Comprehensive Program Review Report

Academic - English Second Language (ESL) - (AHSS)

Program Goals

Support curriculum development to further continue available packets for the ESL program levels. (Goal 1)

Program Goal: Support curriculum development to further continue available packets for the ESL program levels.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Eliminate Equity Gaps in Course Success:** Support curriculum development to further continue available packets for the ESL program levels. (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Support curriculum development to further continue available packets for the ESL program levels. (**X**)

Summary of Progress or Results
Summary Date: 09/20/2024   **Summary of Progress or Results:** Many packets created and updated.   **Reporting Period:** 2024 - 2025   **Status:** In Progress - will carry forward into next year   **Action steps for this academic year.:**   We have found that continuously updating our packets and creating new packets helps our curriculum to be the most effective. We are constatnly evaluating our packets and the corresponding texts to make sure they are creating success for our students. We have found that some texts are not as relateable for the students, or cause them to feel trauma (i.e. "Long Walk to Water"- a book about war is not an appropriate book for refugee students), so we look for better texts that include diverse points of view and topics ("Harbor Me"). In addition, we have added additional writing activities/assignments to ESL 50 and ESL 1AB in order to improve succes, persistance, and completetion rates throughout our program. By adding this additional focus students will be more likely to be successful in the SLOs and PLOs because these writing skills will help them as they progress through each level. We believe that it will increase not only the success in ESL 50 but also in ESL 1A/B, ESL 2, and ESL 122 where these skills are built upon.   2024/2025   Laurie Woods: • completed the ESL 1ABS packet which is a support packet for 1AB and focuses on speaking, listening and grammar activities   • updated ESL 50 "Harbor Me" packet to include additional writing assignments to provide more academic writing instruction and practice for students   • updated ESL 50 "Wishtree" packet to include additional writing assignments to provide more academic writing instruction and practice for students   • will complete ESL 50 packet for "Seedfolks" to to include additional writing assignments to provide more academic writing instruction and practice for students and articles focusing on topics such as food scarcity, homelessness, immigration, literacy, and community service which match the topics in "Seedfolks"

Program Goals

Summary of Progress or Results

- will create new packet for ESL 10 American Culture

Guillermo Colls:
- completed ESL 45 and ESL 45R packets about Ghandi

Lyn Neylon-Craft
- updated the ESL 2 packets, focusing on Mindset and The Power of Habit, and created new Canvas containers for these classes, as well as for ESL 2S, and shared them with our faculty.

- updated packets one and two and created a new third packet for ESL 1AB, for Hatchet and Define Normal, also created the packet for ESL 1 ABS. She also created Canvas containers for these classes and will be sharing with Faculty as needed.

- Finally, there is ESL 122, where she produced new packets for fall 2024 for Before Happiness and Believe It to Achieve It, as well as last semester's materials, including The Seven Habits of Highly Effective People and Who Moved My Cheese. She made sure to share the corresponding Canvas container for these resources as well.

2023/2024
- Guillermo Colls and Laurie Woods have completed two semesters worth of ESL 45 and ESL 45R packets.

- Lyn Neylon-Craft has completed two semesters worth of ESL 122 packets.

- Yuki Yamamato completed one ESL 50 packet during her sabbatical in Spring 2023. Laurie Woods completed one ESL 50S packet.

- Working on:

  o Guillermo Colls is working on the third packet for ESL 45 and 45R.

  o Laurie Woods is working on ESL 1ABS packet.

  o Laurie Woods will work on new ESL 1AB packet.

  o Laurie Woods will clean up ESL 50 and ESL 1AB packets. Lyn Neylon-Craft will clean up all ESL 2 packets.

Link the new ESL 122 class with a political science class to expose our students to more real-world content. (Goal 1)

Program Goal: Link the new ESL 122 class with a political science class to expose our students to more real-world content.
Goal Status: Active

Program Goals

Mapping

<u>2022 - 2028 Strategic Plan:</u> *(X)*

- **Eliminate Equity Gaps in Course Success:** Link the new ESL 122 class with a political science class to expose our students to more real-world content. (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Link the new ESL 122 class with a political science class to expose our students to more real-world content. (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Link the new ESL 122 class with a political science class to expose our students to more real-world content. (**X**)

Summary of Progress or Results
Summary Date: 09/20/2024   **Summary of Progress or Results:** No progress on curriculum however ESL 122 enrollment is increasing.   **Reporting Period:** 2024 - 2025   **Status:** Not Started   **Action steps for this academic year.:**   In the last year we have seen enrollment increase for this class. In Fall 2024, 22 out of 25 seats are full, so we are looking forward to continued future growth. In the future, one of our instructors may create curriculum for this goal during thier sabbatical.   Due to ESL 122 appearing in the middle of the ESL sequence instead of the end in the course registration catalog, ESL 122 was cancelled due to low enrollment in Spring 2023. During Fall 2023 (with the course still out of numerical order), 10 students are enrolled in a hybrid model. We won't be able to offer the linked Poli Sci/ ESL class until enrollment in ESL 122 improves. Starting Spring 2024, the class will only be offered in person to increase retention and success rates. If enrollment increases in ESL 122, we will partner with Poli-Sci to provide this academic English opportunity to our students. We will wait for increase ESL 122 enrollment.

