



# GAVILAN COLLEGE

*Research, Planning, and  
Institutional Effectiveness*

## **Program Integrated Planning and Review**

### **Instruction**

|                |                |
|----------------|----------------|
| Program Name:  | ESL Department |
| Academic Year: | 2019-20        |

# Purpose, Standards and Resources

## Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [AP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

## Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

# A. Executive Summary

1. 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).

## **Program Trends and Highlights**

Enrollment in ESL classes has been increasing since dual-listed credit/noncredit courses began in Fall 2016. This has resulted in higher levels being offered at off-sites and in the evenings.

In 2017, a full-time non-credit counselor was hired, and she has provided much needed support to the ESL students in: assessment, orientation, placement, completion of graduation petitions, and creation of Ed Plans.

In 2019, the program lost two full-time ESL instructors and was moved to the Continuing Education Division. To better support all ESL instructors, the department chair position was divided among two instructors, one full-time and one part-time. However, there is still a need for another full-time instructor to help anchor the noncredit program.

With the implementation of AB705, the ESL Department has created an Accelerated ESL Program that will be piloted in Fall 2020. The new program allows ESL students to complete credit ESL courses and English 1A within three years. There has arisen the need for an ESL version of English 280 or 1A, as well as instructor training on how to work with ESL students in mainstream classes.

## **Program Goals**

The goals of the ESL Program are to provide on-going training and mentoring of instructors for the Accelerated and non-Accelerated ESL courses. The ESL Program is working to increase enrollment and keep healthy cohorts of students at all sites. The program would like to increase student support services through student mentoring, incentives, and counseling. The ESL Program has a goal of a 5% increase in ESL certificate completion by 2022. Finally, the ESL Program would like to increase the transition of ESL students from the ESL Program to other programs at the college.

## B. 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.*

1. 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 academic program includes instruction in reading, writing, grammar, listening-speaking, study skills, and cultural awareness. It aims to prepare students for a successful transition into mainstream English classes, academic courses, and vocational programs, and to provide 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. It also collaborates with the CAEP (California Adult Education Programs), or 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. In short, the vision of the ESL Department is to give its students the tools and English language skills they need to be successful in college, on the job, and in their personal endeavors in today's ever-changing and diverse society.

### Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
- a) Each goal since the last program plan and review and
  - b) PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

| IEC Recommendation or PIPR Program Goal  | Accomplishment   |
|--|--|
| Gain access to Banner to enter ESL assessment test scores.   | Department Chair given access.   |
| Collaborate with Basic Skills counselor to visit classrooms of Intermediate II and Advanced II courses to complete graduation petitions to help increase the | The noncredit counselor visits Intermediate II and Advanced II classes to encourage students to complete their petitions for certificates. The counselor emails teachers of those levels to follow-up with the students who are ready to |

