2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022-2023

CLUSTER: STUDENT SUCCESS AND SUPPORT PROGRAMS

NEXT SCHEDULED CPPR: MARCH 2026

PROGRAM: ENGLISH AS A SECOND LANGUAGE (ESL)

LAST YEAR CPPR COMPLETED: 3/2021

CURRENT DATE: 2/28/2023

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's Resource Plan (download from this folder) (Please review the Resource Allocation Rubric when preparing the resource plan)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

GENERAL PROGRAM UPDATE

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

None

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

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

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. General Enrollment (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and the college.

Accurate data is unavailable, see below.

B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and the college.

Accurate data is unavailable, see below.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and the college.

Accurate data is unavailable, see below.

The ESL department enrollment, fill rate, and efficiency data charts are incorrect for the second consecutive year, so they are not included in this document. The Division Chair contacted Institutional Research because the enrollment data on Tableau does not match the fill rate reports (see Appendix A). Last year for the CPPR, Institutional Research Analyst Aimee LaRue explained that an issue has yet to be resolved concerning how ESL courses were set up for noncredit DE accounting methods, related to the pandemic's swift shift and data coding that had not been completed. Analyst Aimee LaRue informed Executive Director of Institutional Research Ryan Cartnal, Vice President of Instruction, Jason Curtis, and Vice President of Student Support and Success Programs, Elizabeth Coria, of this issue with noncredit coding and resulting data inaccuracies.

The Division Chair contacted Institutional Research again this year because the issue was not resolved. It appears that some ESL courses are not set up to be FTES generating, which affects the Tableau data. In addition, there is a calendar component that needs correcting, which also skews the data. The result is a large discrepancy between the Tableau data and actual enrollments as documented in the fill rate reports. This in turn affects the fill rate and efficiency data, and possibly other data such as success rates as well. The ESL program faculty are concerned that this is the second year with incorrect program data, which results in an inaccurate representation of our department across the college. We would appreciate the assistance of Institutional Research in providing correct data to inform program challenges and improvements.

This ESL enrollment data was provided by the Executive Director of Institutional Effectiveness and Research.

Academic Year	Enrolled	Limit	Fill rate
2020-2021	624	744	83.9%
2021-2022	856	984	87.0%

Based on the above chart, the enrollments increased significantly (37%) from the previous academic year. While it is still below pre-pandemic enrollments of 1157 in 2019-2020, ESL is recovering with promising increases. The pandemic was detrimental because the ESL student population is vulnerable with a multitude of barriers, and many had employment and economic hardships and were not able to balance that with learning English. Those at the lower levels were much less successful in transitioning to online learning. Consequently, the program lost many students. However, as more and more classes are returning to face-to-face instruction, there has been an increase in enrollments, especially at the lower levels. For example, in spring '23, there are 545 students enrolled, of which 478 are face-to-face. This increase in enrollments is expected to continue in fall '23 when all but two or three advanced level sections will be offered in person. The fill rate improved by over 3% and at 87% is more than 10% higher than the college's average of 76.86%. As we transition out of the pandemic, ESL classes have an increase in demand at all locations and across the community.

Several years ago, when ESL enrollments were at a peak, Cuesta ESL classes were offered in community locations through the SLOCAEC partnership. This was discontinued in 2017, and enrollments dropped. Recently, there has been a change in leadership at both adult school locations, and they have been collaborating with Cuesta's Continuing Education department. In order to leverage resources and offer effective language instruction to the local community members, the ESL program has once again begun offering classes in community sites throughout San Luis Obispo County. In fall '22, low level evening classes at Baywood Elementary in Los Osos and at Pacheco Elementary in San Luis Obispo were offered, and one morning class at CL Smith Elementary in San Luis Obispo. In South County, both morning and evening classes in Nipomo and Oceano were offered in fall '22 and spring '23. Finally, in spring '23, classes were offered in Cambria for the first time since the pandemic. This partnership allows for quality instruction throughout the county and also provides a better pathway to Cuesta. In general, lower- level ESL courses will be offered in the community and then students will transition to one of the main sites to continue their education. Over the last two semesters, these enrollments at community sites have contributed significantly to the overall ESL department enrollments, as indicated in the chart below (generated from Argos Fill Rate reports).
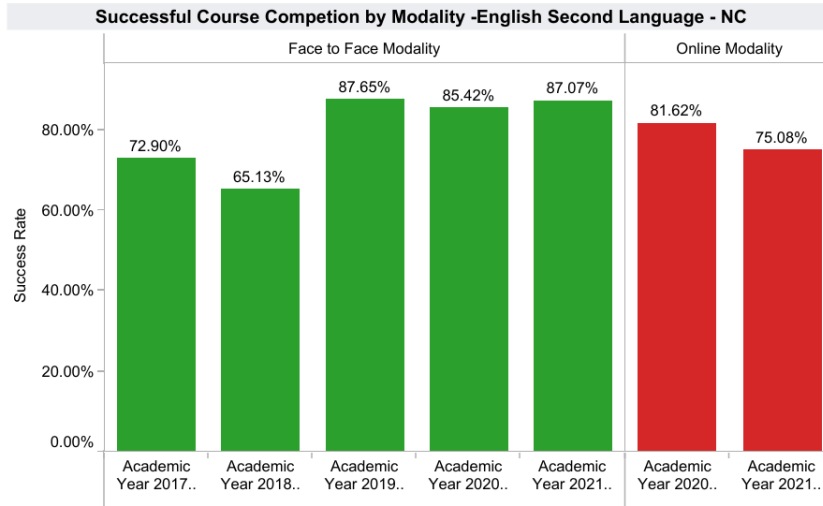
Semester	Total Enrolled	Enrolled at Community Sites
Fall 2022	497	128
Spring 2023	549	124

