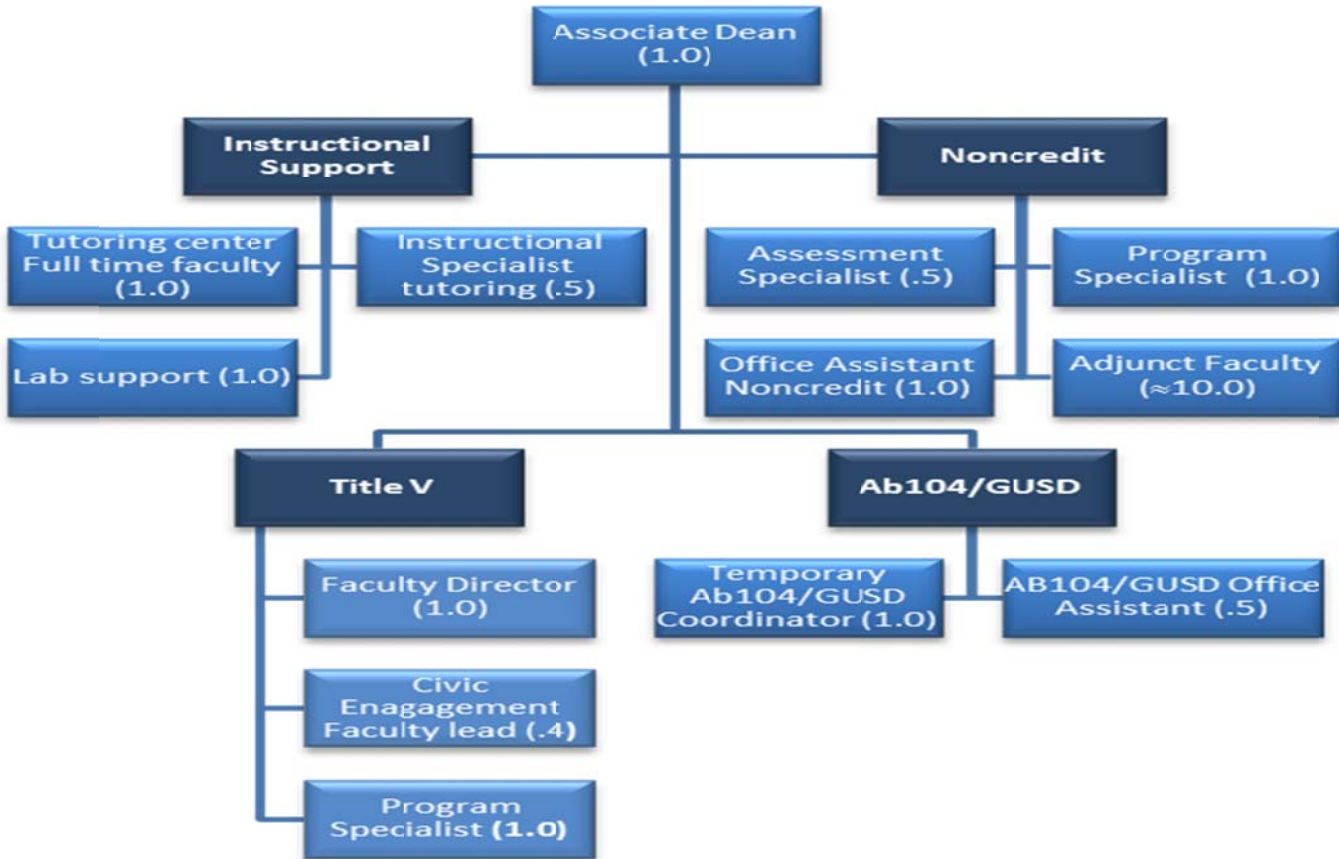


GAVILAN COLLEGE
INSTRUCTIONAL PROGRAM SELF STUDY

COMMUNITY DEVELOPMENT AND GRANTS MANAGEMENT

Program Review

- I. Provide an organizational breakdown of your program. Do not include individual's names, only position titles and FTE.