|  |  |
|--|--|
| number of students who petition for certificates of proficiency and competency.                                      | petition for certificates. In spite of this outreach, not all eligible students complete petitions.  |
| Collect data to support request for additional Instructional Specialist hours.                                       | No data has been collected. However, this originally 30-hour a week classified position is being filled by an ESL instructor for 20 hours a week. This person provides ESL tutoring and facilitates conversation groups and group practice sessions focused on composition skills.   |
| Examine flow rates and identify potential areas that could be streamlined and/or benefit from acceleration.          | A new Accelerated ESL Program was created. Lifeskills 1 and 2 and the Beginning level courses in the sequence will be offered in Fall 2020. There is concern about the impact of acceleration on students both because of the new pace and the more compressed format.   |
| Examine pros and cons of a merger between Credit and Noncredit programs.   | The dual-listing of credit/noncredit classes has stabilized enrollment and eased the hardship of transitioning students from off-site noncredit classes to on-campus classes. Both programs are now under the Continuing Education Division. The ESL Department has two co-chairs for 2019-2021 to better address the needs of both programs. However, the movement of ESL from the Liberal Arts and Sciences Division has separated ESL from English. |
| Work with IT and A & R to resolve discrepancy issues for ESL certificates.   | Gav Data still does not seem to reflect the correct number of ESL certificates that have been awarded. We asked the Noncredit counselor to give us a count from her records.   |
| Increase the number of ESL certificate recipients.   | Petitions for certificates more than doubled from Spring 2018 to Spring 2019.  |
| In collaboration with the noncredit ESL program and local adult education providers, increase access and enrollment. | The Gavilan College ESL Department is working on an articulation agreement with the Morgan Hill Adult School to smoothly transition students between the two programs. We have also coordinated our lower level offerings in Morgan Hill, so not to duplicate services on the same days. ESL Assessment/Orientation sessions are offered in Morgan Hill, Gilroy and Hollister in the evenings and mornings in December/January and May/August.         |
| Increase student progression through the ESL Program.  | From Spring 2018 to Spring 2019 the number of petitioned increased from 36 to 78.  |
| Update classroom equipment: monitors and mice in BU 119 and chairs in LI 100.  | This need has not been addressed by the college. The ESL Lab monitors continue to go out, and the chairs in LI 100 become less stable and more uncomfortable with age.   |

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

- We began to offer dual-listed Credit/Noncredit classes from the beginning through advanced levels (5 levels) in Fall 2016.
- The Instructional Program Specialist who provides ESL tutoring has a 20 hour a week load as opposed to the previous 30 hours.
- ESL student cohorts in Gilroy evening and Hollister evening have continued to grow.
- Assessment/Orientation has been streamlined with the help of the Noncredit counselor and student mentors. Sessions are held in December/January and May/August in Gilroy, Morgan Hill, and Hollister in the morning and evening.

# C. Program Overview

1. List program degrees and certificates under this department according to the [college catalog](#).

|   |
|---|
| ESL Intermediate Level CERTIFICATE OF PROFICIENCY   |
| ESL Advanced Level CERTIFICATE OF PROFICIENCY   |
| ESL Lifeskills NON CREDIT CERTIFICATE OF COMPETENCY   |
| Vocational ESL NON CREDIT CERTIFICATE OF COMPLETION   |
| ESL Intermediate Level NON CREDIT CERTIFICATE OF COMPETENCY                                     |
| ESL Advanced Level NON CREDIT CERTIFICATE OF COMPETENCY   |
| ESL Citizenship NON CREDIT CERTIFICATE OF COMPETENCY  |
| ESL for Child Care NON CREDIT CERTIFICATE OF COMPETENCY   |
| Computer Applications and Business Basics for ESL Students NON CREDIT CERTIFICATE OF COMPLETION |

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

- The ESL Department and Noncredit have collaborated with Morgan Hill Adult School, Gilroy Adult School and San Benito High School through the Gavilan ACES Consortium.
- We opened a service learning course in collaboration with San Benito County Library to support library programming and provide speaking practice for the Fall 2019 Hollister ESL 548: Integrated Listening/Speaking III course.
- The ESL Department is in the process of setting up an articulation agreement with the Morgan Hill Adult School so that students completing their last ESL course will not need to reassess to enter the Gavilan College ESL Program.
- Gavilan Continuing Ed sponsors two ESL classes at the Learning and Loving Center in Morgan Hill. This collaboration benefits Gavilan by extending its outreach to under-served women and by providing a preschool where children learn while mothers attend classes. It benefits the Center by augmenting the range of classes offered there.

# D. Student and Program Outcomes

## College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCCO Scorecard by 2022.

### Success

The following questions refer to data regarding student achievement.

**Path:** [GavDATA](#) --> Program Review/ Equity--> D1. Course Success Rates by Group

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. -

1. 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 (200 words or less)?

