

#28

**COMPLETE**

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Page 1: I. Program Overview and Update

**Q1**

1. Department(s) Reviewed:

ESL

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**Q2**

2. Lead Author:

Laurie Woods

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**Q3**

**Respondent skipped this question**

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

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**Q4**

4. Dean/Manager(s):

Lauren Halsted

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**Q5**

5. Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **09/11/2023** with your dean to discuss your program review using this format: MM/DD/YYYY

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**Q6**

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2022 program reviews on the program review webpage.

During the 2022/2023 academic year, ESL has been very active in our department, on campus, and in our community. First, in our department, we added ESL 45 and 45R as the lowest level (low beginning) of our course sequence. These courses focus on language input: listening and reading skills. These classes also use student created stories to enable students to interact with and make meaning from the texts. We also changed our 50 support class from 50G (focus on grammar) to 50S (focus on speaking, listening, and grammar) as a response to a request from SDSU that we have more academic speaking in our ESL classrooms. The packet for this class was re-written to add the new focus of the class. In addition, we closed all of our online classes because we felt that students were not able to learn English online and had a high percentage of academic dishonesty in their writing. We feel like we can create a stronger learning community in the classroom which will lower the students need to turn in CHATGPT papers. Our student population is increasing with more students returning to campus. With increased enrollment, our department will need to hire 2 part-time instructors for Spring 2024. On campus, our full time instructors participate in every part of self-governance. We are active in the Academic Senate, the Curriculum Committee, Academic and Career Pathways, hiring committees, and the M&M Mentoring program. As a department, we have participated in Registration Labs, Find Your Pack events, and Open Houses on campus. We have also created a Pre-ACP ESL Canvas container. Our department presented with Grossmont College to the governing board about our ESL programs. Lastly, we are active in the community. The ESL department hosted Mountain Empire High School ESL students as Coyotes for a day where they participated in ESL classes taught by Cuyamaca professors. In addition, they went on a campus tour and learned out Academic and Career pathways thanks to Outreach. We presented several times at Adult Ed during their professional development weeks. Our department has also improved its communication with the Grossmont ESL department which has fostered collaboration in several projects. For example, we worked together to create a new online ESL placement assessment.

Page 2: II. Assessment and Student Achievement

**Q7**

Yes

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

**Q8**

7a. Which SLOs did you assess in the last year? If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

- ESL 45- SLO 1
- ESL 45R- SLO 1
- ESL 50- SLO 1 and 2
- ESL 1A- SLO 1 and 2
- ESL 1B- SLO 1 and 2
- ESL 1AG- SLO 1, 2, and 3
- ESL 1BG- SLO 1, 2, and 3
- ESL 2- SLO 1 and 2
- ESL 2AG- SLO 1, 2, and 3
- ESL 122- SLO 1, 2, 3, and 4

**Q9**

Respondent skipped this question

8. Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

**Q10**

Respondent skipped this question

OPTIONAL: You may upload a copy of any assessment-related documents here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

## Page 3: II. Assessment and Student Achievement

**Q11**

9. Please discuss any equity gaps in access or success

Equity gaps are identified for groups when they experience a retention or success rate that has a percentage point gap of 3% or more when compared to the white student group the same semester. Unfortunately for ESL, the majority of our students have historically identified themselves as White Non-Hispanic until they were given the choice of Middle Eastern or North African. As we can see from the enrollment data, since Fall 2018 the number of students who self-identify as "White Non-Hispanic" in ESL has dropped from 1,042 to 85 in Spring 2023. On the other hand, the number of students who identify as Middle Eastern or North African has increased from 98 to 293 in the same time period. For ESL, it does not really make sense to identify gaps in comparison to the white student group, but instead to look at each racial or ethnic group separately. ESL's overall retention rate falls between 79% and 91% with the average retention rate of 86.5%. I think this reflects our adult student population's commitment to learning even though they have jobs and families. This clearly also demonstrates our instructors' dedication to teaching. Our overall success rate falls between 66% and 80%. The average success rate is 74%. The lower numbers reflect the difficulty of English language learning during the Covid Pandemic and shows that the shift to online learning was extremely challenging for ESL students who often did not have access to technology or the ability to use it for language learning. Now that we are back in the classroom, our equity gaps are shrinking.

**Q12**

10. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

We noticed a high rate of failing students in our online classes. As a result, the core classes ESL 45/45R, ESL 50, ESL 1AB are taught in person. Starting next semester (Spring 2023) our 2 higher level core classes will also be taught fully on campus. We believe that this will eliminate some of the equity gaps our students face technology access and use gaps.

