

Noncredit Committee Presentation to the Academic Senate
March 15, 2016
(Prepared by Kathy Campbell & Debbie Klein)

Good afternoon. As a member of the Noncredit Committee, I'd like to quickly read parts of the presentation I gave to the Board of Trustees on Feb 9th and then to update you on the joint noncredit/credit contextualized ESL curriculum work that is now beginning. After that, I'll turn the floor over to Debbie Klein who will update you on additional areas the Noncredit Committee has been working on.

First, The Board Presentation:

At the December 8th Board meeting, Debbie Klein, the Noncredit Committee Co-chair, spoke about the formation of the Noncredit Committee and the important role it plays as we at Gavilan strive to continuously improve upon the educational services we provide to our community members. Specifically, the Noncredit Committee, which consists of faculty, staff and Administrators from both the Noncredit and Credit Programs, has been discussing multiple instructional issues, including: program and curriculum development, marketing, assessment, orientation, and enrollment management. One of its main goals is to build a solid bridge between Gavilan's noncredit and credit programs, and to offer students multiple accessible pathways to achieve their goals. This is especially important for our community's second language learners, those students who want to progress from basic skills classes to vocational careers, and those who want to earn certificates or higher degrees.

Because our College is in a state of transition as we endeavor to redesign and align our noncredit and credit programs, particularly ESL, last semester the Noncredit Committee developed a set of recommendations which were approved by (you), the Academic Senate. We ask that Administration and the Board of Trustees continue its support of Gavilan's faculty and staff and these recommendations.

Although much work still needs to be done as we redesign our programs, we are pleased to report that a lot of progress has been made, especially in the ESL programs. Noncredit and Credit ESL instructors have been collaborating on curriculum design and revision, joint noncredit-credit ESL assessment, orientation, professional development, teacher training workshops and AB104 work groups. (I will give you further details about these work groups in a moment).

I'd also like to acknowledge both the noncredit and credit ESL faculty and staff for all their hard work. Victor DeReza, has been doing a tremendous job in his lead role in the joint noncredit – credit ESL assessment, and Lynn Hasbanny, Martin Rodriguez and Celise El Kassed are our "trailblazers," teaching our first noncredit ESL courses on the main campus. And Marcela Serrano, our noncredit counselor, has been instrumental in getting our community-based students up to campus.

I'm also happy to report that although we have only just begun bridging these two programs, our ESL enrollment has already begun to improve. Enrollment has improved in some credit ESL classes this semester, including our highest level ESL 563 writing class which is the bridge class to ENG 250 and allows students to begin their General Ed requirements. The most dramatic improvement, however, is the change in enrollment that we see in our highest level noncredit ESL classes. Last semester we had offered ESL 521, 522 and 523 in their usual credit format for the last time. Curriculum was revised and these courses are now being taught in a noncredit format as ESL 727 and 728. Last semester the combined number of students in the 521, 522, and 523 credit classes was only 12. Now the combined number of students in the three parallel noncredit sections is 61! We look at this as just the beginning of many positive changes. (I'd like to note here that these numbers were as of Feb 9th. There may even be a few more enrolled at this time. Maybe Randy has updated numbers?)

On behalf of the Noncredit Committee and The Academic Senate, I thank you for your continued support of faculty and staff as we move through this transitional period. If you have any questions regarding the Academic Senate/Noncredit Committee resolution or the changes occurring in the ESL program, I will do my best to answer them here or follow up with you at a later date. Thank you.

(This report seemed to be well received by the Board. One Board member asked specifically how they could help support low enrolled ESL classes during this transitional period. Dr. Rose explained how she has been working closely with the ESL Dept. to look at scheduling and enrollment during this transitional period within the context of the bigger picture of what noncredit and credit ESL will eventually look like.)

I'd now like to take just a moment to let you know about the newly formed teams that are beginning to work on developing contextualized ESL curriculum.

Contextualized ESL Curriculum

Landscaping

Kathy Campbell (Credit)

Miriam Vargas-Padilla (Noncredit)

Pam Goonetilleke (Morgan Hill Community Adult School)

UNK (Hollister Community Business representative)

Business/Entrepreneurship

Kathy Campbell (Credit)

John Howell (Noncredit)

Carmen Herrera-Mansir (El Pajaro Community Development Corporation)

Family Childcare

Nicole Cisneros (Credit)

Pam Goonetilleke (Morgan Hill Community Adult School)

Pat Henrickson (CD Department Chair)

Computer Applications

Nicole Cisneros (Credit)

Celise El-Kassed (Noncredit)

Frank Mendez (CTE adjunct faculty)

The purpose of these groups is to develop pre-transfer level curriculum where second language learners can simultaneously improve their English while being introduced to the basic content, vocabulary and skills needed to work within these four areas. The target population for these courses consists of students already working in these fields who would like to improve their language and job skills, as well as students who might take one of these courses as a first step towards a CTE certificate or degree. By contextualizing ESL classes in this way, we hope to create more choices and accelerated pathways for both noncredit and credit students. We are excited about this collaboration between the noncredit and credit programs and various community businesses and hope to have at least a couple of first readings ready for the curriculum committee to review this semester. We'll keep you up to date of our progress.

Now, if I haven't taken up too much time, Debbie would like to update you on some other facets of the Noncredit Committee's work.

Brief summary of our committee's work from my perspective as co-chair:

Our committee has been working collaboratively to figure out what needs to be done to build upon and transform our existing noncredit and credit programs to better serve our students. In the case of ESL, we determined that a two-year transition period is necessary to do this work. We're currently in the first of four semesters of our transition period. And Kathy has just reported some of the excellent work, and results of this work, that we have already accomplished. During this transition, faculty, staff, and administrators are tracking data and assessing it as we go.

Believe it or not, *our committee's big "aha" moment was when we figured out that we needed this transition period and that we needed to name and delineate it as such.* Asking for our Trustees' support during this two-year transition has been a revelation. We now have the breathing space needed to restructure and redefine our ESL program—from adult education to noncredit to credit.

This semester, our committee would like to work on the following three areas if the Senate approves:

1. We will discuss Math, English and CTE noncredit curricula and programs, including bridges between noncredit and credit.
2. We will discuss how to best evaluate noncredit student progress. What are the benefits of using progress indicators (NP, SP, P) alongside hourly attendance? How can we support students' completion of certificates? Etc.
3. We will discuss faculty working conditions in relation to noncredit and credit curriculum delivery and course structure. We will collaborate with with GCFA due to the overlap of senate and union issues in this area.

We'll report back to the senate in May if there is room for us on your agenda.