GAVILAN COLLEGE
HISPANIC SERVING INSTITUTION

Program Review All Fields

ESL [1]

Main

Overview
Academic Year 2022 - 2023

Originator Cisneros, Nicole

Division Curriculum Division 90 - Noncredit

Department Non-Credit (Department)

Program ESL
Program Type Instructional

Co-Contributors

Contributor

- Bowles Hasbany, Lynn

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).
The ESL Program provides English language instruction to native speakers of other languages from literacy to advanced ability levels. This multi-level program includes instruction in literacy at the life skills level as well as reading, writing, grammar, listening-speaking, study skills, and cultural awareness at the academic level. Because of the wide profile of the ESL student population and its diverse needs, the ESL Program has multiple goals. It aims to prepare students for a successful transition into mainstream academic or vocational classes, as well as improve language proficiency for personal and cultural enrichment. As part of its ongoing mission to meet the needs of a diverse population of students in an ever-changing environment, the ESL Department continually evaluates, modifies, and develops its curriculum. As it was mandated to do through AB 705, the ESL Program provided acceleration by compressing its program, which resulted in curricular changes. The ESL Department also collaborates with local Adult Education programs, Gavilan ACES Consortium members, and community-based organizations to articulate ESL courses ranging from literacy to college readiness to serve the divergent and evolving needs of second language learners in the Hollister, Morgan Hill and Gilroy areas. By providing clear pathways for students from the community-based ESL providers to the Gavilan College ESL Program and beyond, students will have a better chance of successfully

reaching their goals.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list:

Response and follow-up to previous program reviews

1. **The ESL Department's last Program Review was completed for 2019-2020. No annual updates have been made since then.**

2.
3.

Have the services of your program changed over the past three years? Please explain (300 words or less).

Due to COVID, the ESL Department under the Continuing Education Division, moved its assessment and orientation sessions online. All ESL courses were converted to an online platform. All ESL curriculum was modified to include the use of Distance Education during emergency situations. In compliance with AB 705, the ESL Department created an Acclerated ESL Program which has been implented over the past three years.

Student and Program Outcomes

College Goal for Student Achievement
The following questions refer to data regarding student achievement.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

	19-20	20-21	21-22
ESL Program's Success Rate (from ASC Dashboard)	82%	67%	62%
Gavilan's Success Rate (from Program Review Dashboard)	70%	70%	69%

Are these rates what you expected after comparing with the college average? The ESL Success Rate was 12% higher than the college average in 2019-20. However, it was 3% to 7% lower in the subsequent school years.

Are there any large gaps? The data indicates a decrease in success rates for the ESL Program.

Is there anything surprising about the data? Yes, it's surprising that the ESL Program had a higher success rate than the college average in 2019-20.

What trends are suggested by the data? Digital literacy and access to the Internet have been a challenge for the ESL students, and this may account for the decrease in the ESL Program's success rate over the past two years (during the pandemic).

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate

	19-20	20-21	21-22
ESL Program's Retention Rate (from ASC Dashboard)	98%	89%	86%
Gavilan's Retention Rate (from Program Review Dashboard)	85%	85%	87%

Are these rates what you expected after comparing with the college average? The ESL Program's Retention Rate is above or equal to Gavilan's overall Retention Rate. Interesting!

Are there any large gaps? The ESL Program's Retention Rate was 13% higher than Gavilan's overall Retention Rate in 2019-20.

Is there anything surprising about the data? No.

What trends are suggested by the data.

The Continuing Education Division has recently taken a look at some of the issues that need to be resolved to increase the retention rate of our student population. One of the issues that is being addressed is the method of communication with new students. Many students do not use their emails, and so staff members need to call them individually to give them the necessary enrollment materials so that they can begin their classes, locate their rooms, and access their Canvas page and Zoom code.

The ESL Assessment specialist will take on the lead of assessing students using the CASAS placement test, which will determine the student level for Life Skills classes. An oral interview will continue to be administered for the academic level courses. Better placement will hopefully lead to better success and retention. Digital literacy and access to the Internet have been a challenge for the ESL students, and this may account for the decrease in the ESL Program's retention rate over the past two years (during the pandemic).