	Title	FTE
Administrator	1 Associate Dean, 1 Temporary Adult Education Block Grant/GUSD Contract coordinator	2.0
Faculty - FT	1 Tutoring, 2 Title V Faculty Directors (80/20%), 3 Title V Civic Engagement Leads (20/20/20%)	2.6
Faculty - PT	Fall 15: 30 Instructors at noncredit weekly load (25 hours = full load for noncredit instructors)	≈10.0
Professional Support Staff	1 Office assistant Noncredit, 1 Program Specialist Noncredit, .5 Assessment Specialist, .5 Office Assistant AB104, 1 Lab support, .5 Instructional Specialist, 1 Program Specialist Title V	6.5

Brief Introduction

The Community Development and Grants Management area is composed of three different program areas: Instructional Support (Tutoring and Computer Center), Noncredit Instruction, and AB104 and Gilroy Unified School District Adult Education contract. The new Title V grant was also added to the CDGM area in Fall 15.

II. Program Progress (What have you done since your last review)

A. What specific goals, curricula, program, and/or pedagogical modifications were made within the program to support college-level strategic initiatives and student success during the past three years (For example, scheduling changes, distance learning, ladder concepts, work-based learning strategies, internships, service learning, learning communities, technological enhancements, and other student centered learning pedagogies)?

Two major state initiatives have prompted important changes in the Community Development and Grants Management (CDGM) area. In 2013, the State legislature reinvigorated spending for adult education programming. As a part of the preparation for this funding infusion, adult education providers were charged with planning a collaborative and integrated system that helps students meet their education and training goals. For our service area, CDGM, led by Mary Ann Sanidad, coordinated this two year planning efforts. The planning process included community-based research, faculty discussion groups, and regular planning meetings with adult education partners. The culmination of this process was the establishment of the Gavilan Regional Adult and Career Education Services (GRACES) and a three year plan (See Appendix A: GRACES plan and summary below). The plan was approved in Fall 15 and includes spending on increased student support, increased course and program offerings, and increased collaboration on scheduling, marketing, and articulation.

Adult Education Block Grant Plan Development

- Consortium Plan objectives: 1). strategies to create seamless *pathways*; 2). *alignment and articulation*; 3). approaches proven to *accelerate* progress toward *academic and career goals*; 4). *professional development*; 5). plan to *leverage* existing regional structures for partners;
- Regular meetings among consortium members including: GUSD, MHUSD, SBHS, San Juan-Aromas adult education programs and representatives from Gavilan College program areas;
- Applied Survey Research: focus groups on community needs;
- Small, faculty-led work groups: High School Equivalency, High School Diploma, and ESL;

Accomplishments

- Establishment of Gavilan Regional Adult Education and Career Services (ACES) and receipt of state allocation of \$750,000 for 15/16;
- Completion of a three-year plan and one-year budget, along with governance policies;
- [ACES Website](http://aces.gavilan.edu) (<http://aces.gavilan.edu>);
- Three-day cross-disciplinary Curriculum Institute: Facilitated discussion and planning for contextualized career and academic pathways;
- Consortium curriculum cross-walk;

- ALLIES mini grant award which funded work on consortium process for intake, assessment, placement, and referrals.

Partnerships

- Vision Literacy (literacy classes)
- First 5 San Benito (child care provision)
- Community Education (development of new short term vocational certificates)
- San Benito County Corrections (transition center)
- San Benito High School (new ESL class and pre-apprenticeship location)
- El Pajaro (small business nonprofit for entrepreneurial class and small business support)
- Hollister Youth Alliance (Intergenerational site downtown)

Year 1 plans

- Create High School Diploma Program for GUSD;
- Develop Adult Basic Education (ABE) classes, workshops, and boot camps;
- Develop and implement contextualized vocational ESL curriculum;
- Increase course offerings, including short-term vocational and pre-apprenticeship, in addition to current program areas;
- Improve support services (counseling, disability services, child care) for off-campus consortium partners;
- Conduct joint professional development activities.

The plan includes the development of field-specific workplace ESL, short term vocational programs, additional counseling, and new partnerships with community-based agencies. While some activities, such as new marketing tools and a curriculum institute have been completed, most new efforts will begin in Spring 16. New marketing tools have included new flyers, new website, radio spots, and banners.

