in ESL 005 and ESL 006A/B showed the highest improvement rates; 58% of ESL 005 students who attempted ESL 006A were successful and 70% were successful in ESL 006B; 90% of ESL 006A and ESL 006B students who attempted English 099 were successful in that class.
- Of the students that attempted the next higher level, those that were in ESL 004 showed the lowest improvement rates; only 27% of ESL 004 students who attempted ESL 005 were successful in that class.
- While the ESL program's two highest ESL levels seem to be adequately preparing students for the subsequent class, the program needs to address the low improvement rates for the beginning-level classes. Furthermore, we need to explore ways in which we can provide additional support for ESL 004 students who attempt ESL 005.

Changes and Recommendations to Curriculum

In fall 2010, we began revising the curriculum for ESL 005, 006A and 006B. In January 2011 these revisions were approved, so we will begin implementing the new courses in fall 2011.

Current ESL Curriculum Revisions:

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

Previous Prerequisites:

Course:	Prerequisite/Corequisite/Advisory
ESL 005	Prerequisite: Low-advanced score on the ESL placement test or successful completion of ESL 004 with a grade of C or better
ESL 006A	Prerequisite: Advanced score on the ESL placement test or successful completion of ESL 005 with a grade of C or better
ESL 006B	Prerequisite: Advanced score on the ESL placement test or successful completion of ESL 005 with a grade of C or better
English 099	Prerequisite: ESL 006A and ESL 006B

New Prerequisites:

Course:	Prerequisite/Corequisite/Advisory
ESL 005	Prerequisite: Low-advanced score on the ESL placement test or successful completion of ESL 004 with a grade of C or better
ESL 006	Prerequisite: Advanced score on the ESL placement test or successful completion of ESL 005 with a grade of C or better
ESL 045	Prerequisite: Advanced score on the ESL placement test or successful completion of ESL 004 with a grade of C or better
English 099	Prerequisite: ESL 006 and ESL 045

The revision to ESL 005 makes it a writing and grammar class only. This mirrors the content design of ESL 006 (formerly ESL 006A), which only focuses on writing and grammar skills.

Since ESL 005 no longer includes reading as one of the skill areas, the students in this course are eligible to take ESL 045 (formerly 006B) in the same semester that they are enrolled in ESL 005. ESL 045 remains an advanced reading course, but it is open to both ESL 005 students and ESL 006 students, and it is repeatable one time.

All three courses (ESL 005, 006 and 045) have been updated to reflect SLOA data analysis and recommendations made as a result of SLOA collaboration.

The primary rationale for these curriculum changes was to allow for more focused writing and grammar instruction and practice in ESL 005. Our ESL instructors have struggled to effectively cover all three skill areas (reading, writing and grammar) in ESL 005. What we have noted is that other community college ESL programs typically dedicate 3-4 units for each skill area (i.e. a 3 or 4-unit grammar class, a 3 or 4-unit writing class, and a 3 or 4-unit reading class). ESL 005 students will be better prepared for and more likely to be successful in ESL 006 after completing ESL 005 because they will have received more focused academic writing and grammar instruction in this course.

Future Curricular Changes:

- In the near future, we would like to create an additional 3-unit reading course for ESL 004. Our SLOA data has indicated the need for more contact hours particularly at this level. When we make this change, ESL 004 will become a 6-unit writing and grammar course and the students who enroll in this course would then be able to take the additional 3-unit reading course (e.g. ESL 044). The additional contact hours for ESL 004 would help us address low success and improvement rates at this level.
- Once we are able to add an additional 3-unit course for Level 004 students, we feel that we would then be able to update the curriculum for Level 001, 002 and 003, making these courses less academic in nature. For example, writing skills would not focus on the formal, academic paragraph in these beginning levels. The content could be more general, functional English in terms of their reading and writing skills. The student surveys indicated that many of our students would like to improve their general communicative skills. Because Level 004, 005 and 006 would now have more classroom contact hours dedicated to academic writing, instruction in 001, 002 and 003 could concentrate on general writing, spelling, vocabulary, and oral communicative skills. These proposed curricular changes to Level 1-3 would help us build a stronger foundation for our beginning level students, and the changes would diversify our curriculum by eliminating repetition. We feel the changes would also help us better meet our students' needs.
- In our SLOA data analysis, the conversation class instructors have consistently noted that they are unable to adequately teach listening and speaking skills in a 2-unit class. We would, therefore, like to increase our conversation class contact hours from two hours per week to three hours per week. According to the student surveys, a majority of our students chose conversation as the skill they most wanted to develop. However, due to budgetary shortfalls, we are not able to increase course units at this time. When the economy improves, this is a curricular change that we will pursue.
- The ESL program is exploring the possibility of developing an ESL "Writing Workshop." This course would provide reading and writing support to ESL students across the curriculum. The course would provide this support to intermediate and advanced ESL students (i.e. ESL 004, 005 and 006) as well as students who have completed the ESL program but who could use supplemental support in their non-ESL reading and writing courses. Such a course would also help us address the low success and improvement rates of our ESL 004 students.