The college course success rate has been 71% for the past two school years. From 2017-2018 to 2018-2019 the success rates by ethnicity, age, and gender mostly stayed the same or increased slightly for ESL. For the 51-60 age group, there was a decrease in the success rate from 46% to 39%. The success rate for females decreased, but for males, it increased. The overall success rate was between 41% and 42%. We believe the increased flexibility in advanced course offerings at our off-campus sites and the offering of dual-listed courses to students has led to increased completion rates. Our department peer mentor program began during this time and explains some of the success and retention rates.

Students, faculty, and program staff have reported positive feedback about the mentors and their impact on the program overall.

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

**Path:** [GavDATA](#) --> Program Review/ Equity--> D2. One Year Persistence Rate

2. 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 (200 words or less)?



In Fall 2016, the one-year persistence rate was 48%. GavDATA shows a big decrease in the one year persistence rate between Fall 2017 (47%) and Fall 2018 (0%). It is unclear if this is the college as a whole, as there is no place to filter out just the ESL data. If this data reflects a trend in ESL , then maybe there has been a change in the students' decision to take Noncredit ESL courses instead of Credit courses. However, a decrease in the persistence rate in ESL is unexpected because the ESL Program added the number of certificates students can earn and diversified course offerings at the off-campus sites beginning in Fall 2016. We collaborated with community stakeholders, like the Morgan Hill Adult School, to be sure our students attend the appropriate courses for their learning needs.

3. 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:** [GavDATA](#)--> Program Review/ Equity-->D3. Course Rates by Unit

There was a 41-42% success rate from 2017-18 and 2018-19. We will continue to provide support services for our students as long as funding is available.

4 – 6: N/A



**Consider addressing success goals in your Three-Year Program Plan at the end of this document.**

## Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. 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)?**

**Path:** [GavDATA](#)-->Program Review/Equity-->D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

The number of male students has increased from 30% to 37% between the 2016-2017 and 2018-2019 school years. The number of male students passing courses has increased from 193 seats to 320. The program made a concerted effort to recruit male students in locations where men are more likely to be reached. We located classes at workplace sites and offered more classes at night. We also advertised the certificates available at various levels of ESL proficiency. We believe these efforts have led to increased enrollment and success in the targeted population. The success rate for women has remained in the 40% range from 2016 to 2019.

We would like to see an increase in success rates for all students, not only male students. Current plans to implement accelerated curriculum beginning in Fall 2020 will create more diverse course offerings at on and off-campus sites. We hope the new curriculum, along with updated faculty training, will lead to continued student success and increased enrollment given the reduced time needed for students to complete the program.

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

The Continuing Education Division has marketed open ESL positions to recent graduates at the Middlebury Institute in Monterey and San Jose State University. The Dean also makes announcements at community organization meetings, such as LULAC and the Youth Alliance.

9. 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:** [GavDATA](#)--> 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)?

The ESL Department doesn't offer any DE courses. All ESL courses are face-to-face.

10. N/A

## Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "[Majors by Program, 2008-2019](#)" for declared majors by year, unduplicated headcount.

**Path:** [GavDATA](#)àProgram Review and EquityàD11. Count of Degrees and Certificates Awarded To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

| Year        | Degree/ Certificate   | Goal for Completion | Actual Degree Completion |
|-------------|---|---------------------|--------------------------|
| Spring 2018 | Certificates of Completion, Competency, and Proficiency (estimate from Noncredit Counselor) |                     | 36                       |
| Fall 2018   | Certificates of Completion, Competency, and Proficiency (estimate from Noncredit Counselor) |                     | 11                       |
| Spring 2019 | Certificates of Completion, Competency, and Proficiency (estimate from Noncredit Counselor) |                     | 78                       |
| Fall 2019   | Certificates of Completion, Competency, and Proficiency (estimate from Noncredit Counselor) |                     | 14                       |

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

We don't have a current goal. From Spring 2018 to Spring 2019, certificate petitions increased by over 100%, but this may have been because the Noncredit counselor dedicated time to helping students complete the petitions. Our goal will be a 5% increase in the next three years.



**If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.**

## [curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes:

No:

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (<-- requires your email log-on)?