Implement Online ESL Placement tool in conjunction with Grossmont College. (Goal 4)

Program Goal: Online ESL Placement tool in conjunction with Grossmont College
Goal Status: Active

Mapping

<u>2022 - 2028 Strategic Plan:</u> *(X)*

- **Increase Equitable Access:** Online ESL Placement tool in conjunction with Grossmont College (**X**)

Summary of Progress or Results
Summary Date: 09/20/2024   **Summary of Progress or Results:** "Live" placement tool. We will monitor efficacy.   **Reporting Period:** 2024 - 2025   **Status:** In Progress - will carry forward into next year   **Action steps for this academic year.:**   2024/2025

Program Goals

Summary of Progress or Results
Through the rumor mill, we have heard that the ESL online placement tool is "LIVE". I have not seen it or been notified. I will continue to work with Grossmont and the placement tool developers to make sure it is working effectively. We hope that this tool will help students complete college enrollment with less challenges and that it will increase accurate placement at both colleges. 2023/2024 Mark Poupard (Grossmont ESL chair) and Laurie Woods continue to meet and discuss the content and structure of our preferred ESL online placement tool. We have proposed our preferred content (multiple measures, survey about educational levels and language usage, writing and reading self-placement tool). We have also asked that the instructions for each section be translatable for the students. We agreed on an aligned placement tool to be used on both campuses. We are waiting for implementation of this tool on the websites.

Identify and reduce equity gaps. (Goal 5)

Program Goal: Identify and reduce equity gaps.
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Eliminate Equity Gaps in Course Success:** Identify and reduce equity gaps. (**X**)
- **Increase Completion and Eliminate Equity Gaps:** Identify and reduce equity gaps. (**X**)
- **Increase Persistence and Eliminate Equity Gaps:** Identify and reduce equity gaps. (**X**)

Summary of Progress or Results
Summary Date: 09/20/2024 **Summary of Progress or Results:** Need new definition of equity gaps for ESL **Reporting Period:** 2024 - 2025 **Status:** In Progress - will carry forward into next year **Action steps for this academic year.:** 2024/2025 3 adjuncts have participated in equity training: Deb Hills-Beckwith- EMTLI and on the Teaching and Learning Committe, Olga Sukhanova- EMTLI, and Yuki Yamamato -Advancing Equity Taeaching Academy (Southwestern College). Work toward new definition of equity gap for ESL students. Work on funding for training. 2023/2024 1. Encourage EMTLI participation- Have EMTLI reps present benefits during flex week department meetings. 2. Obtain funding for ESL Equity Minded (Accelerated) Community of Practice

Program Goals

Summary of Progress or Results
3. Use technology(Padlet and Kahoot) to increase in class participation across all demographics which should in turn increase retention and success rates.

Create CERTIFICATES OF ACHEIVEMENT: ESL Milestone Certificates - Pathway to Transfer

Program Goal: Create 8 ESL certificates for each of Cuyamaca's Academic and Career Pathways
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Completion and Eliminate Equity Gaps:** Create 8 ESL certificates for each of Cuyamaca's Academic and Career Pathways (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Create 8 ESL certificates for each of Cuyamaca's Academic and Career Pathways (**X**)

Summary of Progress or Results
Summary Date: 10/21/2024
Summary of Progress or Results: 8 ESL ACP Pathway certificates in curriculum process.
Reporting Period: 2024 - 2025
Status: In Progress - will carry forward into next year
Action steps for this academic year.:
These certificates will show that ESL students have completed all required ESL classes and are ready to start on their academic journey.
Here is the description of the certificates from the program narrative of the certificate of acheivement:
Item 1. Program Goals and Objectives
This program is designed to provide pre-ACP English as a Second Language students a pathway into Academic and Career Pathways. These Academic and Career Pathways are designed to guide students to the classes that will lead to a fulfilling career. ESL students will benefit from these certificates as they encourage and recognize the first step in their degree, certificate, or general education pathway.
Item 2. Catalog Description and PLOs
The ESL Pathway Certificate program is designed to prepare English Language Learners (ELLs) for the academic rigor of degree-applicable coursework in the Visual and Performing Arts Academic and Career Pathway. Students completing these certificates have achieved academic English reading and writing skills at an advanced, post-secondary level; they have also achieved success in prerequisite or introductory coursework in a variety of degree, certificate, or general education patterns. These two elements combine to demonstrate significant achievement of a milestone along their pathways to degrees, certificates, or transfer. To earn a certificate, complete the required courses as listed with a grade of C or better. At least 50% of all coursework must be completed at Cuyamaca College.
Program Learning Outcomes
Upon successful completion of this program, students will be able to:
· Communicate well-organized information, arguments and opinions through various modalities, including speaking and writing.
· Analyze and evaluate academic texts to prepare for and complete academic writing.