- While ESL 005, 006A and 006B course outlines have been updated using our SLOA data analyses, we still need to update all of our other courses to reflect our SLOs. This will require major revisions for ESL 0001, 002, 003, 004, 015, 025, and 035.

V. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: NARRATIVE

The ESL program’s broad goals are to help English as a second language learners improve their language skills, so they may reach their personal goals and participate in an English speaking environment. The program also aims to prepare those students who wish to pursue further study by helping them develop the necessary skills and language proficiency to take other college courses. In order to achieve these broad goals, the ESL Program has five main student learning outcomes. The program outcomes are assessed by reviewing the course SLO assessments that contribute to the program outcome. The table below lists the program outcomes and the courses and assessments that contribute to each one.

Program Outcome	Courses/Assessment
6. Develop basic competence in reading, writing, listening, and speaking in order to pursue further study.	ESL 001, 002, 003, and/or 015 - discussion of SLO assessment
7. Demonstrate reading comprehension skills of intermediate or advanced texts.	ESL 004, 005, and/or 006 - discussion of reading SLO assessment
8. Produce paragraphs that communicate ideas clearly.	ESL 004, 005, and/or 006 - discussion of writing SLO assessment
9. Demonstrate aural/oral competence in social and/or academic interactions.	ESL 025 or 035 - discussion of SLO assessment
10. Recognize and use intermediate or advanced grammatical structures.	ESL 004, 005, and/or 006 – discussion of grammar SLO assessment

The ESL division has been assessing course SLOs since fall 2008. In order to assess the SLOs, teachers who teach the same level/course have been meeting to develop a shared final assessment that measures whether students have achieved the learning outcomes for the course. Most sections of each level/course then administer the final exam, and teachers meet afterwards in order to compare results, discuss implications, and outline improvements for change. After instituting changes, the SLOs are measured again.

Most courses have assessed their SLOs at least once and have instituted changes. Several courses have retested the SLOs after making changes. After each assessment and discussion, faculty members complete a Course and Program Assessment Summary (CPAS), which is shared with ESL division faculty at meetings. The CPAS for each course is also uploaded to the ESL group on MyCuesta for reference. The chart below outlines the ESL division's progress in course SLOs assessment.

ESL Course SLO Assessment Timeline

Course	Initial SLO assessment	Follow-up assessment
ESL 090, Literacy		
ESL 001, Reading, Writing, Grammar and Conversation	fall 2008	fall 2009
ESL 002, Reading, Writing and Grammar	fall 2009	
ESL 003, Reading, Writing and Grammar	fall 2010	
ESL 004, Reading, Writing and Grammar	fall 2009	spring/fall 2010
ESL 005, Reading, Writing and Grammar	fall 2010	
ESL 006A, Writing and Grammar	fall 2008	spring 2010
ESL 006B, Reading		
ESL 015, Beginning Conversation	spring 2009	
ESL 025, Intermediate Conversation	spring 2009	fall 2009
ESL 035, Advanced Conversation	spring 2010	

Program SLO Assessment Results

Program SLO # 1. Develop basic competence in reading, writing, listening, and speaking in order to pursue further study.

ESL 001, 002, 003 and 015 contribute to this program outcome. To date, the SLOs for ESL 001, 002, and 015 have been assessed. The results indicate that lower level students in our program are strongest

in speaking and listening skills. Grammar, reading, and writing proved more difficult. Several challenges were identified during the SLOs assessment process. First, the fact that we have many literacy students makes covering the necessary course material difficult in ESL 001. Adding ESL 090 has helped this situation somewhat, but there is still the issue of underprepared students. Secondly, the transition from ESL 001 to 002 needs improvement. While the majority of ESL 001 students met the course SLOs, this was not the case with ESL 002. The material, especially in terms of grammar and writing, is much more difficult and even successful 001 students may still not be prepared for the level of difficulty they face in 002. They especially struggle with the concept of present progressive and simple present tense in grammar. The SLO results for ESL 003 further demonstrate this fact. Students performed the worst in grammar, and specifically had trouble with simple present tenses as well as simple past, which is a main outcome for ESL 003 grammar.