Yes:

No:

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes:

No:

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes:

No:

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance (200 words or less)?

In response to #13 - The ESL Department is in the process of mapping SLOs to PLOs to ILOs as the department creates new courses and certificates or makes modifications to current courses and certificates. The Curriculum Committee suggested that the ESL department not submit certificate modifications for mapping purposes alone.

In response to #15 - ESL 531: Intermediate Listening/Speaking I has been on hold, but it was recently modified to be part of the new Accelerated ESL Program. Once it is offered, it will be assessed.

There are a few courses that are not currently being offered (ESL 702B, 704B, 705, 708, and 776), but they will either be offered and assessed or eventually deactivated.



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

## Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

### Student Learning Outcomes (SLO)

**Path:** Gavilan CollegeIntranet-->[curriQunet](#)

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be? Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

Individual instructors would like to see 100% success in SLO achievement for their courses, but life outside of school sometimes interrupts a student's progress or ability to prepare for a test or presentation or to complete an assignment. The barriers for students that prevent them from focusing 100% of their attention on being a student would need to be removed so that they would have enough time to study, complete assignments, and get extra tutoring (if necessary). Removal of these barriers is often outside of the instructor's control. In many instances, students just need more time in their day. Balancing being a student, a parent, a caregiver, a wife/husband, and an employee or business owner is challenging for the ESL students. However, under ideal circumstances, they are quite capable of achieving the SLOs of all of their courses.

### SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

SLO results have mostly been positive. Students are meeting the course SLOs based on the measurements utilized for assessment. When students haven't met an SLO for a course, it is often because the students needed more practice to master the skill at a particular level, such as -ed and -s endings in pronunciation or punctuation in composition. Sometimes the kind of measurement chosen for assessment, such as a final exam, did not adequately measure the students' ability to demonstrate a particular skill. For example, a chapter test at the time a student studies a skill may be a better measure. As a result, an instructor may recommend that a new assessment measure be utilized for the next round of SLO assessment

## Program Learning Outcomes (PLO)

**Path:** [Gavilan College Intranet](#) --> Program Planning --> Student Learning Outcomes Assessment Reporting --> Program Level SLO (Far left) --> Instructional --> Select program

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

The ESL Department's PLOs of obtaining fluency in reading, writing, and speaking in English focus on preparing ESL students for success in regular college courses, such as English 1A. Students who complete the ESL Program are also prepared to enter a vocational or certificate program at Gavilan College, while others are prepared to move into the market place or their personal lives with increased self-confidence due to improved language skills. About 20% of the students who complete the ESL Program at the Advanced II level go on to take English 1A.

## Institutional Learning Outcomes (ILO)

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

Almost all of the SLOs can be mapped to PLOs and all the PLOs are mapped to ILOs. The listening/speaking courses and reading/writing/grammar courses easily map to the Communicate Effectively and Think Critically ILOs.

22. N/A



**Consider addressing LOs in your Three-Year Program Plan at the end of this document.**

# E. Curriculum and Course Offerings Analysis

## Curriculum Analysis

1. 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).

The new Accelerated ESL Program will be piloted starting Fall 2020. Lifeskills 1 and 2 and the Beginning level will be offered in Fall 2020. One new level will roll out every semester after that. New courses will be assessed and modified as needed. The new courses are in the process of being added to the current ESL certificates.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

- ESL 702B - Citizenship (Part 2) - Possibly deactivate if not offered
- ESL 704B - Vocational ESL (Part 2) - Possibly deactivate if not offered
- ESL 705: Keyboarding will be modified from lecture to lab so it can be offered in the Business Lab
- ESL 708: Website Design - may need to be kept on hold until there is an interested cohort of students
- ESL 776 - ESL Literacy (Part 2) - Possibly deactivate if not offered

## Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

**Path:** Gavilan Intranet-->Argos-->Gavilan Schedule-->Schedule by Division and Department-->Select term, division and your department then press 'run dashboard'.