Program Goals

Summary of Progress or Results
· Interact effectively with others in group work to complete academic tasks and work well in cross-cultural situations, taking into account others' diverse backgrounds, perspectives, and abilities. **Completed steps:** 1. Researched Cyprus College's Pathway Certificates https://www.cypresscollege.edu/academics/divisions-special-programs/language-arts/english-as-a-second-language/understanding-esl-certificates/ 2. Working with coodinators, chairs and deans of each program, department, division, I created the list of classes to add to each certificate. 3. Laurie Woods, ESL Chair, created 8 new ESL-ACP certificates of acheivement: one for each existing ACP. 4. FIlled out all of the required curriculum forms and submitted to the curriculum commitee. Made suggested changes to the forms. See attached proposed curriculum documents in the document library. **Steps in process:** 1. Curriculum chair will present certificates to Academic Senate and Governing Board for approval. 2. After approval, certificates will be added to catalog. **Future steps:** 1.Create website to promote ESL-ACP Certificates (see new goal) 2. Host information sessions about ESL-ACP Certificates 3. Make promotional fliers for student, instructor, and counselor awareness 4. Award certificates!

Pilot ESL classes in East County -Potrero and Campo

Program Goal: Offer ESL classes in East Country underserved rural areas and report on viability of a satellite campus
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Offer ESL classes in East Country underserved rural areas and report on viability of a satellite campus (**X**)

Summary of Progress or Results
Summary Date: 10/25/2024 **Summary of Progress or Results:** Four ESL classes opened in rural east county- Potrero and Campo **Reporting Period:** 2024 - 2025 **Status:** In Progress - will carry forward into next year **Action steps for this academic year.:** ESL Faculty member, Manuel Mancialls-Gomez, is on sabbatical for Fall 2024 and Spring 2025 to investigate the viability of a satelite college in rural east county San Diego. This project is in repsonse to the fact that there is a large un-served population that does not have access to higher education. There are 107 miles between Cuyamaca College and Imperial Vallley College with residents who do not have access to education. In adiition, the

Program Goals

Summary of Progress or Results
California State Assembly passed, AB-91 which allows for an exemption from nonresident tuition fee for residents near the California-Mexico border. (https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB91). As a part of this project, the ESL department ran 2 ESL classes in rural east county. In Potrero, we ran ESL 50 and 50S at the Potrero LIbrary with 27 students in each class on M/W mornings. In Campo, we also ran ESL 50 and 50S at Camp Lockett with 8 students on T/Th evenings. Here is the abstract of Manuel's proposal: The primary purpose of the sabbatical leave is to research and create a feasibility study of a GCCCD satellite site in the Mountain Empire region of San Diego East County. Demographic data will be collected from the Mountain Empire Unified School District (MEUSD) to determine overall social condition indicators, student enrollment and graduation trends. A secondary focus will be on student enrollment from the Tecate municipality in México by collecting demographic metrics and contacting institutional partners to explore and pilot AB 91 (Álvarez), which will allow residents from 45 miles south of the border to attend regional community colleges without non-resident charges. The primary outcome of the leave is to create the feasibility study report, including metrics and qualitative data, developmental methodologies, and prospective results; the primary goal of the project is to establish the GCCCD satellite site; the potential projected outcome is student enrollment growth. The primary beneficiary of the project is the Mountain Empire community in achieving their goals of expanded educational services. The projected sabbatical leave would be at 50% for the academic year 24-25 and a 50% load teaching English as a Second Language classes in Mountain Empire.

Pilot ESL classes in El Cajon with Community Partners

Program Goal: Offer ESL classes to meet needs of community partners
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Offer ESL classes to meet needs of community partners (**X**)

Summary of Progress or Results
Summary Date: 10/25/2024 **Summary of Progress or Results:** Ran 2 ESL classes in El Cajon with community partners **Reporting Period:** 2024 - 2025 **Status:** In Progress - will carry forward into next year **Action steps for this academic year.:** After the pandemic, Chancelor Neault hired Camille Zombro as Special Projects Coordinator for the Grossmont-Cuyamaca Commuity College District. Part of Camille's job is to go out into the community to build partnerships and use our resources to fill the needs of the community. After reaching out to the community, Camille found an overwhelming need in East County for ESL classes. She worked with La Mesa/Spring Valley school distirct, Cajon Valley School disctrict, Good Sheperd Ministries, and EJE among other partners to recruit and enroll over 300 ESL students into Grossmont and Cuyamaca College. As a result, our ESL deparmtent ran 2 ESL 50 sections in the El Cajon Community- one at Lexington Elementary and one at Good Sheperd Ministries. The ESL deaprtment got foundation grant to pay for texts and packets for all off campus ESL classes.