Program SLO # 2. Demonstrate reading comprehension skills of intermediate or advanced texts.

The reading component of ESL 004, 005, and 006B contribute to this program outcome. To date, the SLOs for ESL 004 have been assessed. The initial ESL 004 SLOs assessment results indicated that students were the weakest in the area of reading compared to writing and grammar. The transition from ESL 003 to 004 is especially challenging because 004 focuses more on academic reading skills. ESL 004 has incorporated more reading skills development in class including practice in the following areas: understanding vocabulary in context, using dictionaries, and identifying detail and main idea. Additionally, teachers reexamined the level of difficulty in test tasks in order to ensure an appropriate progression from 004 to 005. After instituting changes, 86% of the students achieved the reading learning outcome in fall 2010 in ESL 004 (compared to 58% the previous year).

Program SLO # 3. Produce paragraphs that communicate ideas clearly.

The writing component of ESL 004, 005, and 006A contribute to this program outcome. To date, the SLOs for ESL 004 and 06A have been assessed. The results indicate that students' writing strength includes content/ideas and organization. They are weakest in grammar, especially verb tense usage as well as vocabulary. In ESL 004 and 005, there is inadequate time to focus on developing students' writing skills, which is demonstrated in the SLOs results as well as the fact that there is no separate

writing text. ESL 006A has the advantage of having 9 contact hours, 6 of which are devoted solely to writing and grammar. This allows more time to focus on writing skills. Teachers have also discussed the need to concentrate on language accuracy and less on organization and idea development in teaching writing. Adapting rubrics to weigh grammar and vocabulary more heavily can help as well as more controlled language practice in writing.

Program SLO # 4. Demonstrate aural/oral competence in social and/or academic interactions.

ESL 025 and 035 contribute to this program outcome. To date, the SLOs for both of these courses have been assessed. The results indicate that listening and speaking skills are a real strength of our students, and our students are meeting this outcome. The students seem to do particularly well communicating in social situations, which is demonstrated by the results of the ESL 025 assessments, even when they were revised to be more challenging. However, students do face some difficulties with higher level academic material that is covered in ESL 035. The SLO assessments revealed that the ESL program can improve in this area by having a better transition from ESL 025 to ESL 035. In addition, these courses are difficult in the present 2 unit format. The 50 minute classes seem inadequate to cover the necessary material. The ESL program may want to consider increasing these courses to 3 units.

Program SLO # 5. Recognize and use intermediate or advanced grammatical structures.

The grammar component of ESL 004, 005, and 006A contribute to this program outcome. To date, the SLOs for ESL 004 and 006A have been assessed. The results indicate that students have difficulty with intermediate and advanced grammatical structures, and are not sufficiently meeting this outcome. ESL 004 SLOs assessment showed that many students struggle with tenses they should have mastered at that level. There are problems with accuracy in producing the forms as well as their usage. The results of the assessment regarding this outcome again highlighted the fact that there is insufficient time to devote to each skill area in our current curriculum. Additionally, ESL 004 teachers noticed that several of their students do not seem to be prepared for the course at the start of the semester, and that may account for the poor performance on grammar. ESL 006A writing assessments indicate that students struggle especially with correct verb tense usage in their writing. Providing authentic student writing for verb tense error correction activities, and more metacognitive in-class activities that allow students to analyze verb-tense error and usage may help. The 006A instructors plan to administer the shared exam again in spring 2011 after implementing the above strategies. By administering the exam to two additional

groups of students, the instructors will also be better able to evaluate student needs and abilities as well improved strategies for classroom instruction.

Overall Program Implications

The following changes may improve the ESL program and students' ability to meet the learning outcomes.

- Teachers of different levels need to coordinate more closely to establish a clearer progression from level to level especially in terms of grammar and writing. In October 2010 at an ESL staff meeting, teachers met by level to discuss this. As a result, course SLO documents were revised. Valuable discussions took place regarding the importance of having clear articulation between the levels. Instructors felt that overall the SLOs were fairly accurate, but several key components of the SLOs were changed to improve articulation. For example, in Level 2, "the writing process" was changed to "introduction to the writing process." Additionally, "basic paragraph components" was changed to "sentence components and paragraph building." Furthermore, under grammar components, the simple past tense was changed to "introduction to the simple past tense." In Level 3, gerunds and infinitives and direct and indirect objects were removed so that more time could be spent on the simple present, present progressive, and the simple past verb tenses. In Level 4, these same verb tenses were now only to be reviewed so that more time could be spent on the past progressive, the future, future time clauses, and the present perfect tenses. All of these changes help eliminate any redundancy and allow for more concentrated instruction on new concepts and skills.
- There needs to be a minimum standard for exit from each ESL level. The continued course SLOs assessment and the collaboration the process promotes will help the ESL program to improve in this area.
- Instruction needs more time devoted to the separate skills especially in ESL 004, 005, and 006. Students may not be making sufficient progress because there is not enough time and practice in each skill area.