**To Create a PDF of your results above:** After obtaining results, go to the top of the screen: Reports-->Schedule Reports by Division and Dept svc-->Run

### Location/Times/Delivery Method Trend Analysis:

3. 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).

Courses are offered in a variety of locations in Gilroy, Morgan Hill, and Hollister on and off the Gavilan College sites in the mornings and evenings. The basic Lifeskills courses (levels 1 and 2) are offered at a variety of times and locations. A full set of courses (levels 3 through 7) is only offered in the morning on the main campus in Gilroy. One course per level (levels 3-6) is offered in the evenings on the main campus in Gilroy. One course per level (levels 3-5) is offered in the evenings in Hollister. The Morgan Hill site offers a level 3 course in the evening, and we will offer a level 3 and 5 course there in the morning in Spring 2020. Only the basic Lifeskills courses are currently being offered in the morning in Hollister. There is interest for a third level class to be offered in the morning in Hollister and higher levels in the evening once large enough cohorts have been created.



Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

# F. Program and Resource Analysis

## Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

\* **Path:** [GavDATA](#)--> Program Review/ Equity--> F1. Faculty workload (FTEF) by Full-time/ Part-time-->Find Program

| Academic Year | Number of Full Time faculty | Number of Part Time faculty            | Faculty Workload* FT<br>PT            | Overall FTEF* |
|---------------|-----------------------------|--|---------------------------------------|---------------|
| Example       | 3                           | 7                                      | FT: 7.2 or 39.9%<br>PT: 10.4 or 57.6% | 8.63          |
| Fall 2019     | 2                           | 25                                     | FT:<br>PT:                            |               |
| 2018-19       | 4                           | Spring 2019 = 28<br><br>Fall 2018 = 27 | FT: 5.7 or 13.6%<br>PT: 35.9 or 86.4% | 41.5          |
| 2017-2018     | 4                           |  | FT: 5.1 or 14.7%<br>PT: 29.3 or 85.3% | 34.4          |

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

The two full-time faculty members do not currently have reassigned time, and some part-time faculty are working an overload. One full-time instructor has an overload of 4 units due to the need to teach a class that lost an instructor at the beginning of the semester.

Two ESL instructors are sharing the ESL Department Chair position to provide more support for credit and noncredit instructors under the new division of Continuing Education. The ESL Department is considering submitting an application for a full-time position given that two full-time positions were recently vacated due to retirement.

## Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

\* **Path:** [GavDATA](#)--> Program Review/ Equity--> F2. Enrollment Variables and Trends-->Find Program



| Year     | Total FTEF | Total FTES* | Productivity *(WSCH/FTEF) | Total Dept. Allocated Budget | Total Departmental Spending |
|----------|------------|-------------|---------------------------|------------------------------|-----------------------------|
| Ex: 1999 | 7.1        | 153         | 377                       | \$385,462                    | \$366,273                   |
| 2018-19  | 41.5       | 212         | 85                        | \$574,512                    | \$818,989                   |
| 2017-18  | 34.4       | 213         | 104                       | \$554,765                    | \$634,890                   |
| 2016-17  |            |             |                           | \$414,278                    | \$454,947                   |

Your Program Cost per FTES average is: \$3,863

College-wide Cost per FTES average is: \$7,203

Statewide Funding per FTES: \$3,727

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

The ESL Department's cost per FTES is not that much higher than the Statewide funding per FTES, only \$136 more. It is almost half of the college-wide average. The ESL Program is scheduling ESL Assessment/Orientation throughout the communities with the goal of enabling more students to attend its classes and raise its enrollment per section.