In addition, as a department, we will encourage instructor participation in EMTLI.

**Q13**

11. How has this data impacted the goals set in your previous comprehensive program review?

Encourage EMTLI participation within department.

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**Q14**

12. Please describe the most significant or impactful ways your program worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

We have created new-beginning level ESL 45/45R classes, in order to give access to the lowest level language learners. We have run ESL 122, which increases equity for ESL students by allowing them to complete their UC or CSU college level writing class with an ESL instructor who can help students overcome barriers to academic success. We have partnered with DSPS to ensure we are using best practices in our classrooms.

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**Q15**

13. What challenges is your program still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

ESL students experience more negative effects from online or distance learning than other students. Students are still trying to overcome that gap in their language learning.

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**Q16**

**Respondent skipped this question**

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

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Page 4: II. Assessment and Student Achievement continued

**Q17**

**Yes**

11. Does your department offer classes that are approved distance education courses?

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Page 5: DE Course Success Rates

**Q18**

12. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

We will close all online learning for ESL students at this time, so they can build their language skills in the classroom.

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Page 6: III. Previous Goals: Update

**Q19**

Previous Goal 1:

Support curriculum development to further continue available packets for the ESL program levels.

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**Q20**

**In Progress - will carry this goal forward into next year**

Previous Goal 1:

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Page 7: III. Previous Goals: Update continued

**Q21**

**Respondent skipped this question**

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

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**Q22**

**Respondent skipped this question**

Do you have another goal to update?

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Page 8: III. Previous Goals: Update continued

**Q23**

**Eliminate equity gaps in course success (passing grade in class)**

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

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**Q24**

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 specify the type of request (e.g., submit technology request for new laptop computers).

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 Yamamoto completed one ESL 50 packet during her sabbatical in Spring 2023.

Laurie Woods completed one ESL 50S packet.

Working on:

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

Laurie Woods is working on ESL 1ABS packet.

Laurie Woods will work on new ESL 1AB packet.

Laurie Woods will clean up ESL 50 and ESL 1AB packets.

Lyn Neylon-Craft will clean up all ESL 2 packets.

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**Q25**

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Other, please specify::

stipend or grant money to pay staff for curriculum writing

**Q26**

**Yes**

Do you have another goal to update?

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Page 9: III. Previous Goals: Update continued

**Q27**

1. Previous Goal 2:

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

**Q28**

**In Progress-will carry this goal forward into next year**

3. Goal Status

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Page 10: III. Previous Goals: Update continued

**Q29**

**Respondent skipped this question**

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

**Q30**

**Respondent skipped this question**

Do you have another goal to update?

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Page 11: III. Previous Goals: Update (If Applicable) continued

**Q31**

**Increase completion and eliminate equity gaps  
(graduating with a degree/certificate, or transferring)**

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

**Q32**

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 specify the type of request (e.g., submit technology request for new laptop computers).

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.

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**Q33**

Respondent skipped this question

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q34**

Yes

Do you have another goal to update?

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Page 12: III. Previous Goals: Update continued

**Q35**

1. Previous Goal 3:

: Create a certificate program showing successful completion of ESL and Arabic

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**Q36**

In Progress-will carry this goal forward into next year

3. Goal Status

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Page 13: III. Previous Goals: Update continued

**Q37**

Respondent skipped this question

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

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**Q38**

Respondent skipped this question

Do you have another goal to update?

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Page 14: III. Previous Goals: Update continued

**Q39**

**Increase completion and eliminate equity gaps  
(graduating with a degree/certificate, or transferring)**

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

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**Q40**

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 specify the type of request (e.g., submit technology request for new laptop computers).

ESL will work with the Academic and Career Pathways to create ACP ESL certificates that reflect the students' English abilities and completion of a few basic pathway courses.

The ESL department needs help to finish these certificates.

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**Q41**

Other, please specify::

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

stipends to pay staff in creation of certificates

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**Q42**

**No**

Do you have another goal to update?

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Page 15: III. Previous Goals: Update continued

**Q43**

**Respondent skipped this question**

1. Previous Goal 4:

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**Q44**

**Respondent skipped this question**

3. Goal Status

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Page 16: III. Previous Goals: Update continued

**Q45**

**Respondent skipped this question**

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

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Page 17: III. Previous Goals: Update continued

**Q46** Respondent skipped this question

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

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**Q47** Respondent skipped this question

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 specify the type of request (e.g., submit technology request for new laptop computers).

