#3

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Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

English as a Second Language

Q2

I.2. Lead Author:

Guillermo Colls

Q3   **Respondent skipped this question**

I.3. Collaborator(s) - List any person that participated in the preparation of this report:

Q4

1.4. Dean/Manager:

Alicia Munoz

Page 2: II. Program Reflection and Description

Q5

II.1. Provide your program's mission statement:

Community through communication and progress through proficiency

Q6

II.2. How is this program advancing the college mission, vision and values?

Our department seeks foremost to promote economic, civic and cultural development through advanced and accelerated language acquisition for our students. ESL is one of the premier leaders of the acceleration movement at Cuyamaca. It is also a model of accelerated ESL in the state.

Through a very high validation and engagement process, our department is one of the key feeders to Guided Pathways. It is also a chief recruiter of first time students, thus contributing to the organizational health of Cuyamaca College.

At each step in our program, we champion equitable access for all of our at-risk students, which describes 100% of our particular student population. Our new accelerated methodology promotes more individual student success than ever before, with our successful throughput almost doubling as a result of our new program. Our students are producing more work of academic excellence than ever before. As a result of our program changes, the standards for success have gone up rather than down.

Cuyamaca ESL has been recognized as a key innovator in language instruction in the state. Our creative curriculum, including lesson plans and themed units, have been shared with over thirty other community colleges in California.

Our students are the people who contribute to the diversity of our school. They are the population that brings sensitivity to the experiences of the under-represented because the are the underrepresented.

Furthermore, our students consistently take on leadership roles in our surrounding community and contribute to our society's shaping and evolution.

Q7

II.3. How does your program support the college's strategic goal of implementing guided pathways?

ESL encourages its students to explore academic options once they reach a proficiency of intermediate level. With that, they are then approached in advanced intermediate level to pick another pathway beyond the "exploratory" that they start out in as ESL students.

Q8   **Yes**

II.4. Is the program description in the current college
catalog up to date and accurate?

Page 3: II. Program Reflection and Description continued

Q9   **Respondent skipped this question**

II.4a. What steps will you take to revise the college catalog
description?

Page 4: III. Course Curriculum, Assessment and Student Success

Q10   **Yes**

III.1. Access the Five Year Curriculum Review Cycle
(requires GCCCD login). Have all of your active courses
outlines been reviewed within the last five years?

Q11

III.2. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)?

Our program is backwards designed from the first transfer-level English course and we have increased our throughput of students to this transfer course.
We also have counselors visit various courses to explain options to our students. In addition, several of our courses encourage students to create an educational plan with the aid of a counselor early on in their enrollments with us.

Q12

III.3. Please list any planned changes for curriculum and the rationale for those changes:

We are about to introduce a transfer-level college composition class as part f the ESL program. This class has already been approved at Grossmont College and both our department and theirs are working to have this common addition to our programs. This will allow a beginning language learner to begin and end with us all the way into a college level English course.
We are also working to incorporate more listening and speaking into our core courses in response to requests that have come to us for many years from universities in our area.

Page 5: III. Course Curriculum, Assessment and Student Success continued

Q13

III.4. Please upload the most recent version of your program's course SLO assessment plan. Click here for an Assessment Plan Template

SLO Surveys Forms.docx (111.6KB)

Q14

III.5. Please provide a high-level analysis of your SLO findings over the past year and what changes, if any, were made as a result:

First, we measure all of our SLOs once a year. Initially, our SLO measures were found not to corelate either to our teachers' or our students opinions in informal surveys, so we changed the measures to student surveys. These surveys provided us with much more actionable data.
Our SLOs have found that, for the most part, students under-rated themselves at the beginning of the semester and then surprised themselves with their progress by the time they took the SLO assessment surveys. However, some SLOs were revealed as over-ambitious, as was the case for our ESL 1B class requiring less than fifteen errors in the entire essay. We changed it to 30 errors after consultation with the instructors.
We have kept the emphasis of the SLOs on the quality of the work produced by students in writing and reading in the core classes as opposed to "testing" for particular grammar points and basing proficiency levels on such unreliable measurements. This has proved to provide a more accurate picture of progress.