## Evaluation of Resource Allocations

4. 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.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

| Resource Allocated | Funding Source | Academic Year | Purpose of Funding                   | Result  |
|--------------------|----------------|---------------|--------------------------------------|---|
| Ex: \$10,000       | Equity         | 2017-18       | Purchase text for students in Math 5 | 83% of students turned homework in on time, an increase from 72% in 2016-17 |

|          |            |         |   |   |
|----------|------------|---------|---|---|
| \$47,162 | CAEP Grant | 2018-19 | Purchased textbooks for students from all levels of ESL, parking permits for level 3 - the bridge to main campus. | Students were better able to participate in class activities, complete homework, and study for tests. |
| \$1,500  | ESL Budget | 2018-19 | Classroom and teaching supplies.  | Equipped instructors to create a productive learning environment for students.                        |
| \$750    | ESL Budget | 2019-20 | Classroom and teaching supplies.  | Equipped instructors to create a productive learning environment for students.                        |

## Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) 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)?

The ESL Department is working with the English Department to provide support for second language learners taking English courses. There has been some discussion around creating an ESL 280 or ESL 1A course, as well as other ESL support options. The ESL Department is in the process of setting up an articulation agreement with the Morgan Hill Adult School so that students completing their last ESL course will not need to reassess to enter the Gavilan College ESL Program.



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

## Other Opportunities and Threats

6. 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, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

To comply with AB 705, in which ESL credit students must complete a transfer level English course within three years beginning in Fall 2020, the ESL Department has created an Accelerated ESL Program which would allow credit students to complete the ESL Program in four semesters and either repeat a course or take English 280 to prepare for English 1A. The ESL Department will be offering an accelerated and a non-accelerated option. Dual-listed courses will continue to be offered as well. The new accelerated ESL courses will have a more compressed format, a faster pace, and upgraded content. It will be a challenge to ensure that students from Lifeskills classes (level 1 and 2) are prepared for this curriculum and that we find consistent ways of supporting students in their tutoring needs.



**Consider addressing this in your Three-Year Program Plan at the end of this document.**

# G. Career Education Questions

## External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

N/A

## Employment

The following questions can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). **You will need to create an account before accessing [Launchboard](#).**

**Path:** Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

**Path:** Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

N/A

3. What percentage of students is attaining a living wage **(100 words or less)?**

**Path:** Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

N/A

# Appendix

## Optional 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. **All replies should consist of 100 words or less.**

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

The ESL Department has a mentor program for new credit 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 and workshops on AB 705 implementation, multiple measures, and acceleration. They attend RP Group, 3CSN, CAEP, and CATESOL conferences, a 3-day CAEP symposium at Gavilan College in May, and a winter CAEP professional development series also at Gavilan College.

Additional trainings include Mental Health First Aid, Building Equity in the Classroom, Trauma-Informed instruction, and @ONE courses.

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

- As more higher level courses are offered in the evenings and at the off-sites, there is an increasing need for ESL tutoring by qualified ESL tutors in the evenings at all sites and in the morning in Morgan Hill.
- Since two instructors retired in May of 2019 and as our ESL cohorts grow in the three communities, there is an increasing need to hire a full-time faculty member who could serve as a liaison between the credit and noncredit faculty. In addition, noncredit students now generate as much funding from the state as credit students do.

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

The Dean has made a concerted effort to recruit faculty from community members and representatives of organizations that serve equity populations, such as LULAC, Youth Alliance, Milpa, etc. The Dean regularly networks with community leaders who may be able to recruit non-traditional faculty. Moreover, the Dean screens new faculty on their commitment to serving Continuing Education's special populations. This screening helps him hire individuals who are sensitive to and knowledgeable about our populations. In addition, mentoring and collegial sharing among instructors in one subject area and/or level allows all instructors to discuss challenges and issues and suggest remedies.