Other legislature-driven changes have included increasing the apportionment rate for particular noncredit classes and Student Success Support Plan (SSSP) requirements for noncredit. Most of the current noncredit courses are now eligible to receive noncredit enhanced apportionment, which means an increase of \$1,800/FTES. These courses have a higher standard of evaluation, which has prompted the use of an end-of-the-term integrated assessment. This integrated assessment includes reading, writing, speaking, and listening components, which combined with instructor input is being used to generate a progress indicator to students.

The increased funding amount and accountability associated with the Noncredit SSSP has allowed CDGM to hire an assessment specialist and pay for additional counseling hours. The future of this funding, though as on the credit side, will be tied to the provision and reporting of core services (orientation, assessment, education plan development, and follow up services).

Other changes in the past two years have included:

- *Improvements in communication and integration between credit and non-credit ESL with regular meetings and joint recruitment, assessment, and referrals;*
- *Improved curriculum consistency with the selection and use of common book and regular curriculum meetings;*

- *Comprehensive pre-term orientations across all regions for two consecutive weeks prior to the start of the term. Additionally, monthly small group and individual orientations are provided to students who start during the term;*
- *Implementation of comprehensive assessment and placement system so that all students are placed in the appropriate level and classes are leveled;*
- *Implementation of SLO assessment at the course level;*
- *Increased student support including counseling;*
- *Improvements in student assessment and advising to increase the likelihood that, if prepared and eligible, students move on to the next level course;*
- *Structured scheduling so students in each region have opportunities to move up to a higher level of ESL;*
- *Addition of 5 new sites;*
- *Increased marketing with more community-based advertising, an improved website, banners, social media, and personnel to reach a broader portion of the community;*
- *The hiring of new support staff on Noncredit and Adult Education sides including program specialist, two office assistants, assessment specialist and counselor.*

B. What results have you seen because of these modifications? (Include data if available.)

For the Adult Education Block Grant, the consortium, led by CDGM, completed its governance template, its plan, and annual budget and received its \$750, 000 allocation;

Increased enrollment and FTES, particularly in ESL courses from 40 (10/11) to 70 (14/15) FTES a 75% increase;

Updated courses and completed SLOs;

Improved relationship with the credit ESL department which is evidenced by joint scheduling and assessment processes;

Improved office procedures including decreased lost enrollment hours and personnel and business office errors declined. For example, in Fall 15 there was a reduction by 30% in the number of lost positive attendance hours due to instructors failing to properly enroll students in their classes;

Increase in the numbers of students who were pre-enrolled in the next level ESL class (approximately 50 students per term, where prior to Fall 15 there were 0);

Increase in the number of students who participated in orientation, placement, and educational planning. For example from Fall 15, 102 students participated in the pre-term orientations with another 97 participating in the monthly group orientations.

C. What methods does the program use to maintain the integrity of academic standards and achieve consistency within the discipline, particularly in regard to multiple section introductory classes?

Noncredit classes are subject to the Gavilan College and Chancellor's Office of system of curriculum review and approval. All noncredit courses have been reviewed and updated in compliance with the college's curriculum cycle;

Prior to Fall 14, there was not complete consistency across several noncredit course groups. In Fall 14, instructors from each of the course areas met and identified a common book choice and curriculum outline. As of Spring 15, all courses used a common book and curriculum outline; Another subcommittee of faculty have been meeting to discuss and plan a common assessment across course levels. The common final was piloted in Spring 15, and has been used ever since. The common final allows instructors and students to better understand, review, and communicate individual, class, and program progress;

Instructors from each program area are also given the opportunity to meet each term to discuss instructional matters;

Additionally, the Dean of the area reviews instructors' adherence to the curriculum as a part of the cycle of instructor evaluations.

D. What are the program's methods for evaluating and modifying the contents of course offerings? Please provide examples of the result of this process.

Noncredit classes are subject to the Gavilan College and Chancellor's Office of system of curriculum review and approval. All noncredit courses have been reviewed and updated in compliance with the college's curriculum cycle.

As detailed above, a new process for assessing student progress across courses has been implemented. Each term the assessment is completed and reviewed by instructors. Instructors are provided an opportunity prior to each term to discuss the findings and discuss any curriculum, pedagogical, and program modifications needed.

One example of modification that was prompted by these discussions was a restructuring of the final assessment process for Fall 15. The process was modified to provide an opportunity for instructors to have individual discussions with each student on their progress and readiness for the subsequent level course.