Q15

III.6. What student learning-related successes and challenges have SLOs results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

Our data has implied a need for more listening and speaking instruction/guidance in our program. While the quality of written work has surpassed all of our expectations, the few oral presentations and group presentations have shown less progress in proficiency. Yet, our SLO measures do not include listening and speaking at this time. As a result, we plan on incorporating more speaking/listening-related questions in our surveys within the next year (once the COVID 19 restrictions hopefully pass!)
As for the measurements we do have, they indicate better than average progress in our students when compared to our old program.

Page 6: III. Course Curriculum, Assessment and Student Success continued

Q16

III.7. How was the department of discipline's success rate across all courses changed within the past 4 years (the time frame covered in this comprehensive program review)?

The success rate for the last four years according to the research shows us at 84%, which exceeds the goal of 77% set for the school. In addition, the throughput overall for our department has nearly doubled, despite a devastating semester where COVID 19 disrupted everything.

Q17

III.8. The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. What is your department or discipline's four-year (2024-25) goal for success rate across all courses in the department or discipline?

Our goal had always been to anything above 75%. We have already exceeded that, but hope with the addition of a college composition level ESL course addition to retain or improve the overall success rates each semester to 83%-85%. Our overall through-put for the department has increased nearly double compared to the program before acceleration was launched.

Q18

III.9. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program?

Based on the data, our African American students and Hispanic students are experiencing equity gaps as of Spring 2020. African American students in our program had a success rate of only 70%, and Hispanic students had a success rate of 75%--as compared with the total program's success rate for the last four years of 84%.

Q19

III.10. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

These groups have lower totals than other groups, which may skew the results. However, I believe more equity awareness should be taught in these classes, and more equity workshops should be attended by the teachers.

Q20

III.11. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)?

Encourage more workshop attendance and we have already included more specific equity themes into the curriculum for online modality. We plan to continue those themes when face-to-face resumes.

Q21

III.12. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review?

We are using comparative samples of writing from the old program and comparing them to the written product from the various levels of the accelerated program. Again, while we find the new results highly impressive, we have been struck by the need to provide more listening/speaking practice in the courses. As a side note, this need could be clearly seen in the old program as well even though we had dedicated listening classes.
This indicated to us that the listening and speaking needs to be incorporated into the integrated skills approach we now embrace in acceleration.

Q22   **Respondent skipped this question**

OPTIONAL: Please use the upload button to attach any
supporting documentation you would like to include.

Page 7: III. Course Curriculum, Assessment and Student Success continued

Q23   **Yes**

III.14. Does your program offer courses via distance
education (excluding emergency remote teaching in
2020)?

Page 8: III. Course Curriculum, Assessment and Student Success continued

Q24   **Yes**

III.15. Are there differences in success rates for distance
education (online) versus in-person sections?

Q25

III.16. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Honestly, I could only guess at an answer to the last question since our first DE class (not ERT) is happening in Spring 2021.
we are only attempting it at the higher level and will pay close attention to the results.
The changes to DE were prompted by the pandemic emergency.

Page 9: III. Course Curriculum, Assessment and Student Success continued

Q26

III.17. What mechanisms are in place to ensure regular and effective contact (see the Guide to Best Practices in Online) within online courses across the discipline or department?

Students are encouraged to use email with the instructor. They also receive constant feedback on all assignments. The announcements are at least weekly, and sometimes daily depending on the instructor. there are zoom meeting opportunities and chat times available. Discussions often include the instructor. And one-on-one appointments via zoom, or telephone, or chat are arranged periodically by the instructors.

Q27

III.18. What innovative tools and strategies are you using in your online courses to engage students and support student success?