- Funding implications
 - More part-time and full-time teachers will be needed if we add units to higher level courses, and if we offer ESL 090 to all campuses.
 - Money to pay part-time teachers for SLOs assessment work and curriculum development/coordination. Some courses are exclusively taught by part-time teachers, and to assess the SLOs they need compensation.
 - Tutors to help ESL students in grammar and writing
 - More sections with supplemental instruction

ESL Program SLO Assessment and Analysis Summary

Program Outcome	Courses/ Assessment	Analysis Notes
1. Develop basic competence in reading, writing, listening, and speaking in order to pursue further study.	ESL 001, 002, 003, and/or 015 - discussion of SLO assessment	<ul style="list-style-type: none"> • Beginning students are strongest in listening and speaking skills. • Beginning students are weakest in grammar. • Mastery of simple present/progressive and simple past is especially problematic. • The jump from Level 1 to Level 2 is too hard in grammar, reading, and writing.
2. Demonstrate reading comprehension skills of intermediate or advanced texts.	ESL 004, 005, and/or 006B - discussion of reading SLO assessment	<ul style="list-style-type: none"> • Students were the weakest in the reading assessment in Level 4. • Level 4 made changes to include more skill instruction in class and readjust task difficulty. This resulted in marked SLO improvement: 86% students passing in fall 2010 vs. 58% in fall 2009.
3. Produce paragraphs that communicate ideas clearly.	ESL 004, 005, and/or 006A - discussion of writing SLO assessment	<ul style="list-style-type: none"> • Students' writing strength includes content/ideas and organization. • Students are weakest in grammar, especially verb tense usage and vocabulary. • There is inadequate time to focus on writing in current 6 unit format. • We need to concentrate more on language accuracy in teaching/grading writing.
4. Demonstrate aural/oral	ESL 025 or 035 - discussion of	<ul style="list-style-type: none"> • Listening and speaking skills are a strength - the vast majority met this outcome.

<p>competence in social and/or academic interactions.</p>	<p>SLO assessment</p>	<ul style="list-style-type: none"> • Students do particularly well communicating in social situations. • There can be a better transition from ESL 025 to ESL 035. • These courses are difficult in the present 2 unit format. The 50 minute classes seem inadequate to cover the necessary material.
<p>5. Recognize and use intermediate or advanced grammatical structures.</p>	<p>ESL 004, 005, and/or 006 – discussion of grammar SLO assessment</p>	<ul style="list-style-type: none"> • Students have difficulty with intermediate and advanced grammatical structures, and are not sufficiently meeting this outcome. • ESL 004 SLO assessment showed that many students struggle with tenses they should have already mastered. There are problems with accuracy in producing the forms as well as usage. • There is insufficient time to devote to each skill area in our current curriculum.

VI. PROGRAM STUDENT LEARNING OUTCOMES/ASSESSMENTS: Worksheets

For this segment of the Instructional CPPR, fill out and attach Course Program Assessment Summary (CPAS) worksheets for each course in the program OR Worksheet B from the 2010-2011 IPPR Template. Note: Before attaching CPAS documents, please do not include the raw data results of course-level and program-level SLO assessments, which should remain only with program faculty

These are summaries of the Course and Program Assessment Summary (CPAS) documents for each course in the ESL Program.

ESL 090: Beginning Literacy and Study Skills: (no pre-requisite, placement test, contributes to program SLO #1)

SLOS	ASSESSMENT	RECOMMENDED CHANGES
1. Read and write the letters of the alphabet. 2. Read and understand basic texts. 3. Write sentences with elementary grammatical structures. 4. Demonstrate comprehension of course specific vocabulary and basic grammatical structures. 5. Interact and participate in classroom activities. 6. Employ successful study strategies.	<u>Note:</u> These course SLOs have not been assessed yet. Both sections are being taught by part-time faculty.	