Success
The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit
What are your set goals for course success? We are not sure what the set goals for "course success" should be for the ESL Program.

Do your individual course and department rates meet this goal?

Our goal is to increase our success rate by 10%. We plan to do this by offering more in-person classes and by continuing to build those cohorts of students. We will also try to maintain the ESL Program's online presence with at least one online class per level in the morning and evening. We will also need to provide tutoring support throughout our program.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

See Success and Retention dashboard in Tableau's Program Review section.

	19-20	20-21	21-22
ESL Program Enrollment	2,512	1,587	2,279

How did they perform in comparison to those that did not use your services, if applicable? N/A

Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?
The Continuing Education Office, faculty, and staff have provided help with enrollment, registration, orientation, and assessment of ESL students. The Peer Mentors have been an integral part of the ESL Program. They have provided support in the areas already mentioned, as well as with technology and tutoring.

Equity

Equity
Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard.
Contact your support team for any needed assistance in using Tableau.
ESL overall success 51.6%

Lifeskills courses success 44-56% success rate

Academic courses 67-80% success rate

ESL is for non-native English speakers, so there aren't any African Americans or Native Americans taking ESL classes. There may be a few students with disabilities, but they often go unidentified. There are no Foster Youth because the program is for adult students.

What current factors or potential causes can be connected to these areas of disproportional impact?

Digital literacy and access to the Internet have been a challenge for the ESL students, and this may account for the decrease in the ESL Program's success rate over the past two years (during the pandemic). The ESL students' level of education in their native country may also affect their success rate in the ESL Program.

How might your program or department address student equity gaps? The ESL Program's future Director, classified staff, faculty, and Peer Mentors will continue to support the ESL students through the application, assessment, and registration process. They will continue to provide in-class and out-of-class support for technology issues and tutoring. As long as funds are available, scholarships will be awarded to help with the cost of attending classes. Hiring a dedicated ESL Tutor who could tutor at any level would also help reduce equity gaps for the ESL students.

The ESL Program has a lending library for ESL students to borrow books, laptops, and Wi-Fi hotspots. It also has a program that provides free books to students in need at the lower levels of the program. Some of the ESL instructors have adopted OER textbooks to reduce the cost of buying books.

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

What is your area doing to support district efforts in creating an inclusive college environment? We have a lending library for the ESL students to borrow books, laptops and Wi-Fi hotspots. We also have a program that provides free books to students in need at the lower levels of our program. Some of the ESL instructors have adopted OER textbooks to reduce the cost of purchasing books.

With what departments are you partnering? Did you identify barriers and institute change? The ESL Program partners with the English Department and Counseling to support students who want to transfer from Noncredit to Credit classes. ESL and English have been interested in creating an ESL 1A that might better serve the needs of ESL students and motivate them to continue their studies at Gavilan.

It also partners with AEC when the need arises. For example: note-takers, sign language interpreters, wheel chair accommodations, testing acommodations.

The Continuing Ed Division has partnered with A & R to improve the process for enrollment and registration for ESL and GED students.

How are you creating/ ensuring diversity in your department or in the classroom?
There is a full-time ESL position in the Cluster Hire. The staff and faculty in the Continuing Ed Division come from a variety of ethnic backgrounds. All of them have had first-hand experience with learning a second language, and most of them speak Spanish. Most of the instructors live in the communities we serve.

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?
DE success rate in ESL:
Fall 2021 = 67%
Spring 2022 = 74%

F2F success rate in ESL:
Fall 2021 =
Spring 2022 =

Was there a difference in the success rate between ESL classes online versus F2F?

The success rate indicates an upward trend in success for DE courses. There is teacher training through the DE Department - GOTT and @ONE courses. To facilitate success, the ESL Department lends out laptops to students and offers ESL 706: Intro to the Internet, which is an introductory course to help students navigate the online portal and the internet in general.