Teachers are allowed to incorporate any technology they can, including Google suites. More specifically, all teachers have been trained in the use of Canvas components such as Discussions, peer reviews, and wiki pages. The online quizzes are used constantly and the plagiarism check included in Canvas is also employed.

Page 10: IV. Degree and Certificate Programs

Q28   **No, and it does not have PLOs**

IV.1. Does your program offer any degree/certificate programs?

Page 11: IV. Degree and Certificate Programs continued

Q29   **Respondent skipped this question**

IV.2. Please upload for each degree and certificate indicating how many awards were conferred in the past five years

Q30   **Respondent skipped this question**

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

Q31   **Respondent skipped this question**

IV.4. How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

Q32

IV.5. Are there any changes planned if the
degree/certificates are not meeting these needs?

Respondent skipped this question

Q33

IV.6. Can students complete the degree/certificate
requirements within a two-year period?**requirement of
Title 5, California Code of Regulations and Accreditation
Standard II.A.

Respondent skipped this question

Page 12: IV. Degree and Certificate Programs continued

Q34

IV.7. How are you currently assessing your PLOs?

Respondent skipped this question

Q35

IV.8. Are the PLOs in the catalog an accurate reflection of
the department or discipline's current learning objectives?

Respondent skipped this question

Q36

IV.9. Are the PLOs mapped to the course SLOs?

Respondent skipped this question

Page 13: IV. Degree and Certificate Programs continued

Q37

IV.10. How is your program helping students explore careers in your program area?

Strictly speaking, there are no careers in my area unless you are fool enough to pursue a Linguistics degree with TESOL emphasis--
then good luck to you! However, the students in our program are encouraged to take outside-of-discipline courses starting in ESL 1A
and sign up for another Guided Pathway by the time they complete 2A or 2B.
Counseling has this list of suggested classes that we provided, and our students are encouraged to seek counseling help for career
planning especially at the higher levels of ESL.

Q38

IV.11. What do the latest labor market data reveal about the careers (including those for transfer students) for which your
program prepares students? Labor market data may be sourced from the Program Review Data webpage and California
Employment Development Department. You can also contact the Institutional Effectiveness, Success, and Equity Office
to access additional labor market information related to your program.

N/A

Q39

IV.12. What are the labor market implications for the program's curriculum (degrees, certificates, courses)?

N/A

Q40

If your program has labor market data to include in your
program review, please use the upload button below to
attach the file.

Respondent skipped this question

Page 14: IV. Degree and Certificate Programs continued

Q41

IV.13. Please describe your program's strengths:

Language learners are proving they can acquire the necessary skills for success in this English-speaking environment faster than anybody ever gave them credit for. I believe our program is responsible for that. We have eliminated expensive and ineffective textbooks that make our students poorer and have exposed them to real-world English language literature which supplies the majority of what Stephen Krashen called "optimum input plus one." Plus One was the challenge factor, thus we provide challenging real readings that contain the language skills thee students are absorbing. This is the strength of our program.

Q42

IV.14. Please describe your program's challenges:

Money. We need to constantly update the curriculum to incorporate more and more of the real-world readings. Curriculum development takes a lot of time for those who do it. Up until now most of this finding was provided through a grant. Now there is no grant, yet the need remains.
Unselfishly, several teachers have stepped up and continued to develop this needed curriculum (over sixty hours last year alone) without pay as a measure of dedication to our program.
This situation is completely inequitable in light of Cuyamaca's stated position to support the schools acceleration efforts. And so we seek funding avenues to continue this work--which, incidentally, is shared with over thirty other community colleges across the state.
Our latest Canvas containers with our remote curriculum during the pandemic was downloaded by over a dozen other colleges, according to Canvas Commons.