Program Goals

Develop Web Pages for ESL Pathway Certificates

Program Goal: Create web pages to inform students about the new ESL Pathway Certificates
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Completion and Eliminate Equity Gaps:** Create web pages to inform students about the new ESL Pathway Certificates (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Create web pages to inform students about the new ESL Pathway Certificates (**X**)

Summary of Progress or Results
Summary Date: 10/23/2024 **Summary of Progress or Results:** We will ask for tech support to create a functional ESL Pathway Certificate website for student use **Reporting Period:** 2024 - 2025 **Status:** Not Started **Action steps for this academic year.:** Now that the ESL department has created 8 new ACP ESL certificates, we will need a webpage on the Cuyamaca website to inform students about the oppotunity to get ESL-ACP certificates and the steps required. We modeled these ESL certificates after Cypress Collge, and they have an extensive website that explains their certificates in detail and we would also like to have that for our students. https://www.cypresscollege.edu/academics/divisions-special-programs/language-arts/english-as-a-second-language/understanding-esl-certificates/

Hire more diverse faculty

Program Goal: Continue to hire adjuncts as needed and specifically faculty that represents our student population
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Eliminate Equity Gaps in Course Success:** Continue to hire adjuncts as needed and specifically faculty that represents our student population (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Continue to hire adjuncts as needed and specifically faculty that represents our student population (**X**)

- **Increase Hiring and Retention of Diverse Employees:** Continue to hire adjuncts as needed and specifically faculty that represents our student population (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Continue to hire adjuncts as needed and specifically faculty that represents our student population (**X**)

Program Goals

Summary of Progress or Results
Summary Date: 10/25/2024
Summary of Progress or Results: Interviewing and hiring new adjuncts
Reporting Period: 2024 - 2025
Status: In Progress - will carry forward into next year
Action steps for this academic year.:
As our program coninues to grow after the pandemic, we have been hiring new adjuncts. We hired an ESL Cuyamaca graduate as an adjunct to teach ESL. This new hire, Valina Joga, is clearly a great additin to our program because she understand the ESL students' academic journey. We will continue to look for diverse candidates to fill our posisitions.

Add Non-Credit ESL classes

Program Goal: Create non-credit ESL classes to serve growing immigrant community
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
- **Increase Equitable Access:** Create non-credit ESL classes to serve growing immigrant community (**X**)

Summary of Progress or Results
Summary Date: 11/04/2024
Summary of Progress or Results: Will create COR for non-credit ESL classes that mirror current ESL curriculum
Reporting Period: 2024 - 2025
Status: Not Started
Action steps for this academic year.:
Reason for goal:
The ESL department has identified a need for non-credit ESL classes to meet the exponentially great need for ESL in East County. We ran 4 ESL classes in the community in the Fall 2024 semester, but there were a lot of residency and financial aid burdens that fall on the student. To meet the communites needs, ESL classes would be more accessible if students had a non-credit option. Through the curriculum process, we want to create "mirror" classes that mirror our cuurent ESL classes with the difference being that these classes are non-credit. This would remove residency and financial aid requirements from the students. These mirrored courses allow students to begin ESL without the risk of a high-stakes credit course or jeopardize thir financial aid. The mirrored courses can help colleges fill under-enrolled courses by broadening access to more East County residents.
Action step for this year:
Create CORs for non-credit mirrored courses and submit to curriculum committee.

Program Goals

Program Overview and Update

Lead Author
Laurie Woods

Collaborator(s)
Lauren Halsted, Guillermo Colls, Lyn Neylon-Craft, Manuel Mancillas-Gomez, Deb Hills-Beckwith

Initial Collaboration Date with Program Team
10/18/2024

Dean/Manager(s)
Lauren Halsted

Initial Collaboration Date with Dean
12/02/2024

Program Reflection and Description

Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?
Program/Department Mission Statement
The mission of the Cuyamaca College English as a Second Language program is to provide students with quality instruction in grammar, reading, writing, listening, and speaking in a supportive environment that prepares students for success in higher education, the workplace, and the community.

Item 1. Program Goals and Objectives
This program is designed to provide pre-ACP English as a Second Language students a pathway into Academic and Career Pathways. These Academic and Career Pathways are designed to guide students to the classes that will lead to a fulfilling career. ESL students will benefit from these certificates as they encourage and recognize the first step in their degree, certificate, or general education pathway.
Item 2. Catalog Description and PLOs
The ESL Pathway Certificate program is designed to prepare English Language Learners (ELLs) for the academic rigor of degree-applicable coursework in the Culture, People, and Ideas Academic and Career Pathway. Students completing these certificates have achieved academic English reading and writing skills at an advanced, post-secondary level; they have also achieved success in prerequisite or introductory coursework in a variety of degree, certificate, or general education patterns. These two elements combine to demonstrate significant achievement of a milestone along their pathways to degrees, certificates, or transfer. To earn a certificate, complete the required courses as listed with a grade of C or better. At least 50% of all coursework must be completed at Cuyamaca College.
Program Learning Outcomes
Upon successful completion of this program, students will be able to:

· Communicate well-organized information, arguments and opinions through various modalities, including speaking and writing.
· Analyze and evaluate academic texts to prepare for and complete academic writing.
· Interact effectively with others in group work to complete academic tasks and work well in cross-cultural situations, taking into account others' diverse backgrounds, perspectives, and abilities

Is the program description in the current college catalog up to date and accurate?
Yes

If you answered no above, what steps will you take to revise the college catalog description?
We are adding ESL certificates to our program, so our catalog description will be up to date in 2025/2026 catalog.