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

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
English Second Language - NC

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Competion by Modality -English Second Language - NC

	Face to Face Modality					Online Modality	

Chart values:
- Academic Year 2017..: 72.90%
- Academic Year 2018..: 65.13%
- Academic Year 2019..: 87.65%
- Academic Year 2020..: 85.42%
- Academic Year 2021..: 87.07%
- Academic Year 2020.. (Online): 81.62%
- Academic Year 2021.. (Online): 75.08%

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

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	72.90%	65.13%	87.65%	85.42%	87.07%
	Total Department Enrollments	1,044	1,174	1,166	85	409
Online Modality	Department Success Rate				81.62%	75.08%
	Total Department Enrollments				539	444

According to this chart, the course completion rate for online modality is almost 12% lower than the rate for face-to-face modality in 2021-2022. The accuracy is not clear, given the discrepancies with data already mentioned. However, a decline in success would make sense because some students were not equipped to take ESL courses online. The difficulties they faced with technology and remote learning explain this decline.

E. [Degrees and Certificates Awarded (Insert Data Chart)](#)

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

Since spring 2017, the successful completion of two courses in a sequence allows students to become eligible for a Certificate of Competency or a Certificate of Completion. Currently, the noncredit program has eleven certificates. However, ESL Citizenship and Vocational ESL courses have not been offered in recent years. See the current list in the table below.
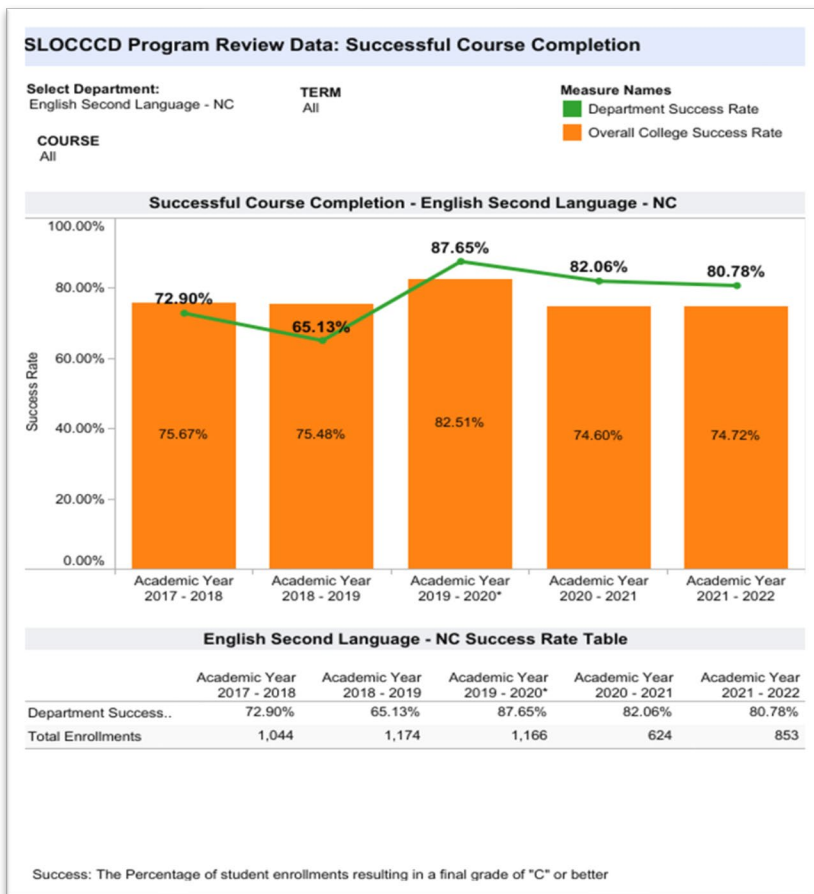
ESL Certificates

English as a Second Language - Level I	ESL Beginning Conversation
English as a Second Language - Level II	ESL Grammar
English as a Second Language - Level III	ESL Listening and Speaking
English as a Second Language - Level IV	ESL Citizenship
English as a Second Language - Level V	Vocational English as a Second Language
ESL Transitions	

Continuing Education staff educate students about the certificates and support them in the application process. Recently, a process has been established where like credit students, noncredit students can be awarded certificates automatically. Data on this has not been provided, and the ESL Program would like assistance from the Office of Institutional Research for future program planning and review purposes.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: English Second Language - NC
TERM: All
COURSE: All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - English Second Language - NC

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success (line)	72.90%	65.13%	87.65%	82.06%	80.78%
Overall College Success (bar)	75.67%	75.48%	82.51%	74.60%	74.72%

English Second Language - NC Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	72.90%	65.13%	87.65%	82.06%	80.78%
Total Enrollments	1,044	1,174	1,166	624	853

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

Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 6, 2023

The success rate declined slightly by 1.28%, but it is significantly higher than the college's average. It is likely that the stress of adjusting to post-pandemic life has affected student success. Faculty have been collaborating regularly in order to improve instruction and help ESL students succeed. Faculty regularly share teaching ideas and successes at meetings. The fact that the ESL success rate is higher than the college's average may be due to the fact that the students who were able to persist in the ESL program during this time were more motivated and able to succeed.