Q43

IV.15. Please describe external influences that affect your program (both positively and negatively):

The force to remote teaching has negatively affected us in reduced success rates and many more drops than normal. Budget restraints have also negatively impacted us.
In a personal note, according to most of my teachers, the lack of awareness of just how much Cuyamaca has defined ESL acceleration does make our instructors feel under-appreciated. Our accomplishments are not sent out in press releases, nor are they even published internally in reports we all get about district happenings. The harsh reality is that ESL everywhere is used to being ignored, and this does have a challenging effect on us.

Q44

IV.16. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

The securing of more funding, the increase of advertising our successes, and the constant improving of our accelerated methodology into a regular system of proven practice and example should combine to make the Cuyamaca model the premier ESL program anywhere in the country.

Page 15: V. Previous Goals

Q45

Previous Goal 1:

On the last Program Review we stated: Our department's vision is to increase the number of students who successfully complete the ESL core curriculum through a variety of innovative pedagogical methods, most importantly acceleration.

Q46

Goal Status

In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI)

Page 16: V. Previous Goals continued

Q47

Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Page 17: V. Previous Goals continued

Q48

Would you like to submit another previous goal?

Yes

Page 18: V. Previous Goals continued

Q49

Previous Goal 2:

In the last Program Review we also stated: Because we understand that some students only need to acquire the necessary language and employment skills that will help them successfully navigate the challenges they encounter in their new country and because language acquisition requires time and practice, the traditional 7 level sequence will remain in place for these students.

Q50

Goal Status

Deleted

Page 19: V. Previous Goals continued

Q51

Please describe the results or explain the reason for the deletion/completion of the goal:

We have come to realize that an accelerated program serves ALL students better and helps them succeed better no matter what their goals. The idea that a longer sequence served any class of students better has been completely disproved by our observations and we therefore commit not to slow success for these students for any rationale.

Page 20: V. Previous Goals continued

Q52

Would you like to submit another previous goal?

Yes

Page 21: V. Previous Goals continued

Q53

Previous Goal 3:

Somewhere in the last Program Review there was a stated goal to pursue Digital Literacy--training our students in the use of online resources. This goal has been modified from what we aimed for previously, but the general goal is still the same.

Q54

Goal Status

In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI)

Page 22: V. Previous Goals continued

Q55

Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Page 23: V. Previous Goals continued

Q56

Would you like to submit another previous goal?

No

Page 24: V. Previous Goals continued

Q57

Previous Goal 4:

Respondent skipped this question

Q58

Goal Status

Respondent skipped this question

Page 25: V. Previous Goals continued

Q59

Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Page 26: VI. 4-Year Goals

Q60

Goal 1:

Continue refining the acceleration methodology in ESL so throughput and success increases even more. We would like to see students beginning at our lowest level succeed eventually at the transfer level by over ten percent, higher than the state average of single digit percentage throughput from beginning levels.

Q61

Which College Strategic Goal does this department goal most directly support? (Check only one)

Basic Skills Acceleration

Q62

Please describe how this goal advances the college strategic goal(s) identified above:

Cuyamaca has adapted the principals of the California Acceleration Project meant for English and Math into a state model for ESL as well. We are continuing to do so.

Q63

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

SLO assessments showed considerable progress connected with our new methodology. While semester-to-semester success rates stayed comparable to pre-acceleration, they did so even though the program sequence shortened, which means students were just as successful in a shorter time.

Q64

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

We need to develop more curriculum for our levels, which means paying teachers to develop this curriculum. This past year, a handful of teachers did this work voluntarily without pay due to their commitment to the program, but this generosity is not really fair. It takes approximately $1200 to develop one semester of curriculum for one core class. We need six more core curriculums and six more companion course curriculums to have a healthy cycle of packets for use to deliver our acceleration program.

Q65

How will this goal be evaluated?

If we get the money for further development, the new curriculum will be instantly tested out in future semesters, and SLOs and other evaluations will be utilized.

Q66   **Yes**

Would you like to propose a new, 4-year goal?

Page 27: VI. 4-Year Goals continued

Q67

Goal 2:

Launch a transfer-level, college composition course in the ESL department.