Additionally, ad hoc faculty discussion groups have been formed around different instructional issues. For example, the High School Equivalency preparation instructors met in Fall 15 to discuss what supplemental materials to make available to students. Their meetings resulted in the purchasing of additional materials for instructors and students.

E. What staff development efforts has your program undertaken?

Staff participate in two departmental meetings each term where they are provided information about any changes in noncredit processes and plans for the term. Over the past two years, noncredit faculty have also participated in trainings and workgroups on curriculum development, assessment administration, SLO assessment, and Adult Education Consortium planning.

Additionally, each term noncredit faculty come together to share favorite lessons. More recently, credit ESL instructors have joined their noncredit colleagues in these sharing sessions. Noncredit faculty have also been regularly invited to participate in campus-based trainings and workshops. Lastly, some faculty have been able to attend regional conferences on assessment, immigration services, and incarcerated education.

- F. Is the program currently articulated with regional four-year colleges and universities and district high schools? Does your program currently have an AA-T or AS-T? If not, what are the plans to develop one?

The program is articulated with other adult education providers in our service area and with the credit ESL courses. This articulation is a particular area of emphasis of the Adult Education Block Grant.

There are not currently AA/AS-Ts and there are no plans to offer any. The noncredit area can only offer certificates. There are plans to offer new vocational ESL and short-term vocational certificates. Curriculum development is currently under way.

- G. If applicable, how does the program meet all local, state, and federal requirements, including professional, or trades and industry organizations?

N/A

- G. How has your program collected information and responded to the needs of the community/field (e.g. advisory council, needs assessment)?

The GRACES board serves an important role for both Noncredit and Adult Education program areas. As a part of the AB86/Adult Education Block grant planning, a comprehensive needs assessment was conducted to inform our regional consortium. CDBG led a research effort which included demographic and labor market review, community-based focus groups, gap analysis, faulty led discussion groups, and regular planning meetings. An outside firm was contracted to conduct a series of focus groups with student populations throughout our service area. The resulting report along with additional data and information was presented to the GRACES board for discussion, planning, and budgeting. The GRACES board meets regularly to conduct business and to develop annual plans.

- I. How does the program serve the needs of populations identified as under-served, under-performing or low income in the Equity Plan?

The mission of the Noncredit and Adult Education program areas is to reach into under-served communities to provide services. As such, the populations we serve are older, lower income, more minority than the overall Gavilan College student population. CDBG has connected with other organizations such as schools, nonprofits, churches, and libraries to locate our services so that they are readily accessible to under-represented populations. This is the primary reason our program has so many community-based locations. Having accessible and welcoming locations and classes, encourages students who are typically unlikely to access Gavilan College main campus services. Each term our faculty are reminded that accessibility is a part of the goals of our program and that they set the tone for our college.

CDGM understands that our student populations face many obstacles that are barriers to them successfully reaching their academic, professional, and life goals. We have worked to provide information and support to help address these barriers. Different funding sources have allowed CDGM to purchase book sets for all of our classes and to prepay High School Equivalency assessment costs. Some students in select courses will also be provided book vouchers, gas cards, and parking permits. The program has also compiled a list of resources that are particularly tailored to immigrant and English Language Learner populations. Our trained counselors provide this information to students who need referrals.

CDGM is working towards providing more comprehensive student support services, including disability services and tutoring, to our students.

III. Program Data

Provide appropriate analysis for the following sections based on data acquired from the Office of Institutional Research.

A. Basic description of program (**See Appendix B for more complete data**)

1. Enrollment and FTES

i. Enrollment by top code and course over time (4 years)

Enrollment						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Allied Health	1,552	1,027	1,060	1,143	941	1,187
Art	248	150	0	0	0	0
CSIS	242	166	0	0	48	101
ENGL	647	569	520	522	642	586
ESL	1,958	1,386	1,675	1,516	1,590	1,830
GUID	2,020	2,919	2,542	1,959	1,067	1,610
HUM	314	282	201	283	0	0
LIB	3,938	7,981	6,954	7,852	7,432	8,827
Music	251	205	108	53	0	0
PE	627	210	0	0	0	0
Total	11,797	14,895	13,060	13,328	11,720	14,141

ii. FTES by top code over time (4 years)