Comprehensive Program Review

Describe how your program advances the College's vision of equity, excellence, and social justice through education. How does the program reflect the College's mission and values?

Equity:

As a deparment, our purpose is equity. The ESL department provides equitable access to academics to language learners. Our courses and curriculum are the first step in an ESL students academic journey in preparation for every academic and career pathway. Because our courses focus on academic English, we make sure that our students have the critical thinking, reading, writing, speaking and listening skills to be successful in their academic journey so that they can complete certificates, degrees, or transfer to a four year institution. In addition, all ESL classroom materials including packets and texts are low cost materials under $20 which provide equitable access to the courses.

Excellence:

Our innovative and unique curriculum and student centered pedagogy are what make our ESL department excelent. Our instructors have created four curriculum packets for each level of ESL. These packets are based on authentic texts such as novels, articles, and non-fiction. Our students make meaning of these texts together in groups in preparation for academic writing. Our main goal is to enable our students to think critically and write about texts in English. Because our packet activities focus on group work to make meaning, our students natural ability to collaborate assists them with comprehension. This type of pedagogical practices enables our students' culture and life experinces to be an asset in the classroom. All the skills in each ESL class have been backward designed from Freshman transfer level English in order to improve our students success.

Social Justice:

Our course curriculum has been designed to promote social justice. Our instructor designed packets and texts focus on relevant themes such as immigration, families, friendship, class struggle, social issues (homelessness, mental health, addiction), the environment, education, gender roles, and literacy. These topics relate to our students' exstensive life experience. Our in class activities promote discussion, collaboaration, and critical thinking in which we hope to expose our students to alternative veiw points and encourage empathetic converstations.

Attach Related Documents - Program Reflection and Description

ESL program narrative - certificate Behavioral and Social Sciences.docx;
ESL program narrative - certificate Business and Professional Studies.docx;
ESL program narrative - certificate Culture, People Ideas.docx;
ESL program narrative - certificate Environmental and Applied Technologies.docx;
ESL program narrative - certificate Health Sciences.docx;
ESL program narrative - certificate Language and Communication.docx;
ESL program narrative - certificate STEM.docx;
ESL program narrative- certificate Vis Arts.docx

Curriculum Review and Development

Have all of your active course outlines been reviewed within the last five years?

Yes

Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes.

Currentlty, ESL does not have a program. However, there are 8 program certificates going through the curriculum process and will be presented at the next curriculum commitee meeting.These certificates will acknowldge ESL students completion of ESL and their readiness for academics. After the creation of Certificate of Aceivements: ESL Milestone Certificates- Pathway to Transfer for each of Cuyamaca's 8 ACPs, we will have 8 programs and the decriptions will be:The ESL Pathway Certificate program is designed to prepare English Language Learners (ELLs) for the academic rigor of degree-applicable coursework in the (one for each ACP) Pathway. Students completing these certificates have achieved academic English reading and writing skills at an advanced, post-secondary level; they have also achieved success in prerequisite or introductory coursework in a variety of degree, certificate, or general education patterns. These two elements combine to demonstrate significant achievement of a milestone

along their pathways to degrees, certificates, or transfer. To earn a certificate, complete the required courses as listed with a grade of C or better. At least 50% of all coursework must be completed at Cuyamaca College.

We would also like to add non-credit ESL classes to mirror our for credit ESL classes in order to meet the growing demand for ESL classes in the East County region and avoid the added burden on students of residency and financial aid requirements which impeded access to educational services.

Another important change that we have made is that we have discountinued all online ESL classes. We found that the retention rate and success rates were lower in our online classes. In person classes using our innovative curriculum are much better suited for language learning.

For Transfer Programs: How is your program meeting the transfer needs of students, and/or articulation with four-year institutions? If not a transfer program, please enter N/A
N/A

For Career Education Programs: How is your program meeting labor market demand and preparing students to enter the workforce? If not a career education program, please enter N/A
N/A

Student Learning Outcomes (SLO) Assessment

Please upload an updated, current version of your SLO assessment plan. (Ideally, the updated plan should specify assessment semesters for all service areas over the next 4 years, between this comprehensive program review and the next.)
SLO assessment plan.docx

What do your SLO data suggest about student experiences, successes, and challenges in your service area?
ESL 1A students are struggling to meet their SLOs, so we will add more practice in ESL 50.Overall, our students are successfully passing SLO's by 70% in all classes which matches our course passing rates.

Share an example of meaningful, innovative, equitable, and/or student-centered SLO assessment happening in your program.
Our department uses CANVAS for students to self-asses their own outsomes. They self-asses their abilities by answering questions about their own learning outcomes. These self-reported outcomes match significantly with the student success numbers in each class. For example the SLO success rates are usually above 70% and so are the student passing rates.

Discuss how your SLO data are being used for course and/or program improvements for student retention, success, and/or goal achievement.
We have seen that students often under report thier abilities on the self-asessment SLOs. Therefore we are enouraging teachers to point out throughout the course that they are learning the SLOs. We also found out that many students struggle with the SLO's in ESL1A, so we have added another set of paragraphs to ESL 50 (one level down), so that students will have more preparation and more confidence in their abilites. This will help ESL1A students succeed.