If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)? More support will probably continue to be needed for the online students as many of them have difficulty with the technology and accessing their courses online. The ESL Program is slowly growing its on ground cohorts of students again. As more in-person classes are offered, more in-person services will need to be made available to the students.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?
Are your SAOs mapped in curiQunet?
No

Are your SAOs up to date in curriQunet?
Yes

Have your SAOs been assessed in the last five years?
No

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?
Yes

If you answered no to any of the above questions, what is your plan to bring your assessments into compliance (200 words or less)?
Due to the data breach in 2018 and lack of a repository to store and categorize the findings, the assessment of SLOs and PLOs has not been undertaken in a formal manner and collectively recorded, although

instructors assess their SLOs within their respected courses on a regular basis. The ESL Program has created a new plan for SLO and PLO assessment to be done over the next two years.

Outcome Assessments

Services Area Outcomes (SAO)
Review your SAOs data located in curriQunet. What is your department's acceptable achievement score goal for each outcome?
Our department uses 70% as an acceptable achievement score goal to indicate a student's successful mastery of an SLO.

Institutional Learning Outcomes (ILO)
How do your SAO support the college ILOs? Be specific (200 words or less).
The SLOs are mapped to the PLOs and the PLOs are mapped to the old ILOs. The Listening/ Speaking courses and Reading/Writing/Grammar courses can be mapped to the Communicate Effectively and Think Critically ILOs.

Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?
SLO assessment was paused when we lost access to the SLO Reporting site on the Intranet. However, the ESL Program has created a new plan for future SLO assessment so that it can review the success and efficiency of the new accelerated ESL courses that were introduced in 2021.

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).
An accelerated integrated-skills ESL program has been implemented over the past three years. We will begin assessing these courses in Fall 2023. We are not planning on creating new courses at this time. However, there has been some interest in creating an ESL 1A from the ESL and English Departments.

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).
The courses that have been replaced by the accelerated curriculum have not been deactivated yet. We want to make sure the accelerated courses are successful first.

We have deactivated the following programs:

ESL Business BASICS (Noncredit Certificate) - ESL 708 & 711 were no longer being offered. These courses were also deactivated.

ESL for Childcare (Noncredit Certificate) - ESL 712 & 713 have never been offered, so they were deactivated along with the certificate.

ESL Advanced I (Noncredit Certificate) - ESL 752, 753, 754 stopped being offered when the accelerated ESL Program was implemented, but these courses have not been deactivated. They are just not currently being offered.

ESL 704A and 704B - Vocational ESL have not been offered in a while, so the ESL Department will need to make a decision about whether to deactivate these courses or not.

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

Since all of the ESL courses went online during COVID, we have begun to offer some of our ESL courses in-person again on the main campus in Gilroy and at the Hollister Briggs Building in the mornings and evenings. We also attempted to offer one of our Hollister courses at the Buena Vista Apartment site and one at the San Ysidro Park Community Center in Gilroy in Spring 2023. The Buena Vista site did not work out for the Spring semester because a classroom became available at the Briggs Building, but we will try a GED Prep course there in the Fall of 2023.

We have lost two of our main community sites over the past couple of years - South Valley Junior High Computer Technology Center on Murray Avenue in Gilroy and the Morgan Hill Community Center. We are currently looking for new off-site locations in Gilroy and Morgan Hill. We are waiting for the new Director position to be filled before we embark on this task.

The plan is to continue to offer the in-person cohorts at least one in-person option as they progress through the ESL Program. We will also continue to maintain an online presence by offering at least one online course per level in the mornings and evenings.