ESL 001: Reading, Writing, Grammar, and Conversation: (ESL 90 pre-requisite or placement test, contributes to program SLO #1)

SLOS	ASSESSMENT	RECOMMENDED CHANGES
1. Comprehend beginning level reading texts. 2. Write sentences using beginning level vocabulary and grammatical structures. 3. Recognize and use beginning level grammatical structures and everyday vocabulary.	Level 1 teachers collaborated on a shared final exam, which they administered to 7 level 1 sections in 12/08. The failure rate led many teachers to believe that coursework was too difficult for many students who lack basic literacy skills. To improve this situation, ESL 90 was created and is now being offered in North and South counties. The SLO assessment was revised and was given to 4 Level 1	1. Incorporate more reading into class. Tie the reading in with the grammar and writing components of the course. 2. Cover more material in the Level 1 textbook, especially the grammar in chapters 5 and 6. 3. Provide practice with various test formats (e.g.,

4. Participate in basic social interactions.	sections in fall 2009. The passing rate improved from 68% to 73% after instituting changes. Overall, students still were most successful in SLO #4, and had most difficulty with outcomes 1-3.	multiple choice questions) in class quizzes and test. This better prepare them for the types of exercises they will complete in higher ESL levels and other college classes.
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ESL 002: Reading, Writing, and Grammar (ESL 1 pre-requisite or placement test, contributes to program SLO #1)

SLOS	ASSESSMENT	RECOMMENDED CHANGES
<p>1. Comprehend and respond to high-beginning fiction and non-fiction texts.</p> <p>2. Write simple texts using high-beginning vocabulary and grammatical structures.</p> <p>3. Recognize and use high-beginning grammatical structures and verb tenses.</p>	<p>A shared final assessment was administered to 5 sections of ESL level 2 in fall 2009. Students' strongest area was reading and vocabulary, followed by writing, then by grammar. Only 55% of the students passed the grammar section. The writing and grammar assessments show that students continue to struggle with the concept of present progressive vs. simple present tense.</p>	<p>1. Revise the grammar test to ensure that it measures the SLOs effectively.</p> <p>2. Improve the teaching of simple present and present progressive by teaching the progressive at the beginning of the semester, and focusing on the simple present at the end of the semester, and/or reviewing the present more thoroughly at the end of the semester. Provide students with more repetitive practice.</p> <p>2. Revise the writing rubric through collaboration. It needs to be simplified and clarified for scoring purposes.</p> <p>3. Revise the reading portion of the test so that it is more comprehensive in order to weigh equally with the other test sections and measure the SLO more accurately.</p>

ESL 003: Reading, Writing, and Grammar (ESL 2 pre-requisite or placement test, contributes to program SLO #1)

SLOS	ASSESSMENT	RECOMMENDED CHANGES
<p>1. Comprehend and respond to low-intermediate fiction and non-fiction texts.</p> <p>2. Produce generally comprehensible texts using a low-intermediate vocabulary and grammatical structures.</p> <p>3. Recognize and use low-intermediate grammatical structures.</p>	<p>A shared reading, writing, and grammar final exam was administered to 4 sections of ESL level 3 in fall 2010. In reading, 74% of the students met the outcome. In discreet skills, student mastery of vocabulary was the strongest, followed by reading comprehension and error analysis. 74% total students met the writing outcome. Grammar was the weakest area, with 60% of the students meeting the learning outcome. Although the average score was 65%, the simple past sections along with the</p>	<p>1. Revise the reading exam by eliminating the "error analysis" section.</p> <p>2. Revise the grammar test by reducing the future tense section, deleting the section on gerunds and infinitives, and adding to the section on simple past.</p> <p>3. Focus more mastery of simple past, present progressive, and simple present. Improve grammar instruction of simple past by teaching it towards the</p>

	simple present and adverbs of frequency tied for the lowest average, 55%.	end of the semester, so that the concept is still fresh. Also, the newly adopted text, <i>Grammar in Context 1</i> , will provide much more scaffolded, comprehensible, student-centered practice activities which further and deepen student understanding.
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ESL 004: Reading, Writing, and Grammar (ESL 3 pre-requisite or placement test, contributes to program SLOs #2, 3 and 5)