G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?
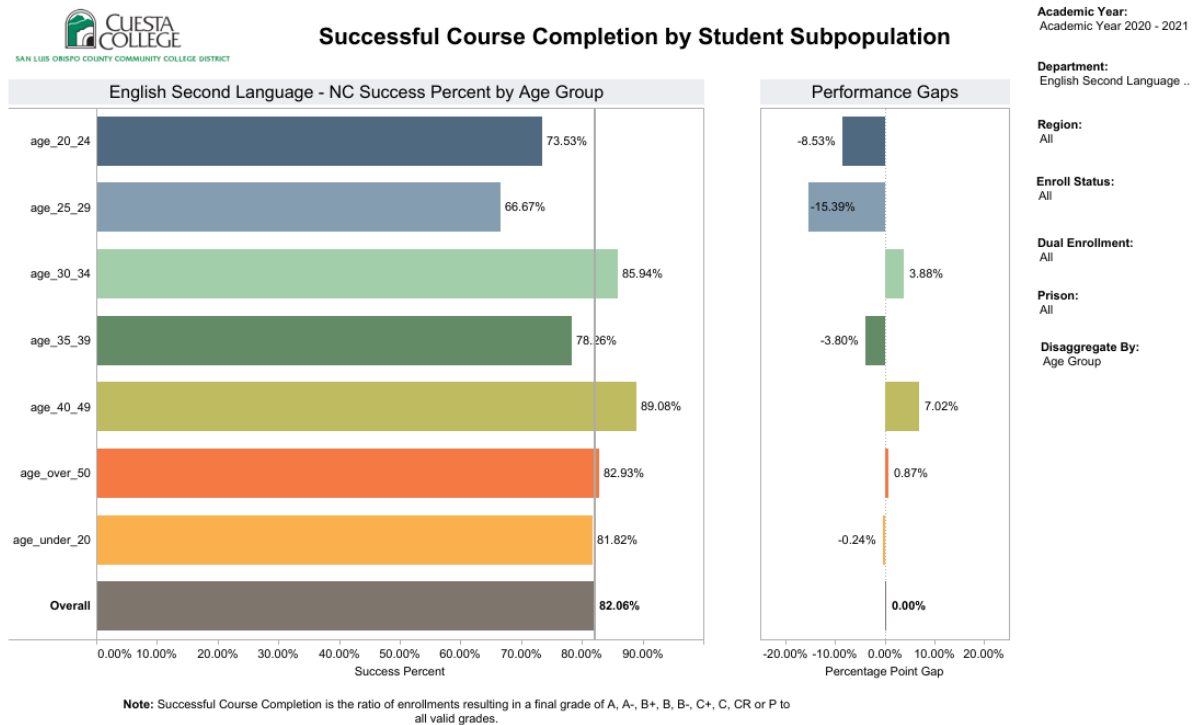
Successful Course Completion by Student Subpopulation

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

Successful Course Completion by Student Subpopulation

English Second Language - NC Success Percent by Gender

Performance Gaps

Female — 84.92% | 2.86%
Male — 73.03% | -9.02%
Unknown — 79.17% | -2.89%
Overall — 82.06% | 0.00%
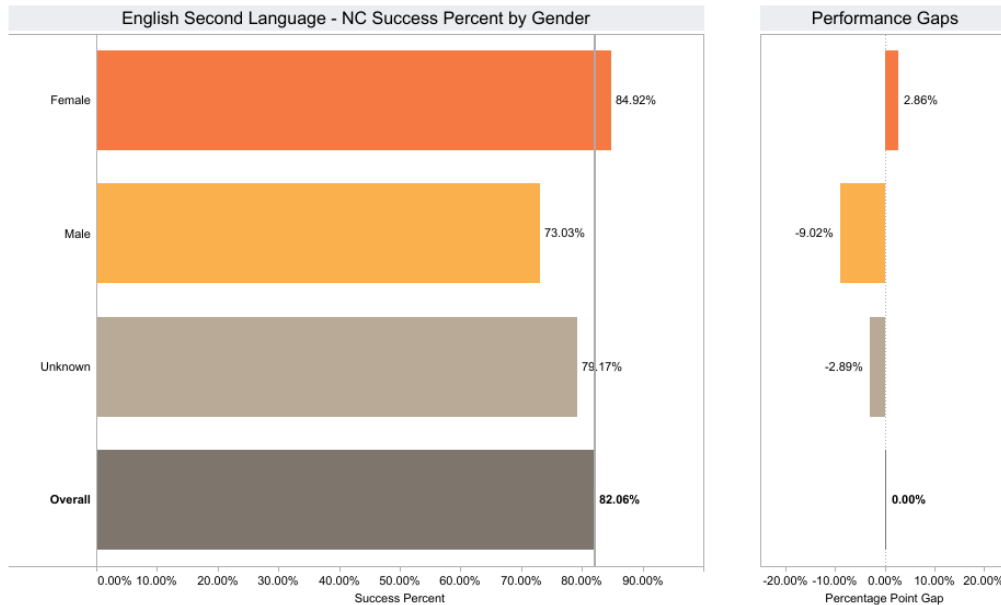
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful course completion data has been disaggregated by age and gender. The largest performance gap occurs in younger students. Significantly ages 25-29 have a -15.39% course completion rate whereas the age group of 40-49 have an increased success rate of +7.02%. Part of this could be due to student maturity and often corresponding commitment to education. Additionally, younger students are balancing work and family, typically consisting of young children, so it may be more difficult for them to stay consistent with their studies. In terms of gender, there is a -9.02% gap with male students. While most of the ESL student population works, perhaps the jobs occupied by males are less flexible, which could negatively affect the ability to continue with studies. It would be interesting to survey the students regarding specific barriers among these groups to further investigate these gaps. We could then work with our Guided Pathways ESL and Adult Ed Student Success Team to develop strategies to help these two affected groups.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