FTES						
	2009-2010	2010-2011	2011-2012	2010-2013	2013-2014	2014-2015
Allied Health	71.44	58.26	66.65	64.78	33.61	39.12
Art	9.27	6.6	0	0	0	0
CSIS	6.23	4.41	0	0	0.17	0.31
ENGL	14	12	16.23	23.5	34.25	21.08
ESL	90.93	59.09	73.26	64.91	77.02	86.58
GUID	74.02	138.93	80.02	52.61	39.52	31.27
HUM	20.48	20.81	15.46	24.05	0	0
LIB	19.25	21.55	10.15	16.76	14.31	17.43
Music	10.44	10.22	7.28	3.54	0	0
PE	16.49	9.94	0	0	0	0
Total	332.55	341.81	269.05	250.15	198.88	195.79

Sections						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Allied Health	37	34	41	32	43	42
Art	10	6	0	0	0	0
CSIS	9	6	1	0	2	2
ENGL	18	16	9	11	11	8
ESL	55	43	49	45	45	50
GUID	18	45	69	56	75	92
HUM	6	4	2	2	0	0
LIB	25	44	47	39	45	39
Music	9	7	4	2	0	0
PE	20	7	0	0	0	0
Total	207	212	222	187	221	233

Avg. FTES/FTEF						
	2009-2010	2010-2011	2011-2012	2010-2013	2013-2014	2014-2015
Allied Health	206.7	83.9	256.6	254.7	125.3	209.5
Art	231.8	275.1	0	0	0	0
CSIS	154.4	117.7	0	0	38.7	35.7
ENGL	20	60.7	195.2	172.5	256	225.8
ESL	125.3	105.1	158.9	142.1	155.9	153.5
GUID	0	0	26.1	9.6	34.4	7
HUM	853.4	1300.7	0	0	0	0
LIB	89.2	193.4	31.2	56.4	163.3	149.4
Music	50.2	42.6	0	0	0	0
PE	639.6	1065.2	0	0	0	0
Average Total	263.40	360.49	133.60	105.88	146.98	149.04

iii. Current enrollment by term last available census

Below is data from 14/15 supplied by the OIR

Headcount (unique per term)	Sections	Enrollment	Enrl / Section	FTEF	FTES	WSCH / FTEF
6,271	83	11,407	137	27.9	150.1	166

2. Student Outcomes

- i. Success rate by top code and course and year (4 years).

Currently, Noncredit courses do not have any marker of success so these metrics are not applicable.

- ii. Retention rate by top code and course and year (4 years). (See Appendix B)

- iii. Number of majors by year (4 years). **N/A**

- iv. Number of degrees and certificates by top code and year (4 years).

These certificates are newly established and as yet have not been awarded. Spring 16 will be the first term that students will be eligible to receive a certificate.

3. Staffing Data

- i. Faculty Headcount (by contract and hourly) (past 4 years) (See Appendix B)

Retention						
	2009-2010	2010-2011	2011-2012	2010-2013	2013-2014	2014-2015
Allied Health	293.60%	346.30%	155.20%	218.60%	143.40%	129.20%
Art	270.10%	196.60%	0.00%	0.00%	0.00%	0.00%
CSIS	242.00%	121.50%	0.00%	0.00%	0.00%	0.00%
ENGL	267.40%	141.80%	132.70%	156.80%	183.40%	232.50%
ESL	226.70%	280.00%	133.10%	174.00%	150.50%	164.30%
GUID	100.00%	N/A	413.20%	231.50%	137.80%	132.50%
HUM	130.80%	120.60%	101.50%	104.40%	0.00%	0.00%
LIB	98.70%	107.70%	100.00%	98.70%	98.90%	98.60%
Music	197.50%	227.30%	104.20%	100.00%	0.00%	0.00%
PE	270.60%	208.90%	0.00%	0.00%	0.00%	0.00%
Total	2097.40%	N/A	1139.90%	1084.00%	714.00%	757.10%

- ii. Faculty productivity (Weekly Student Contact Hours [WSCH] divided by Full Time Equivalent Faculty [FTEF]) (past 4 years) (See Appendix B)

- iii. Current ethnic and gender distribution of faculty

The instructional support area is the only area with a full time faculty and the instructor is Hispanic and male.