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2020**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
   1587

   Full Time Faculty
   2

   Part Time Faculty
   26

   Full Time Staff
   4

   Part Time Staff
   1

   Full Time Mgr/Admin
   1.00

   Part Time Mgr/Admin
   0.00

2. **2019**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

2512

Full Time Faculty
2

Part Time Faculty
22

Full Time Staff
4

Part Time Staff
1

Full Time Mgr/Admin
1.00

Part Time Mgr/Admin
0.00

3. **2018**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
2754

Full Time Faculty
4

Part Time Faculty
22

Full Time Staff
4

Part Time Staff
1

Full Time Mgr/Admin
1.00

Part Time Mgr/Admin
0.00

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2018
FT = 15.40%
PT = 84.60%

Year:2019
FT = 8.30%
PT = 91.70%

Year:2020
FT = 7.10%

PT = 92.90%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

Full-time faculty have not had reassigned time, participated in any grants, or gone on sabbatical over the past 3 years.

Additional Comments

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

Yes

Resource Allocation

1. **Adult Ed Grant**

   Funding Source
   Grant

   Academic Year
   2021 - 2022

   Purpose of Funding
   staff, materials, professional development, equipment

   Result
   improved instructional skills, increased student support and success

Program Productivity

Program Productivity Measurements
Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2023 - 2024**

  Total Number of student contacts

  Total allocated budget

Total spending

Total cost per student (Student Contact/ Total Spending)

- **2022 - 2023**

  Total Number of student contacts

  Total allocated budget
  466240.000

  Total spending
  518023.130

  Total cost per student (Student Contact/ Total Spending)

- **2021 - 2022**

  Total Number of student contacts
  2279

  Total allocated budget
  429103.000

  Total spending
  765188.810

  Total cost per student (Student Contact/ Total Spending)
  336

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.
For 2021-22, the ESL Department was over budget by $336,086.

For 2022-23, it looks like ESL will be over budget by $51,783.

There is only a difference of $37,137 between the Adjusted Budgets for those two years.

The Adjusted Budget for 2023-24 is not available in Banner yet.(As of 3/14/23)

For 2020-2021, the ESL Department was under budget by $116,593. Allocated Budget was $762,150 and Spending was $645,557.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?
ESL may partner with the English department to create an ESL 1A course. There have been a few requests for this kind of course over the years. This discussion surfaced again recently.

ESL has also partnered with Counseling and Admissions & Records, and it will continue to do so.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

We plan to offer more in-person courses and fewer online courses, but to continue to offer both kinds of courses. Due to moving the ESL program all online in 2021, the program started to attract students from outside of the Hollister, Gilroy, and Morgan Hill communities. Many of these new students do not live close to the main campus to attend in person. Therefore, the ESL Program plans on maintaining some kind of online presence moving forward.

What are you discovering about instruction and/or services in this remote environment that you would want to maintain post-pandemic?

The use of an online platform is convenient for extending in-class activities and providing a variety of at-home learning opportunities.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?

A few of the ESL courses at the lower levels have hit their caps of 35 students, and there are not many instructors available to add any sections, mostly for in-person classes. As more students return to in-person services in the Continuing Education Office, more staff is needed to provide more efficient services. More support will also be needed in Admissions and Records as more students return to register for in-person classes.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

The ESL Department has a mentor program for new credit and noncredit instructors. We offer ESL sharing and training sessions every semester. There are division meetings, monthly ESL Department meetings, and faculty orientations before the beginning of each semester. Our faculty attend conferences, workshops, and webinars, hosted by Colegas, the RP Group, 3CSN, CAEP, CATESOL, CUE, and Gavilan's Teaching and Learning Center. Additional training included topics on Mental Health First Aid, Building Equity in the Classroom, and Trauma-Informed instruction.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

There continues to exist an increasing need for ESL tutoring by qualified ESL tutors in the mornings and evenings. There is a need for another full-time ESL instructor, as one of our full-timer instructors is planning to retire at the end of Spring 2023. The Noncredit courses bring in similar funding to Credit classes, and the ESL enrollment is almost back to its pre-COVID enrollment. More staff is also needed in the Continuing Ed Office and at Admissions and Records to provide support for the new and returning ESL students.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

Under the direction of the Dean of the Continuing Education Division from 2019-2022, a concerted effort was made to recruit faculty from community members and representatives of organizations that serve equity populations, such as LULAC, Youth Alliance, Milpa, etc. Recruitment has been done at local universities, including the Middlebury Institute in Monterey and San Jose State University. The Dean regularly networked with community leaders who had the ability to recruit non-traditional faculty. Moreover, the past and current Deans have screened new faculty on their commitment to serving Continuing Education's unique populations. This screening aids in hiring individuals who are sensitive to and knowledgeable about our population of students. In addition, our current ESL faculty have made recommendations for new hires from their own colleagues at other institutions.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

None at this time.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

None at this time.