☒ SLO assessment cycle calendar is up to date.
☐ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

Student Learning Outcomes
Assessment Calendar

	F 2022	S 2023	F 2023	S 2024	Summer 2024	F 2024	S 2025	F 2025	S 2026	F 2026	S 2027 CPPR
Courses SLOA	ESL 705 ESL 706	ESL 725 ESL 735	ESL 701 ESL 702	ESL 715 ESL 799	ESL 743 ESL 744 ESL 720 ESL 721	ESL 703 ESL 704 ESL 797	ESL 713 ESL 714 ESL 798	ESL 705 ESL 706	ESL 725 ESL 735	ESL 701 ESL 702	ESL Program SLOs

Note: The student learning outcomes for each course will be assessed at least once every 3-4 years. All courses will be assessed at least once in between program reviews. This calendar includes only currently scheduled courses and is regularly updated to include new courses.

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A.   New or modified plans for achieving program-learning outcomes

Since the last program review, ESL 705 and 706 assessed their SLOs.

The SLOA results for one section of ESL 705 in Fall 2022 demonstrate a 20% higher rate of students excelling in the SLO for writing unified paragraphs using intermediate-level vocabulary and grammar compared to students demonstrating comprehension of intermediate-level reading texts. A plan for modifying instruction includes supplementing the reading included in the *Ventures 3* text, which is limited. Students need more opportunities to develop vocabulary as well as reading comprehension and analysis using more authentic texts, including expository reading as well as fiction. Additionally, students need practice connecting the reading and writing processes. ESL 705 could model the reading and writing curriculum that has been newly developed for the transition year courses, ESL 797 and ESL 798, modifying the instruction to the appropriate level of difficulty. ESL 715 would benefit from this same modification as well.

In the other ESL 705 section, about equal numbers of students were either exceeding or meeting expectations with respect to comprehending intermediate level texts and writing unified paragraphs. Approximately 8% of students were not meeting expectations, with more students struggling with the writing. Implications for teaching at this level would be to provide students with more opportunities for writing practice, focusing on revision strategies and using classroom strategies such as peer review.

In ESL 706, 60 – 70% of students met the expectations with about 20-40% exceeding them. The results were similar to ESL 705 in that students either met or exceeded expectations for all the SLOs except the SLO for writing, where 10% did not meet expectations. Students need more practice writing in general. Incorporating additional opportunities for writing and analysis of student writing samples from previous semesters could be beneficial. The instructor has begun to collect anonymous writing samples to use in class to show students how to structure their paragraphs, identify common errors, and revise where needed.

B. Anticipated changes in curriculum, scheduling or delivery modality

Curriculum
Two new courses were developed and approved by Curriculum Committee since last year's CPPR. They are ESL 797: College and Career Foundations and 798: Transition to College and Career, together they comprise the Transitions certificate and will serve as a bridge year for ESL students. Transitioning students from ESL and creating clear pathways for them is a priority for the ESL program. This is a highly vulnerable student population that has difficulty transitioning due to a variety of barriers. Over the last several years, students have wanted to repeat the highest ESL level multiple times because they did not feel academically prepared for credit courses. Feedback indicates that there is too large a gap between the highest ESL level and credit English. These courses and certificate are an attempt to close that gap and help students build their academic reading, writing, and critical thinking skills so that they can transition successfully to other coursework at the college. Most likely, these classes will be offered DE because this allows students across the county (and even outside the county) to enroll. Typically, we do not have enough students at the very highest level in one location to be able to offer a class, and due to work schedules, most students are not willing to commute from SLO or SCC to NCC. In the past, ESL 99E was cancelled frequently due to low numbers at a particular site. The pandemic forced students to learn how to study at a distance and improve their technological skills. The students at the highest levels have been most successful in this transition, so ESL offered in DE modality has provided the opportunity to offer advanced ESL classes once again.

Distance Education
As the decline in ESL enrollment during the pandemic demonstrated, DE is not the best method for overall ESL instruction, particularly at the beginning and intermediate levels. However, there is opportunity for the higher levels. Now that faculty are trained and students have gained more skills out of necessity, the program plans to continue with some DE courses at the highest levels, ESL 706, 799, and the new courses ESL 797 and 798. This option is especially helpful as ESL students live throughout the county and it is difficult to have enough students in a given location to run an advanced ESL section.