Degree and Certificate Programs

Student Access and Achievement

Data are required to answer these questions. If no data are available, please describe the plan to gather, discuss, and use these data in the future.
Our department would like to find another definition for "equity gap" that portrays our student population more accurately. The current definition of "Equity gaps are identifies for groups that have at least 10 enrollemetns and experice a retnention or a success rate that has a percentage point of 3% or more compared to the white student group in the same semester". This defintion does not provide any useful data for ESL. The students who identify as "white" in our ESL classes primarily come from Middle Eastern backgrounds. We do not have any American born, white, native speakers of English in our classes.

Comprehensive Program Review

We would like to have access to other types of data. For example, success rates by age, by first language, by previous level of education, by country of orgin, and by length of time in the US. We belive that these factors play a bigger role in success and equity.

Please describe any enrollment changes (increases/decreases) over the past 4 years and the context for these changes.

In Spring 2020, before the pandemic ESL enrollment was 606 students. Spring 2021, during the pandemic it was 399, Spring 2022 was 201, Spring 2023 was 311 and Spring 2024 is 365. Currently our enrollment is at around 330 for Fall 2024. We are happy that our numbers are improving, however we have not reached our pre-pandemic levels yet. We believe the main reason for this is not enough sections are being offered on the schedule. In addition, many of our students are recent immigrants from Afghanistan and Syria who may not have met residency or finanical aid requirements yet. We also believe that many undocumened students would enroll in ESL classes if their were no residency requirements. We will propose mirrored non-credit classes to meet the needs of these communites and allow them access to education. Our enrollement would increase if we added more sections because of the growing demand for ESL in east county.

If your program has seen a significant decline in enrollment over the past 4 years, what resources or support would be helpful to improve program enrollment and access?

Non-credit classes here on campus and in community would greatly improve access to ESL classes because currently the enrollment process creates a burden for students to prove residency. In addition, when we offer community ESL classes off-site as we did in FALL 2024, we desperately need help from Admissions and Records, Counseling, and the Financial Aid Department. But most of all we need to add more ESL sections to serve students.

What is the program doing to increase student enrollment or access?

We offered 4 community ESL classes. 2 in EL Cajon and 2 in rural east county. We will create non-credit classes to make our courses easier to access.

On campus we must be allowed to grow our program FTES to meet the demand. In Fall of 2024, many students registered in college, but were not able to register in ESL classes because all of the sections were full. We need more sections of ESL 45/45R, ESL 50/50S and a night section of ESL 2.

In addition, we really need to be able to offer ESL electives. Currently, lower level ESL students (ESL 50 and ESL 1A) are only able to register in 9 ESL units. As language teaching experts, our department reccomends that these lower level students should be allowed to take 12 units of ESL to promote success and retention. Data shows that when ESL 50 and ESL 1A students enroll in non-ESL courses to meet their 12 unit load, they are not as successful. See attached report:

 cuyamaca-esl-concurrent-enrollment-report-2020sp-2023fa-20240523_final.pdf (below)

Also the data confirms that many ESL students enroll in Arabic classes concurrently which is not the best use of their time and financial aid since Arabic is already their first or second langauge.

This data reflects the numbers of students who are concurrently enrolled in Arabic classes from Spring 2020 to Fall 2023.

In ESL 50/50S - 216 out of 543 =40%

In ESL 1A/1AS- 134 out of 515= 26%

In ESL 1B/1BS- 41 out of 229= 17%

I do not think these numbers reflect the best way to serve our students.

ESL 50/50S students especially need to be careful in choosing 3 more units to fill their schedule. From the data, it shows that these students are successful in Arabic classes (which I believe is not the best use of their units or financial aid money). You can see on the chart that they are not successful in many other classes that they choose at this level.

WEX 110, ES 271, and PDSS 096 seem to be good choices for ESL 50 students.

ESL 1A students fare better in more classes. WEX-110, HED-120, BOT 100, CD 125, COUN 095

ESL 1B students were successful in WEX-110, HED 120, COUN 95

I found it interesting that ESL 50, 1A, and 1B students do not have high passing rates for COUN 120.

I think we could use this data as a guideline to point students in the right direction.

I am using this data to ask for a reinstatement of ESL electives such as ESL 10, 20, 99 etc. in order to help our students continue and succeed.

What is your program's overall course success rate? How has it changed over the past 4-5 years?
The ESL program has usually had high success rates of over 70% each semester. During and after the pandemic our success rates went as low as 66% due to the differences learning a language online versus in person learning. Due to hard work among our staff and a continual improvement in our curriculum, last Spring's success rate was 79% which is a significant increase even from before the pandemic (Fall 2019 had a success rate of 75%).