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

# Review Process Feedback

1. 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

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**Program: ESL Department**

| <b>**Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review</b> |  |  |  |  |                                       |  |
|--|--|--|--|--|---------------------------------------|--|
| One Sentence   | Connection of Goal to Mission Statement, Strategic Plan and SAO results. Use one sentence for each item. | Proposed Activity to Achieve Goal<br>One Sentence  | Responsible<br><br>One Sentence  | amount requested.<br>If a collaboration, what % d from each partner?<br><br>If applicable, list each budget partner/ source separately   | Time to Completion<br><br>Month/ Year | How will you evaluate whether you achieved your goal?<br><br>Two sentence Limit                                  |
| Success Goal: Provide sustained instructor training for a successful pilot of new accelerated curriculum.                                      | Strategic Plan Goal #1 - Increase Achievement  | Planned ESL Department workshops to address different aspects of the acceleration for both Lifeskills and academic segments of the program.  | ESL Department and Continuing Ed.  | Pay for instructors to plan and attend the workshops   | Ongoing.                              | Assessment of training in Spring 2021.   |
| Success Goal: Increase ESL certificate completion by 5% in three years.  | Strategic Plan Goal #1 - Increase Achievement  | Provide materials and student support in the form of tutoring, mentoring, counseling, and student incentives.<br><br>Professional development for instructors.                                     | Continuing Ed - Noncredit counselor, ESL tutors, mentors, and ESL instructors.         | Sustained funding for instructional program specialist working as an ESL tutor.<br><br>Funding for materials and pay for tutors, mentors, and counselors. Funding for mentor training. Funding for professional development. | Ongoing.                              | We will compare the number of certificates that are petitioned for in the spring of each year to our base years. |
| LO Goal: Maintain up- to-date SLO and PLO assessment, especially as new ESL accelerated courses are piloted.                                   | Strategic Plan Goal #1 - Increase Achievement  | Assess new and modified courses as soon as they are offered, and deactivate courses that are no longer going to be offered.  | ESL instructors  | Stipends for SLO and PLO Assessment work.  | Ongoing.                              | By checking for completion of SLO Assessment on the SLO Assessment Reporting site.                               |
| Efficient & Beneficial Locations Goal: To increase enrollment in ESL classes in the morning and evening in Gilroy, Hollister, and Morgan Hill. | Strategic Plan Goal #1 - Increase Achievement and Strategic Plan Goal #4 - Improve Equity                | Marketing the new accelerated program, and training levels 1 and 2 instructors to better prepare students for transition into the upper levels. Provide support services to students at all sites. | Continuing Ed Division - Dean, mentors, counselor, assessment specialist, instructors. | Funding from Continuing Ed for marketing and pay for instructor training and professional development.   | Ongoing.                              | By comparing enrollment from Fall 2019 to Fall 2022.   |

|   |  |  |  |   |                           |   |
|---|--|--|--|---|---------------------------|---|
| <p>Integrated Planning Goal: Create a smooth transition for ESL students moving from Morgan Hill Adult to Gavilan College, and for ESL students transitioning from the ESL Program to other programs on campus.</p> | <p>Strategic Plan Goal #1 - Increase Achievement and Strategic Plan Goal #2 - Improve Efficiency</p> | <p>Continue articulation work with Morgan Hill Adult school and sustained collaboration with the English Department.</p> | <p>Morgan Hill Adult School Principal, ESL instructors, English instructors.</p> | <p>Stipends for workshop and CAEP symposium participation when there are sessions on these areas of interest.</p> | <p>Ongoing.</p>           | <p>Survey ESL students coming from Morgan Hill Adult School about their placement into the ESL Program, and survey ESL students about their experience transitioning to regular English courses. Compare success rates over the next three years.</p> |
| <p>Other Goal: To give beginning level ESL students the opportunity to complete a transferrable level English course within two years.</p>  | <p>Strategic Plan Goal #1 - Increase Achievement and Strategic Plan Goal #2 - Improve Efficiency</p> | <p>Pilot the new Accelerated ESL Program.</p>  | <p>ESL instructors</p>   | <p>Stipends for ESL instructors to meet to plan for implementation and to assess the new courses.</p>             | <p>Through Fall 2022.</p> | <p>Review data on ESL students' English 1A completion rate within three years for those students who start the ESL Program at level 3.</p>  |