Face-to-Face Instruction
In-person ESL classes are now offered at the three main campus sites and throughout the community. The enrollments have been steadily improving, and in spring '23, there were waitlists for the lowest levels in NCC. In fall '23, a robust in-person schedule is planned at all main campuses from levels 701-705 (and possibly 706) depending on instructor availability.

Community Sites
The ESL program plans to continue offering classes in community sites throughout San Luis Obispo County. In fall '23, low level evening classes in Baywood Elementary in Los Osos and at CL Smith Elementary in San Luis Obispo are scheduled. In South County, both morning and evening classes in Nipomo and Oceano are scheduled. Finally, the first offering of ESL class in

Cambria since spring 2020 resulted in an overenrolled class (108.3%). There is a strong need for ESL classes in this location. In fall '23, we will most likely offer two sections and separate the courses by level instead of offering one multi-level class. In general, lower level ESL courses will be offered in the community and then students will transition to one of the main sites to continue their education.

C. Levels, delivery or types of services

The ESL population is unique, facing several barriers in reaching their educational goals. In addition to limited English language skills, as well as the first language literacy issues that many Latinx students have, many are unfamiliar with educational institutions, which makes registering and accessing other resources challenging. Additionally, on campus courses are offered exclusively in the evening, and this presents us with additional obstacles and needs. For example, there are limited to no food services available to students, who are on campus during the dinner hour and often come to class directly from work, and the Student Services Office and the bookstore are often closed by the time students get to campus. Consequently, the ESL program requires funding for specialized support services in order to support students.

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

Textbook, Parking, and Fee Support
Every year, the ESL program applies for a Foundation Grant to help students with textbook costs. Together with CAEP funding, we have been able to purchase textbooks for students throughout and post pandemic. Students also need to purchase parking passes for the SLO and NCC campus, and offering financial support for students in need will remove a potential barrier for them attending class. Many returning students have balances on their accounts, so they are blocked from registering for classes. The ESL program offers fee assistance through a Foundation Grant so that outstanding student balances can be paid for those in need. We plan to apply for a Foundation Grant to help students in need enroll in credit courses once they complete ESL.

D. Facilities changes

The main challenge regarding facilities during the last few years included access to reliable technology. Many students needed to rent Chromebooks or Laptops from Cuesta. Some also required Internet access. In terms of face-to-face classes, there are following facility issues:

South County Center: The center would benefit from the following, which relates to the equity of access in Cuesta's Mission Statement.
- office space for faculty to complete lesson plans, store materials, and meet with students
- classroom technology (e.g. computers, data projectors, A/V systems) so that students are able to receive equitable instruction
- better computer classroom facilities

San Luis Obispo Campus: ESL currently shares the 3411 and 6103 computer classrooms with English and Languages and Communications, but the ESL program does not have first call for these classrooms, and they are sometimes occupied by English classes during the times that faculty and staff need to take ESL students into the lab.

North County Campus: The Continuing Education Center at the NCC and its dedicated space has supported the onboarding experience of ESL students and created a campus community for these underrepresented students.

Community Sites: The ESL program collaborates with local school districts and community partners to offer a number of noncredit ESL classes throughout the community to increase access. Community partners provide the facilities free of charge for Cuesta class use. Enrollments show that this is a valuable service for the local community, and it also serves as a transition to campus classes. In many locations, teachers need portable laptops, Elmos, and projectors to use at these sites. In addition, the Cambria site is not being offered in partnership with a local adult school, so that location would benefit from a Chromebook cart so students are able to improve their technological skills and access online learning sites and supplemental materials.

E. Staffing projections

Full-Time and Part-Time Faculty
The ESL program did not seek a full-time faculty position over the last three years because of the decline in enrollments and subsequent course section offerings due to COVID-19 and the resulting conversion to online instruction. With the uncertain budget, it did not seem the appropriate time to advocate for a full-time ESL faculty member. However, as enrollments continue to increase, another position will be needed in order to maintain the integrity of the ESL program and for the department to be adequately represented at the college level through participatory governance. An additional faculty member will also help ensure the quality of instruction through the peer-evaluation process. Furthermore, SDS has two remaining full-time

faculty with fourteen part-time faculty, one of the highest disparities in full-time vs. part-time ratios in all Divisions at Cuesta. Another full-time faculty will allow us to be more active in the important ongoing community-building work, such as the ESL Newsletter and community events, much of which is carried out by part-time faculty.

Staffing all the ESL courses that are offered at Cuesta's three sites (when face-to-face) and throughout the county at off-campus sites is challenging now that our enrollments are increasing. In fall '20, a long-time PT faculty member who has taught ESL at Cuesta for 30 years retired and in fall '22, we lost two other long-term PT faculty members. Consequently, more faculty are needed to teach the course offerings throughout the county. We have had a hiring pool every semester over the last two years, and in spring '23, we were unable to offer a class at CL Smith or accommodate students on a waitlist in NCC because of teacher shortage. In order to offer the scheduled classes in fall '23, several more PT faculty must be hired.