Which groups are experiencing equity gaps in your program for success rate and/or retention rate?
The data reflects two groups that are experiencing equity gaps: Middle Eastern or North African and Asian. We believe that ESL students who identify as Middle Easter or North African are the exact same student population that identify as White. Therefore comparring these two groups is to define an equity gap is a false comparaison. On the otherhand, the students who identofy as Asian are the recent immigrant from Afghanistan and they most likely are experiencing an equity gap compared to the majority os students in our courses.

What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?
We believe that Afghani students (students who identify as Asian) are experiencing equity gaps for several reasons.
1. Lack of access to institutional materials in their first language: Dari, Pashto, Farsi
2. Lack of counselors that speak their first language.
3. Low-level of education or no access to education previously.
4. Some of this population is not litterate in their first language, so that makes learning to read and write in a second language exponetially more difficult.

How has this data shaped your comprehensive program review goals and action steps?
These Afghan refugees would benefit from access to Non-Credit ESL classes, so that their time learning English would not effect their long-term access to financial aid. We have created ESL 45 and 45R to create access for low - level English learners, but lack of literacy in first language effects succcess rates.

Discuss your department/discipline's plan for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.
The ESL has a divererse deaprtment faculty. Out of 15 staff, 4 are non-native speakers of English, 2 are Asian, and 3 are Hispanic/Latino. We recently hired an adjunct instructor that is a graduate of Cuyamaca's ESL porgram, so she is from our student population. In addition, the chair has encouraged other ESL graduate to enroll in the Linguistics Master's program for possible future hiring in our department.

Attach Related Documents - Student Access and Achievement
cuyamaca-2024-2025-program-review-data-fall-terms-20240702_locked (2).xlsb;
cuyamaca-2024-2025-program-review-data-spring-terms-20240702_locked.xlsb;
cuyamaca-esl-concurrent-enrollment-report-2020sp-2023fa-20240523_final.pdf

Distance Education Course Success (If Applicable)

Career Exploration and Program Demand (Career Education Programs Only)

Strengths, Challenges & External Influences

Please describe your program's strengths.

1. **Motivated and Engaged Students:** Our greatest strength lies in our students, who are highly motivated and thrive in our curriculum. We design our coursework to leverage their learning styles and background knowledge as assets in the language learning process.

2. **Highly Trained Instructors:** Our instructors are exceptionally trained in accelerated pedagogical practices, ensuring effective and dynamic teaching methods that meet the diverse needs of our students.

3. **Commitment to Curriculum Improvement:** Our full-time staff is dedicated to a continuous cycle of curriculum review and improvement, ensuring that our educational offerings remain relevant, effective, and responsive to student needs.

4. **Engagement of Part-Time Staff:** Our part-time faculty members are actively engaged across campus in committees, contributing to the broader academic community and enhancing the cohesion and development of the ESL program.

5. **Accelerated, Tailored Materials:** The Cuyamaca College ESL program stands out for its accelerated materials, carefully designed to cater to each level of the program. These materials, developed over multiple semesters by our instructors, are aligned with a backward design approach, ensuring a cohesive learning experience that builds progressively and supports students in reaching freshman composition level at an accelerated pace.

6. **Cost-Effective Learning Resources:** All of the ESL materials we use are low-cost, making them more accessible to students and removing financial barriers to their success.

7. **Pre-ACP Canvas Shell:** As a department, we have created the Pre-ACP Canvas shell, a tool designed to inform and support our students in their academic journey and preparation.

8. **Cultural Engagement:** We collaborate with the library to co-host multicultural storytime events, providing students and the community with opportunities for cultural enrichment and engagement.

9. **Community Partnerships:** We have extended our reach into the community by partnering with local organizations to offer off-campus ESL classes, enhancing our ability to serve and support the needs of the broader community.

Please describe your program's challenges.

1. **Limited Funding for Additional ESL Sections:** The program lacks sufficient financial resources to offer more ESL sections, which restricts access for students and exacerbates long waitlists.

2. **Need for Continued Instructor Training:** Ongoing funding is required for the professional development and training of our instructors, ensuring they remain current with best practices and emerging trends in ESL instruction.

3. **Inability to Adapt to Enrollment Trends:** The college has struggled to respond quickly to changing enrollment trends, leading to long waitlists and full classes that limit access to ESL courses. A more agile approach is necessary to open new classes in a timely manner.

4. **Lack of Dedicated Outreach for ESL Population:** The outreach department primarily focuses on high school recruitment, leaving the ESL population underserved. A dedicated outreach team for ESL students is essential to meet the needs of community members seeking ESL classes.

5. **Off-Campus Class Support:** Off-campus ESL classes face challenges with registration, financial aid, and academic counseling. A dedicated team is needed to address these issues and support students in off-campus settings.

6. **Insufficient Funding for Curriculum Development:** Despite the creation of several instructional materials, the program lacks adequate funding for ongoing curriculum development, hindering the continuous improvement of course offerings.

7. **Limited Vocational ESL Classes:** The program currently offers only two vocational ESL classes, neither of which incorporates accelerated materials. Expanding vocational ESL offerings and integrating accelerated curriculum would better support students' career readiness.

8. **Need for Additional Elective Classes:** There is a need for more elective ESL classes to provide additional support, particularly for students at the lowest levels of the program who require more individualized attention.