Q68   **Student Validation & Engagement**

Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q69

Please describe how this goal advances the college strategic goal(s) identified above:

By having an equivalent to ENG 120 in the ESL department (but with five to six units instead of three in order to better train our ESL students), ESL will provide its students with an entire sequence from beginner to college composition all taught by teachers knowledgeable both in ESL methodology and acceleration methodology in specific. The meeting of a desire among our students for such a class will help engage and validate their efforts in learning English.

Q70

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Grossmont College has shown an increase in transfer-level completion after adopting a similar class on their campus. We wish to follow suit with their example and success. Even during COVID 19 remote teaching, their initial offerings of this class filled five sections in two semesters (ten sections total) showing the desire for such a class among students.

Q71

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

Funds for special training of these special course teachers would insure their successful introduction at Cuyamaca College. A typical training of three hours in our department costs approximately $2500. We are requesting the ability to run one such training each semester for the four initial years we institute this course.

Q72

How will this goal be evaluated?

Post surveys among teachers and students, SLO results and comments, and a study of the success rates should show how well this goal has worked out.

Q73   **Yes**

Would you like to propose a new, 4-year goal?

Page 28: VI. 4-Year Goals continued

Q74

Goal 3:

We would like to formalize a list of electives to take outside the ESL discipline in order to prepare students for another Guided Pathway once they leave the ESL sequence.

Q75   **Guided Student Pathways**

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q76

Please describe how this goal advances the college strategic goal(s) identified above:

Students in ESL are in an exploratory status as far as Guided pathways are concerned. By introducing them to low level, outside discipline classes like beginning automotive or an introductory science or math course, these students can explore their options and this will allow them to better plug into the Guided Pathways as they hopefully continue their education with us even after their English proficiency reaches a level allowing for greater success in any college classroom.

Q77

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

We have received reports for years of our students continuing in disciplines such as Child Care and Math, but not so much from any other areas. Our conclusion has been that our students tend to follow what their fellow students did before them because they do not have any ready information on anything else nor do they have confidence in their abilities to succeed. By getting them into introductory classes they may gain the information and confidence needed to branch out into several more areas of opportunity.

Q78

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

We need no further resources to accomplish this goal.

Q79

How will this goal be evaluated?

We will monitor how many of our students continue into other fields once they finish our program. Cuyamaca research can help us with this.

Q80   **Yes**

Would you like to propose a new, 4-year goal?

Page 29: VI. 4-Year Goals continued

Q81

Goal 4:

We would like to expand our dual enrollment offerings in other high schools to reflect our success at the Mountain Empire High School district.

Q82   **Organizational Health**

Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q83

Please describe how this goal advances the college strategic goal(s) identified above:

A successful dual enrollment brings in many more FTES to Cuyamaca. Mountain Empire has raved of their success with our program, and other districts are now starting to show interest. The potential increase in FTES is quite large.

Q84

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Mountain Empires quantitative and qualitative reports indicated that our program was quite adaptable to high school settings with some creative changes. They have claimed that teachers outside their language learning programs have remarked on the increased levels of participation their English learner students have shown since the dual enrollment program with Cuyamaca College.

Q85

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

Right now two teachers from Cuyamaca volunteer their time to coordinate the acceleration program with the Mountain Empire duel enrollment courses. Paying these teachers for the estimated five hours per week of time they spend observing, consulting, and re-writing curriculum for the dual enrollment program would facilitate its continued success. This time could include helping other high schools implement out program for their schools. The amount of time estimated needed to devote to this endeavor per semester, based on an estimated $55 per hour average, equals approximately $4000.

Q86

How will this goal be evaluated?

The goal can be evaluated by a simple counting of programs we accumulate into our dual enrollment beyond Mountain Empire in four years.

Page 30: VII. Resources Needed to Fully Achieve Goal(s)

Q87   **Faculty Resource Needs**

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

Page 32: Final Check

Q88   **I am ready to submit my program review**

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."