In addition, the College Success Studies Department is without a single full-time faculty member, and the ongoing need for curriculum revision and SLOs work is difficult as a result. We considered the possibility of having the SDS division seek a FT faculty member who is considered both ESL and CSS faculty. This dual disciplined faculty would provide the necessary leadership to the division as well as be a key position in facilitating ESL student transition to college level coursework. This position would benefit both programs. Now that ESL is part of a new cluster, Student Success and Support Programs, it would make sense to revisit faculty needs and what would best benefit the SDS Division and the College. Cuesta needs to demonstrate its commitment to the ESL and CSS departments by prioritizing a full-time faculty member in the future.

Part-Time Faculty Work
ESL continues to need part-time faculty to teach courses, and part-time hiring pools are conducted almost every semester. Since there are only two full-time faculty members, the ESL program pays part-time faculty to work on special projects. For example, three part-time faculty are working on retention activities for this academic year funded through Equity and CAEP. Part-time faculty also work on developing EL Civics materials, as well as other community-building projects mentioned above. Pay for part-time faculty to work on these essential program components is an ongoing need.

Continuing Education Staff
Continuing Education staff provide much needed bilingual, evening support for ESL students. They are the first contact for new students. They assist students in the onboarding process, and once students are enrolled, they help retain them by calling those who miss classes, and they provide support for those who may be struggling to stay in class. The Continuing Education staff closely collaborates with ESL faculty on retention activities aligned with WIOA and CAEP goals. This collaboration has allowed us to better support and highlight student success, creating a campus culture for underrepresented students.

Bilingual Academic Success Coaches

Continuing Education now has two noncredit bilingual academic success coaches, one based in SLO and SCC, and the other in NCC. These positions provide individualized academic support to ESL students. The coaches collaborate with faculty to best assist students and connect them with resources. These important positions will also help with transitioning students to other courses at the college. In spring 2023, the Academic Success Coaches offered a series of workshops to ESL 799 students on topics such as online platforms, Canvas, study strategies, time management, and college resources. This was intended to help students transition out of the program and they have been well attended. In the future, we plan to integrate workshops into all ESL levels.

Guided Pathways Program Coordinator

ESL and Adult Ed has a designated a GPW Program Coordinator to help facilitate the Student Success Team implementation within the ESL and Adult Education Area of Study. This program coordinator position is shared with one other Area of Study. We have started meeting regularly to establish both short-term and long-term goals. Members of the SST include the Dean, the Bilingual Academic Success Coaches, the Enrollment Success Specialists, and the two full-time ESL Faculty. Once the new Director of Continuing Education is hired, that person will also join the Student Success Team.

Childcare Providers

Many students have children and can only attend class if there is childcare provided on campus. Through WIOA and CAEP funding, a free childcare component is offered at all three sites as well as various community locations. This service increases college access for students who would otherwise be unable to take courses.

Tutors

Many of the ESL classes have been working with embedded tutors from the Student Success Center. Large ESL classes and beginning level and multi-level courses especially benefit from this service. Some ESL tutors have been available in the SLO and NCC campuses. This has been an important service for those students who are able to come to campus outside of class meeting times.

Appendix A

Chart provided by Executive Director of Institutional Effectiveness and Research:

| Academic Year	ESL Enrollments	Limit	Fill rate
2020-2021	624	744	83.9%
2021-2022	856	984	87.0%

Tableau data:
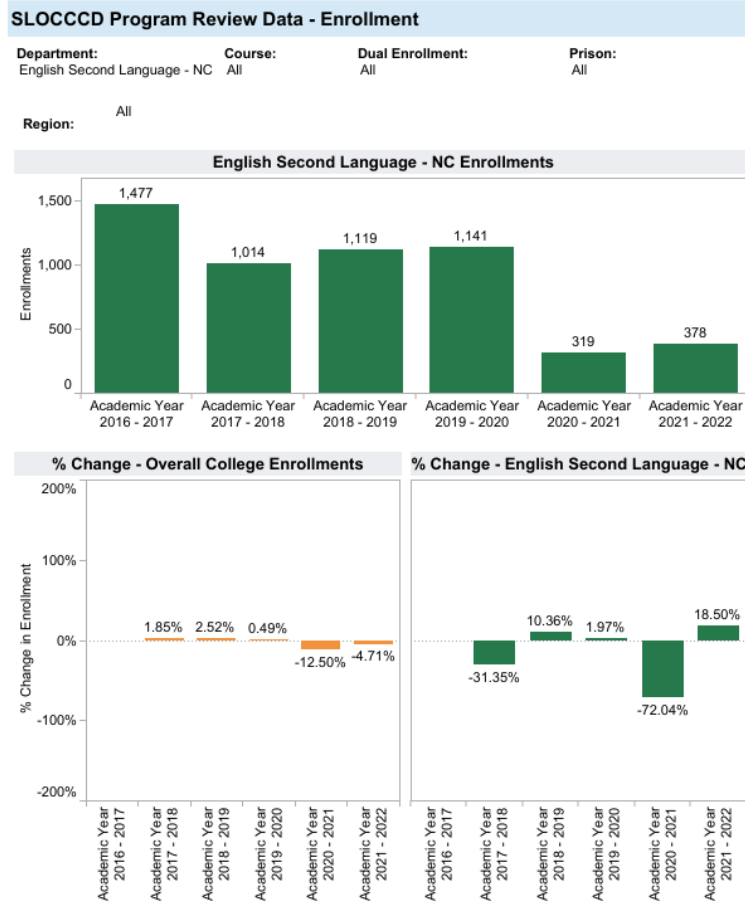
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
English Second Language - NC	All	All	All
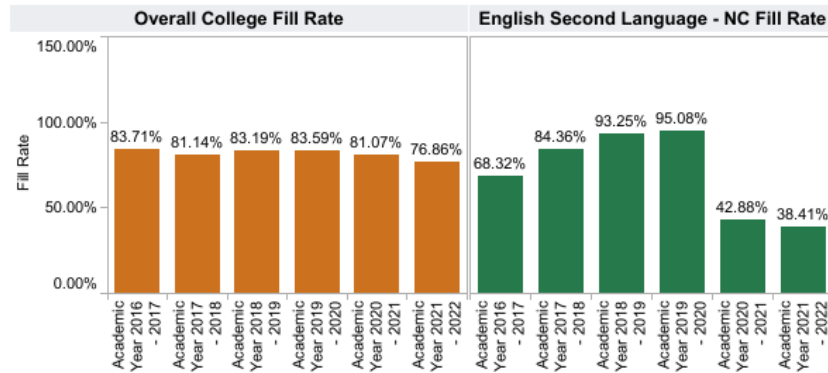
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