9. **Shifting Demographics and Evolving Needs:** The changing demographics of our student population present new challenges, as many students have different needs that the current program is not fully equipped to address.

10. **Challenges with Accessibility:** Issues regarding accessibility persist, including insufficient class sections, as well as the need for course materials to be more accessible to students with disabilities. This includes the formatting of materials for screen readers, offering audiobooks and e-books, and expanding Zero Textbook Cost (ZTC) courses.

11. **Curriculum Diversity:** Not all curriculum materials incorporate diverse voices and perspectives, which is crucial for fostering an inclusive and equitable learning environment.

12. **Lack of Non-Credit ESL Classes:** There is a pressing need for non-credit ESL classes to serve students who may not qualify for credit-bearing courses, particularly for marginalized populations.

13. **Support for Afghan Students:** Afghan students face challenges due to the lack of Farsi/Dari-speaking staff, leaving a gap in support for these students as they navigate the ESL program.

Please describe external influences that affect your program (both positively and negatively).

1. **State, District, and College Budget Constraints:** Budget limitations at the state, district, and college levels affect our ability to hire new full-time instructors and offer additional sections of ESL courses, which are essential to meet the growing demand for language instruction.

2. **Impact of Federal Immigration Policies:** Federal immigration policies directly influence our student population. With anticipated restrictions on immigration under the next administration, the current need for ESL services driven by immigration exceeds the capacity of our available resources.

3. **Impact of AI Translators on Language Acquisition:** The widespread use of AI-based translation tools by students can impede language learning, as these technologies may reduce the incentive for students to actively engage with and practice English, limiting their language development.

4. **Lack of Non-Credit Classes:** The absence of non-credit ESL courses restricts access for recent immigrants and other community members who may not meet the qualifications for credit-bearing classes, creating a barrier to education for this vulnerable population.

5. **Increased Enrollment at Lower Proficiency Levels:** The Cuyamaca College ESL program is currently facing challenges due to a significant influx of students entering at the lowest levels of English proficiency. However, insufficient funding and resources hinder our ability to offer the necessary sections and support services to address this demand effectively.

6. **Need for Accelerated Materials at Lower Levels:** The lack of financial resources has impeded the creation of accelerated instructional materials for students at lower proficiency levels, making it difficult to provide the support needed for these students to progress more rapidly through the ESL program.

7. **Higher Cost of Living Impacting Student Participation:** The rising cost of living may discourage students from enrolling in courses that require textbook purchases or other fees. Additionally, students with work and family obligations may avoid committing to long-duration courses, limiting their ability to pursue education.

8. **Lack of Comprehensive Student Services:** The absence of adequate translation services and support for diverse linguistic groups in student services (such as tutoring and counseling) creates significant challenges for ESL students, hindering their ability to navigate campus resources effectively and fully engage in their academic experience.

Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

1. **Offer Non-Credit Classes:** Expanding non-credit ESL classes would increase access to education for our community, particularly for recent immigrants and other non-traditional students who may not qualify for credit-bearing courses.

2. **Development of Additional Classes and Materials:** Opportunities for advancing the Cuyamaca College ESL program lie in the creation of additional classes and instructional materials that directly support student success, aligning with the College's mission and goals.

3. **Sabbatical Projects and Release Time for Curriculum Development:** Providing sabbatical projects and release time for faculty would enable the development of enhanced instructional materials aligned with AB 705 standards. This would help ensure ESL students complete remediation within five semesters or less, directly contributing to the College's goal of increasing student completion rates, earning of certificates, degrees, and transfer success.

4. **Integration of Diverse Authors into the Curriculum:** Incorporating diverse authors into the ESL curriculum would strengthen socio-cultural learning experiences and engage students more meaningfully, promoting an inclusive academic environment that reflects the diversity of our student population.

5. **Expansion of Vocational ESL (VESL) Classes:** Expanding VESL classes would connect more students with the College's vocational programs, supporting career pathway opportunities, fostering economic mobility, and advancing the College's institutional goals related to workforce development.

6. **Building a Strong Faculty and Staff Community:** A primary opportunity for growth lies in fostering a strong and visible community of faculty and staff who are actively engaged in supporting students. This could be achieved through activities such as ESL orientation, program-specific events, field trips, and collaborations with other departments focused on career or technology goals, as well as increasing visibility of campus services like the Library.

7. **Periodic Review of Curriculum for DEIA Standards:** Conducting regular reviews of the department's curriculum to ensure it consistently adheres to Diversity, Equity, Inclusion, and Accessibility (DEIA) standards and goals would help maintain a progressive and inclusive learning environment.

8. **Department and Instructor-Level Review of Achievement and Equity Data:** Ongoing departmental and instructor-level reviews of achievement data, equity gaps, and Student Learning Outcomes (SLOs) would ensure continuous improvement in addressing student needs and closing achievement gaps.

Program Goals

Program Goals Status
Updated progress on my previous goals & added new.

Program Goals Mapping
Mapping for all active Program Goals complete.

Submission