SLOS	ASSESSMENT	RECOMMENDED CHANGES
<p>1. Comprehend and respond to intermediate fiction and non-fiction.</p> <p>2. Produce generally comprehensible texts using intermediate vocabulary and grammatical structures.</p> <p>3. Recognize and use intermediate grammatical structures.</p>	<p>A shared reading, writing, and grammar final exam was administered to all 3 ESL level 4 sections in fall 2009. Students performed the best on writing and the worst on reading.</p> <p>The revised grammar and writing tests were given in spring 2010. The results indicated that student improved in writing, but did worse in grammar. Only 61% of the students passed the grammar test.</p> <p>The revised reading exam was administered in fall 2010. 86% of the students met the learning outcome. This was a marked improvement over the previous year, where only 58% met this outcome. The changes to the reading component of the course appear to be successful.</p>	<p>1. Revise the reading and grammar tests, so that they measure the SLOs more accurately.</p> <p>2. Emphasize these reading skills in class: vocabulary in context, dictionary skills, identifying detail and main idea. Listening and video can be incorporated to supplement the reading material.</p> <p>3. More practice for past progressive such as role plays may help students further grasp the concept of the tense.</p> <p>4. The ESL division can consider working on Level 4 curriculum by separating the skill areas and adding more units to allow more coverage of writing skills.</p> <p>5. Levels 3 and 4 need to collaborate to ensure that the former is adequately preparing students to take the latter.</p> <p>6. Teachers can consider incorporating take-home reading exams in order to give students opportunity to "study" how to take reading tests.</p>

ESL 005: Reading, Writing, and Grammar (ESL 4 pre-requisite or placement test, contributes to program SLOs #2, 3 and 5)

SLOS	ASSESSMENT	RECOMMENDED CHANGES
<p>1. Comprehend, interpret, and summarize low-advanced fiction and non fiction.</p> <p>2. Produce organized and developed paragraphs using low-advanced vocabulary</p>	<p><u>Note:</u> These course SLOs were assessed in fall 2010, and the report is forthcoming.</p>	

and grammatical structures.		
3. Recognize and use advanced grammatical structures.		

ESL 06A: Writing, and Grammar (ESL 5 pre-requisite or placement test, contributes to program SLOs #2, 3 and 5)

SLOS	ASSESSMENT	RECOMMENDED CHANGES
<p>1. Produce rhetorically effective texts using clear and accurate vocabulary and advanced grammatical structures.</p> <p>2. Recognize and use advanced grammatical structures.</p>	<p>A final written compare/contrast essay exam was administered to the two sections of ESL 6A in fall 2008. Instructors used a common rubric to score exams. 72% of the students passed the exam with a score of 70% or higher. After instituting initial changes to the scoring rubric (see #1 to the right), the follow-up final written exam was administered to the two sections of ESL 6A in spring 2010. 77% of the students passed the exam with a score of 70% or higher. Students still made too many verb tense errors, and they scored the lowest on the word choice/vocabulary section.</p>	<ol style="list-style-type: none"> 1. Revise the scoring rubric for the final exam as well as paragraph grading to weigh grammar/structure and word choice/vocabulary more heavily. 2. Create a shared SLO assessment for verb tenses. Analyze the verb tenses that the students struggle with the most. Use this to guide verb tense instruction in the classroom. 3. Use more authentic student work for verb tense error correction activities. 4. Create more metacognitive in-class activities that allow students to analyze verb tense errors and usage. 5. Incorporate short readings that allow students to continue to build their vocabulary.

ESL 06B: Reading (ESL 5 pre-requisite or placement test, contributes to program SLOs #2, 3 and 5)

SLOS	ASSESSMENT	RECOMMENDED CHANGES
<p>Summarize, analyze and interpret advanced fiction and nonfiction.</p>	<p><u>Note:</u> These course SLOs have not been assessed yet. Both sections are being taught by part-time faculty.</p>	

ESL 015: Beginning Conversation (no pre-requisite, placement test, contributes to program SLO #1)

SLOS	ASSESSMENT	RECOMMENDED CHANGES
<p>Participate in familiar and controlled social interactions.</p>	<p>A shared listening/speaking portion of the final exam was administered to 2 ESL 15 sections in Spring 2009. 15 out of 16 students passed with a score of 70% or better. Students were generally successful in all sections of the exam. Although it appeared that the exams might be</p>	<ol style="list-style-type: none"> 1. The speaking and listening portions of the exam will be revised as follows: <ul style="list-style-type: none"> • Include more speaking questions. • Standardize the use of the speaking rubric. • Make the listening test more rigorous and

	too easy, in each class a group of weaker students chose not to take the final exam. This may indicate self-selection out of the process.	<p>incorporate it into a combined listening/speaking format.</p> <ul style="list-style-type: none"> • The section on parts of the body will be dropped or made more challenging. <p>2. Continue to encourage students to complete the course and emphasize the importance of taking the final exam.</p>
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ESL 025: Intermediate Conversation (ESL 15 pre-requisite or placement test, contributes to program SLO #4)