These tables show the differences and inaccuracies in the Program Review data offered by Institutional Research:

Academic Year	Correct Enrollments	Tableau Enrollments	Difference
2020-2021	624	319	**305**
2021-2022	856	378	**478**

Academic Year	Correct Fill rate	Tableau Fill rates	Difference
2020-2021	83.9%	42.88%	**41.02%**
2021-2022	87.0%	38.41%	**48.59%**

16 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 6, 2023

UNIT: SDS
CLUSTER: ccess, Support Programs & College Centers
Requests Made in Prior Year: 2022

Rank	Program (Prefix)	Item/Description	Cost (est.)	Funded?	Source of Funding:	Impact on Program if item was not funded	Comments (Optional)
1	CSS and ESL	Pay for part-time faculty to develop curriculum, materials, and work on retention projects	$ 18,000	Yes	Equity, CAEP		Since we have so few FT faculty, we need PT to work on special projects. ESL faculty created Newsletters and developed EL Civics materials.
2	CSS and ESL	Textbook purchasing support for students in need	$ 8,000.00	Yes	Foundation grant and CAEP		
3	CSS and ESL	Teacher resource materials/presentation software, teacher subscriptions for online learning	$ 6,000.00	Yes	Department funds		We purchased teacher's copies of our new textbooks to give to teachers and keep extras in the department office. We also funded individual teacher subscriptions to online learning tools such as Kahoots and Quizlet.
4	CSS and ESL	Promotional materials and ma	$ 5,000.00	No		ESL has recovered well post-pandemic. CSS enrollments are not as strong. Lack of promotional materials may have impacted this.	
5	CSS and ESL	Professional Development	$ 10,000.00	Yes	Equity, CAEP		Faculty were able to attend professional development opportunities such as CATESOL.
6	ESL	Updated equipment for Community classes (e.g. laptops, portable projectors and elmos, speakers)	unknown	Yes	Department funds		
7	CSS and ESL	Tutors (embedded and DSPS tr	$ 40,000	Yes	Equity		Tutors are critical in helping students with technology, class content, and homework. Unfortunately, not all ESL classes that requested tutors were able to get one. This is an ongoing need.
8	ESL	Student Fee Support	$ 4,000	Yes	Foundation grant		ESL students who could not afford to pay all of their fees received assistance and were able to enroll in classes.

Rank	Program (Prefix)	Item/Description	Cost (est.)	Funded?	Source of Funding:	Impact on Program if item was not funded	Comments (Optional)
9	ESL	Funds for ESL Reception Night (EL Civics/Certificate recognition)	$ 5,000	No		We did not have an event. As we recover from the pandemic, we would like to bring events back. In fall 2022, there were coffee breaks hosted by Continuing Education on the SLO and NCC campuses.	
10	ESL	Continuing Education Center (SLO Campus); facility for all intake processes for ESL and Adult Basic Education: admissions, and assessments, orientations.	unknown	No		There is a continual need for a larger more full-service space to accomodate the growth on the SLO campus, especially now that 85% of our ESL classes are now in person again.	