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**Q48** Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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Page 18: IV. New Goals

**Q49** Yes

Would you like to propose any new goal(s)?

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Page 19: IV. New Goals continued

**Q50**

1. New Goal 1:

Online ESL Placement tool in conjunction with Grossmont College

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**Q51** Increase equitable access (enrollment)

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

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**Q52**

3. Please describe how this goal advances the college strategic goal identified above.

By creating an online ESL placement assessment, ESL students from both Cuyamaca and Grossmont will be able to choose their own ESL level through an online self-placement tool. Currently, many students have a hard time getting an appointment for placement, or it can be another exit-point before enrollment because some students may get stuck on this step. After we create an online self-assessment, that will be embedded within the registration process, we anticipate that it will be easier to navigate for the students. For students who are not comfortable with technology, they can still meet with the assessment counselor, Marcella Brown.

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**Q53**

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

Laurie Woods, Brianna Cuellar, My-Linh Dao, and Marcella Brown identified the need for an online placement tool because Marcella Brown was burdened by being the only assessment counselor for ESL. In addition, after working in the registration workshops, it was clear that students needed an immediate placement score instead of having to wait for an appointment. Brianna Cuellar is working on a single-registration and assessment tool for Cuyamaca and Grossmont.

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**Q54**

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

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.

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**Q55**

6. How will this goal be evaluated?

This goal will be evaluated after the tool is live online. First, it will be evaluated in terms of usage -How many students are using the online tool compared to the in-person assessment? In addition, the tool will be evaluated for accurate placement- How accurate is the online tool compared to the in-person assessment?

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**Q56**

**Respondent skipped this question**

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q57**

**Yes**

Do you have another New Goal?

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Page 20: IV. New Goals continued

**Q58**

1. New Goal 2:

Identify and reduce equity gaps.

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**Q59**

**Eliminate equity gaps in course success (passing grade in class)**

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

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**Q60**

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

Clearly, an increased focus on equity gaps in ESL would encourage the adaptation of new policies, procedures, and classroom techniques in the ESL department. As a result, our equity gaps would be reduced or eliminated, and more students will be successful in class.

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**Q61**

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

Identifying equity gaps is difficult in ESL because of our campus' definition of "Equity Gap" . An Equity Gap is defined as compared to the white student group. The "white student group" refers to students whose first language is assumed to be English, and who have enjoyed the privilege of growing up white in the American educational system. Clearly, none of the ESL students fit this definition of "white" because English is not their first language. Looking at the current program review data that show retention and success rate by racial or ethnic data, does not provide an accurate picture of a true equity gap in ESL. Other data, such as level of education, age, and first language might shine light on actual equity gaps in ESL.

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**Q62**

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

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
  3. Use technology(Padlet and Kahoot) to increase in class participation across all demographics which should in turn increase retention and success rates.
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**Q63**

6. How will this goal be evaluated?

Using EMTLI training, our instructors can identify true equity gaps and implement changes in the department and on their courses to address these gaps.

An ESL Community of Practice would re-enforce accelerated equity based practices that could further reduce equity gaps.

Looking at different types of data will help clearly define equity gaps and this data can be evaluated in the future for accurate retention and success rates.

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**Q64**

**Technology**

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q65**

**No**

Do you have another New Goal?

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Page 21: IV. New Goals continued

**Q66**

**Respondent skipped this question**

1. New Goal 3:

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**Q67**

**Respondent skipped this question**

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

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**Q68**

**Respondent skipped this question**

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

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**Q69**

**Respondent skipped this question**

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

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**Q70**

**Respondent skipped this question**

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

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**Q71**

**Respondent skipped this question**

6. How will this goal be evaluated?

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**Q72** Respondent skipped this question

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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**Q73** Respondent skipped this question

Do you have another New Goal?

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Page 22: IV. New Goals continued

**Q74** Respondent skipped this question

1. New Goal 4:

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**Q75** Respondent skipped this question

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

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**Q76** Respondent skipped this question

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

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**Q77** Respondent skipped this question

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

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**Q78** Respondent skipped this question

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

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**Q79** Respondent skipped this question

6. How will this goal be evaluated?

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**Q80**

**Respondent skipped this question**

What resources, if any, are needed to achieve this goal?  
Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

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Page 24: Final Check

**Q81**

**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 and click "Next."

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