SLOS	ASSESSMENT	RECOMMENDED CHANGES
Participate in everyday social interactions	<p>A shared final exam that included a listening and speaking (student interview) test was administered to two sections of ESL 25 in spring 2009. 90% of the students passed the speaking test with a score of 70% or better, and 80% passed the listening test with a score of 70% or better. While the overall test results indicated that the vast majority of students met the learning outcome, the teachers felt that the assessment was not challenging enough for this level.</p> <p>The revised assessment was given to two sections of ESL 25 in fall 2009. 100% of the students passed the speaking test, and 77% passed the listening test. Even though the test was more challenging, students continued to do well.</p>	<ol style="list-style-type: none"> 1. Revise the speaking test and clarify the rubric for scoring. 2. Revise the listening test so that the tasks are more challenging and include a variety of task types. 3. Share the ESL 25 final with ESL 35 teachers and discuss whether they believe it is a good indicator of preparedness for their course. Revise the course/assessment based on this collaboration.

ESL 035: Advanced Conversation (ESL 25 pre-requisite or placement test, contributes to program SLO #4)

SLOS	ASSESSMENT	RECOMMENDED CHANGES
Communicate competently in social and academic environments.	Listening and oral presentation exams were administered to the two sections of ESL 35 in spring 2010. The students' average scores were slightly higher than 70% on both tests.	<ol style="list-style-type: none"> 1. Allow students more time to complete the oral presentation. 2. To assure that grading of students' oral skills is reliable, a more controlled speaking assessment for the fall 2010 final exam will be developed. Oral presentations may not be an appropriate measurement for SLOs for reliability purposes. 3. Increase contact hours and make the course 3

		<p>units, so that the material could be covered more adequately.</p> <p>4. Arrange a meeting with ESL 25 instructors to review SLOs in order to examine the transition from ESL 25 to ESL 35.</p>
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VII. ESL Program Development / Forecasting

- **Full-Time Faculty:** In the fall 2010 semester, one full-time faculty member retired. This faculty member will not be replaced in the coming academic year 2011/2012. However, because we are providing our program at three different sites, and because the College is planning for growth and development in the South County, the need for an additional full-time faculty member will become more acute. As it is, our program only has four full-time faculty members, but we have 18 part-time faculty. In spring 2011, we hired one new part-time faculty, and in fall 2011 we may have to hire one more part-time faculty member to cover additional sections of courses in the North County. In order to maintain the integrity of our program and in order for our Division to be adequately represented at the college level through Shared Governance, we will need at least one additional full-time instructor to replace our retiree.
- **Learning Commons:** A Learning Commons is a dynamic, collaborative environment on campus, often physically in the library that provides assistance to students with information, research, computing, and learning needs. It combines study space, in-depth reference service, academic tutoring, supplemental instruction, and labs for computing, writing, math, and learning skills. The central focus of the Learning Commons is that it is not another student success “program.” Rather it is a process; a way of thinking that places the learner as the central focus, and utilizes the library as the centralized hub or access point for all levels of learners. A Learning Commons will allow us to provide much needed supplemental reading and writing support for ESL students and will directly contribute to improved retention, success, persistence and improvement rates of our students.
- **Writing Center/Lab Coordinator:** ESL and other departments that provide basic skills instruction are in need of a Writing Center/ Lab in which students can receive individualized instructional support in English language development. This lab will require a full-time faculty coordinator who can provide leadership, support and tutor training. The proposed Learning Commons is the ideal model for this Center/Lab. Other community colleges, such as Laney, Chaffey, and Chabot, currently provide similar models for their basic skills and ESL students. Trained tutors as well as Supplemental Instruction leaders are an integral part of this model.
- **South County Faculty Coordinator:** Currently the ESL Division offers between 34 and 40 units of ESL courses in the South County at the Arroyo Grande Center. Because the College plans to develop its own facility in this region, and because ESL plans to continue growing in the South County, we are experiencing the need for an ESL South County Coordinator, a full-time faculty member with 20% release time. The Coordinator will be especially important as the

College transitions to its own site and the potential for growth increases. S/he will be able to provide much needed leadership for a full ESL program in the South County.