UNIT: SDS
CLUSTER: Support Programs & College Centers
Year for the Resource Requests   2023

Rank	Program (Prefix)	Item/Description	Cost (est.)	Item Category	Instructional	Frequency	Time Frame	Location (be as specific as possible)	Justification
1	*CSS and ESL*	Pay for part-time faculty to develop curriculum, materials, and work on retention projects	$ 18,000	Personnel	Instructional	On-going	Immediate (Next Year or Sooner)	All sites	This is a continual need in our division. College Success Studies needs to continue to revise curriculum, but there is no full-time faculty to do this work. In addition, ESL does not have enough full-time faculty, so part-time faculty need to revise our current ESL courses, work on retention projects, and develop curriculum for new courses. They also need to be better compensated for SLOA work.
2	*CSS and ESL*	Textbook purchasing support for students in need	$ 20,000.00	Supplies	Instructional	On-going	Immediate (Next Year or Sooner)	All sites	Many ESL students struggle financially and the support the program provides in helping them purchase textbooks enables them to enroll in classes. This assistance to students has positively impacted our post-COVID enrollments.
3	CSS and ESL	Artwork/posters	$300	Supplies	Non-Instructional	one-time	Immediate (Next Year or Sooner)	All sites	College spaces need to be more welcoming and reflect student population. Artwork/posters can help achieve this.
4	*CSS and ESL*	Promotional materials a	$ 5,000.00	Supplies	Non-Instructional	On-going	Immediate (Next Year or Sooner)	All sites	The ESL program needs to materials to reach out to English language learners and promote the program within the community. The funds will be used for brochures and other marketing media and supplies. The CSS department can benefit from promotional materials to advertise the program.
5	*CSS and ESL*	Professional Developme	$ 8,000.00	Personnel	Instructional	On-going	Immediate (Next Year or Sooner)	All sites	Professional development and training are necessary for faculty to maintain currency in the discipline.

Rank	Program (Prefix)	Item/Description	Cost (est.)	Item Category	Instructional	Frequency	Time Frame	Location (be as specific as possible)	Justification
6	ESL	Updated equipment for Community classes (e.g. laptops, portable projectors and elmos, speakers)	unknown	Equipment	Instructional	One-time	Immediate (Next Year or Sooner)	Community sites	As we return to in-person instruction and offer classes at community sites, teachers need updated equipment to use. The community sites are typically not as well equipped as campus classrooms.
7	CSS and ESL	Full-time College Success Studies/ESL instructor	salary-based	Personnel	Instructional	On-going	Intermediate (2 to 4 years)	All sites	CSS has no FT faculty leadership. A FT instructor who could teach in both ESL/CSS programs would provide the necessary leadership to the division as well as be key in facilitating ESL student transition to college level coursework. This position could also provide necessary leadership and would ultimately benefit both programs in the SDS Division.
8	ESL	Student Fee Support	$ 9,000		Non-Instructional	On-going	Immediate (Next Year or Sooner)	All sites	Foundation Grant funds have allowed us to assist students in paying their debts so that they can register for clases. The funding helps us retain students and improve their chances for success. As we are building pathways for ESL and GED students to continue their studies a the college, offering financial assistance towards tuition will remove barriers to students educational goals.
9	ESL	Funds for ESL Community Building Events	$ 5,000		Non-Instructional	One-time	Immediate (Next Year or Sooner)	SLO and NCC	Department wide events on campus that recognize student success helps build a sense of community and encourage retention. Events that introduce students to campus wide resources and connect to their EL Civics learning objectives improve student success and persistence.
10	ESL	Chromebook cart for community site	$ 10,000	Equipment	Instructional	One-time	Immediate (Next Year or Sooner)	Off campus (Cambria)	Community classes would benefit from online instructional resources which are available on campus. Chromebooks would allow students access to these resources.
11	ESL	Continuing Education Staff	$ 40,000	Personnel	Non-Instructional	On-going	Immediate (Next Year or Sooner)	All sites	Continuing Education Staff ensure that students stay in the program. They have been instrumental in helping us increase our success and retention rates.

Rank	Program (Prefix)	Item/Description	Cost (est.)	Item Category	Instructional	Frequency	Time Frame	Location (be as specific as possible)	Justification
12	ESL	ESL Counselor	salary-based	Personnel	Non-Instructional	On-going	Immediate (Next Year or Sooner)	All sites	ESL students are often isolated from the rest of the college/campus community and they require much more intrusive guidance to help them navigate pathways to certificates and/or degrees at the College.
13	ESL	Childcare services for evening ESL students.	$ 30,000	Personnel	Non-Instructional	On-going	Immediate (Next Year or Sooner)	All sites	Without evening childcare services, many potential ESL students are unable to attend classes and continuing students are sometimes forced to drop out of their classes.
14	ESL	Full-time ESL faculty	salary-based	Personnel	Instructional	On-going	Intermediate (2 to 4 years)	All sites	ESL enrollments are returning to pre-pandemic levels, but we don't have enough faculty to offer classes. We need additional full-time faculty to develop curriculum and coordinate the program. In addition, one of the two remaining FT ESL faculty members will be retiring soon and in order to maintain a strong program, this position needs to be replaced.
15	CSS and ESL	Classroom supplies - Paper, whiteboard pens, posterboards, etc.	$ 4,500	Supplies	Instructional	On-going	Immediate (Next Year or Sooner)	All sites	These supplies are essential for classroom instruction, student activities, collaborative learning.
16	CSS and ESL	Classroom reconfiguration	unknown	Facility	Instructional	One-time	Intermediate (2 to 4 years)	SLO Campus 3300 classrooms	Technology can be reconfigured in 3309, 3307, 3306 to be more conducive to teaching. Desks/chairs in 3306 can be updated to make the space more conducive to groupwork.
17	CSS and ESL	Facilities Budget Augme	2,500	Equipment	Non-Instructional	On-going	Immediate (Next Year or Sooner)	All sites	Annual roll-over budget to replace and upgrade departmental facility needs.