Goals

Three-Year Program Plan Goals

1. **Create an ESL 1A Course**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu /administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   Need for ESL support at the English 1A level, especially for incoming high school students and continuing ESL students.

   Proposed Activity to Achieve Goal**
   Collaborate with the English Department to determine course content

   Responsible Party
   ESL Department

   Fund amount requested. If a collaboration, what % required from each partner?
   Flex time or 5 hours at the credit meeting rate for each party. Funding source - Continuing Ed.

   Total Three Year Resource Allocation Request
   500

   Timeline to Completion Month / Year
   May 2025

   How Will You Evaluate Whether You Achieved Your Goal
   ESL 1A approval through the curriculum process

2. **Hire a Dedicated ESL Tutor**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu /administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

ESL students need tutoring support in reading, grammar, and writing from a qualified ESL instructor, especially at the Intermediate High and Advanced levels.

Proposed Activity to Achieve Goal**
Hire a qualified ESL tutor

Responsible Party
Continuing Ed

Fund amount requested. If a collaboration, what % required from each partner?
Part-time classified position for an ESL Tutor - 20 hours a week for 28 weeks a year X 3 years = 1680 hours.   1680 X $20/hr = $33,600 + 20% in benefits & burdens = $40,320

Total Three Year Resource Allocation Request
40320

Timeline to Completion Month / Year
August 2023

How Will You Evaluate Whether You Achieved Your Goal
Tutor will be hired

3. **Hire another full-time faculty member for ESL**

    Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu /administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
    One full-time instructor is planning to retire at the end of spring 2023, so there is a need for a replacement. The instructor would teach the Credit and Noncredit ESL students and advocate for our under-represented student populations.

    Proposed Activity to Achieve Goal**
    Apply for the addition of a full-time hire when the Senate announces the next open application period.

    Responsible Party
    ESL Department Chair

    Fund amount requested. If a collaboration, what % required from each partner?
    $66,994 - $92,875

    Total Three Year Resource Allocation Request
    279000

    Timeline to Completion Month / Year
    May 2024

    How Will You Evaluate Whether You Achieved Your Goal
    New full-time instructor hired

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).
<u>Program Trends and Highlights</u> - With the implementation of AB705, beginning in Fall 2020, the ESL

department has offered an accelerated curriculum which allows ESL students to complete credit ESL courses and English 1A within three years. Concurrently, due to the pandemic, all of our classes were moved online. We have trained instructors in distance education best practices to enable them to offer their courses effectively online. Student orientation/assessment has also been offered online. Initially, only the oral interview was used, but upon gathering placement results, the ESL department determined that the oral interview was not a sufficient placement measure; therefore, a writing sample was added to the assessment for upper level students. Moving forward, the ESL department will pilot a new assessment measure using the CASAS placement test along with the oral interview for summer classes. A guided self placement with counselor support has also been considered for future assessments. The ESL program is also working to increase enrollment in face-to-face classes while maintaining a healthy online presence.

Program Goals - One of our program goals is to hire a qualified ESL tutor. Currently, our Peer Mentor Program has provided helpful support to students and will continue to do so. However, there is the need for a dedicated ESL tutor, especially for our more advanced levels. Next, there is a growing need for ESL support at the English 1A level, especially for incoming high school students and continuing ESL students. By creating an ESL 1A, we would be able to provide much needed support to our ESL students as they continue their studies at Gavilan College. Finally, as one of our current full-time ESL instructors is planning to retire at the end of Spring 2023, there will be a need for another full-time instructor to replace her.

Attach Files

Attached File