- **South County Outreach, Recruitment and Retention Specialist:** Our Division already feels the need for improved outreach/recruitment in the South County. In future years, with a new facility and the potential for growth, we anticipate the need for an additional Outreach Recruitment and Retention Specialist, one who can focus solely on building our South County program. Currently, the North County has its own Specialist and one other Specialist is responsible for both the SLO and South County Center. We feel that our ESL program could demonstrate improved growth and matriculation in both SLO and the South County with an additional Outreach Recruitment and Retention Specialist who can focus on the South County.
- **Evening Student Support Services:** In an effort to help us grow and better support our program on the SLO Campus, the College needs to extend its evening student services offices on this campus. While hours have been extended during the first two weeks of the semester, for the remainder of the semester, student support services are very limited or non-existent in the evenings. By extending evening services on the SLO Campus, we feel the College will become a more equitable, inviting and user-friendly campus for our students. This could potentially help us increase our enrollments as well as our retention rates.
- **Evening Course Offerings:** In addition to extended evening student support services, the College will need to increase its evening course offerings, particularly on the SLO Campus. Often, students who complete our program do not have an adequate selection of evening basic skills courses in which to enroll. For example, the College could provide more Academic Skills, Computer Applications, English and math courses during the evening hours. A greater selection of these courses in the evening on the SLO Campus would also help create a shift in campus culture by again making our campus more inviting for working-class, evening students. Increased marketing and promotion for these courses would be necessary to ensure adequate matriculation.
- **Daytime Classes:** Traditionally, ESL has been an exclusively evening program. However, in fall 2010 we successfully offered a daytime conversation class on the North Campus. In spring 2011, we were able to offer two daytime conversation classes. It is one of our program's goals to continue growing our daytime course offerings, especially in the North, where we have already had success in recruiting students for the day classes. Additionally, once the College has its own site in the South County, we may find that we will also be able to offer daytime classes at that Center. This again means that we will need to work at providing additional outreach and

recruitment for the South, and we will likely need to hire additional instructors for these classes in both the North and the South.

- **Retention Specialists:** The ESL Division currently relies on Basic Skills Initiative money to fund our retention specialists. The specialists provide much needed evening hour support for our students. The retention specialists are often the first line of support for new students. They assist students in the application and registration processes and once students are enrolled, they help retain students by calling students that miss classes, and they provide counseling for students who may be struggling to stay in school. Funding for these employees needs to be institutionalized and paid for through the general fund because the BSI dollars are not guaranteed every year.
- **Testers and Assessment Funding:** Because we are already offering a range of ESL classes in the South County, we need to provide adequate assessment services for our students there as well. At this time, our Division struggles to adequately provide these services at both the SLO and the South County Center. In recent years, funding for our assessments has been reduced. Funding for assessments needs to be restored so that we can ensure access and proper placement in our ESL classes. The funding will pay for both our ESL testers as well as faculty who are needed to read student writing samples.
- **New Student Orientations:** New student orientations help improve our student retention rates. The orientations help students feel that they are a part of the campus community and the College, and they help them to be better prepared for their classes. At this time, BSI funding is allowing us to provide food and beverages as well as raffle prizes (school supplies) for our new students. We would like to see our new-student orientations become institutionalized and funded through general fund dollars.
- **Bilingual Disabilities Tester:** Although Cuesta has purchased a Spanish language disabilities test, we still do not have a bilingual tester who can administer the test to our students. Because instructors believe that many of their struggling students have unidentified disabilities, we do need to hire someone who can administer the test and help determine the best support services for our students who have learning disabilities.
- **Student Learning Outcomes and Assessments Compensation:** Part-time faculty are still not compensated for all the work they have done on our Student Learning Outcomes and Assessments. While the College has approved a maximum of one and a half hours of compensation for part-time faculty, this is not equitable pay! Student Learning Outcomes and

Assessments are key component of our accreditation, and our part-time faculty are doing the work for free at this time. Therefore, it is imperative that they be compensated for their work.

- **Professional Development:** ESL instructors need to stay current in this very specialized discipline. Funding for professional development is necessary for allowing faculty to participate in trainings and attend conferences and workshops. In recent years, professional development funding has become very limited. However, it is critical that we give our instructors ample opportunities for professional growth and development. Providing adequate support for professional development opportunities should become a priority of the College.

VIII. End Notes

Please see attached “Appendix A – Survey Results” and “Appendix A – Survey Comments.”

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 are 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.

Madeline Medeiros

Division Chair/Director Name	Signature	Date
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Donna Bower

Name	Signature	Date
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Amy Kayser

Name	Signature	Date
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Regina McKeown

Name	Signature	Date
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Yohanna Castro

Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (If Applicable)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the Shared Governance Council:

- *Worksheet A.1: Subjective Ranking Sheet*
- *Worksheet B.1: Objective Criteria for Teaching Faculty*