- iv. Contract overload by year (past 4 years)

N/A

- v. Program Release Time (past 4 years)

N/A

- vi. Classified Staff who contribute to the instructional program, e.g., Instructional Assistant, lab supervisor (past 4 years)

As noted above, CDGM has 6.5 FTE of support staff split by 4 program areas.

- vii. Student Assistants (tutors, Cal/WORKs, Work Study, etc.) (past 4 years)

Each semester CDGM is a placement site for work study students.

B. Provide comments on any salient data above.

- *The FTES overall for the CDGM has decreased in some areas over the past years. Part of this decline is due to closure of the older adult area of instruction. The state shifted the eligible noncredit instructional areas eliminating older adult programming. As such, the college eliminated this area which had significant enrollment and FTES.*
- *Increases in FTES for ESL is likely due to the increase in community-based outreach.*
- *The lack of certificates is due to these being newly established. Moreover, CDGM was not organized around moving students through the course sequence and the achievement of certificates.*
- *Retention can be used to better understand how many students are added after the first census deadline. For example for 14/15 in the ESL area, 843 students were enrolled at first census and by the end of the term 1,307 students were enrolled in the class. So, 35% of the students in the ESL area added after first census.*
- *There are several data issues that need further exploration. For example, for the English Basic skills support classes, 100% of the students were reported as non-basic skills. Also, from several of the reports there are a high proportion of unknown ethnicity students. When the Office of Institutional Research is fully staffed, our program will further examine the data.*
- *Other changes also need further exploration such as the decline in the Citizenship enrollment, the large increase in GED Preparation enrollment in 13/14, and the large fluctuation in the Job Preparation area.*

C. Budgetary allocations over the past 3 years (4-5-6's and 1-2-3's if applicable). See sample below.

Account Title	12/13	13/14	14/15
Books	38.54	0	0
Instructional Supplies	58.45	0	33.35
Office Supplies	723.56	0	843.55
Meeting Expenses	120.07	0	0
Food	0	0	86.54
Consultants	0	250.39	
Printing	29	0	181.92
Mileage	1260.79	686.42	109.4
Rents & Leases	3601	2751	3001
Repairs & Maintenance	546.57	370.52	505.67
Fixed Assets to \$5000	0	0	0
Total	6339.44	4058.33	4761.43

D. Provide an overview of how budget allocations have changed over the past three to five years.

The CDGM general fund budget has been approximately the same for the past three fiscal years. The noncredit SSSP amounts have increased to \$100K and the additional adult education block grant funding has dramatically increased to \$750K per year.

E. What were the results of any significant additional budget or resource allocations/reductions over the past three to five years?

With the addition of approximately \$50K per year for student support, nearly 80% of new students have been assessed with the ESL or High School Equivalency assessments. Approximately, 80% of all new students participated in the noncredit orientation. (This figure is based on an estimate and will be verified by a data matching process that needs Institutional Research Office support). Support staff and faculty have also been able to attend several trainings which has enhanced their understanding of placement and other noncredit student support models.

With the increase in Adult Education Block grant monies, seven new classes have been offered at five new sites. Additional support services are now available including book vouchers and child care have been made available to some students.

IV. Trends Affecting your Program (Data-Driven)

A. Briefly describe your program's strengths and challenges (utilize data to support your contentions).

Program Strengths:

Caring and committed faculty and staff: Faculty typically receive extremely high evaluation ratings from students. Moreover, with noncredit classes students are not required to attend so highly enrolled classes reflect on the quality of educational experience. Faculty and staff have developed and implemented many changes during the past two years which suggests a openness and adaptability that is crucial during this dynamic time for the program. CDGM has been able to hire four staff during the past two years which has allowed us to target and hire staff who have the skills and characteristics to support the program during this time of change.

Infusion of new monies: SSSP Noncredit increased by \$50K per fiscal year and the Adult Education Block grant consortium amount is \$750K per year. CDGM is also partner in the implementation of the Equity Plan (\$525K/year) and the new Title V (\$525/year). These monies allow for increased level of offerings and student support for noncredit and adult education students.

Community partnerships: Partners provide important connections to the community and settings for increased access particularly for under-represented students. Currently, the CDGM has partnerships with seventeen organizations, with classes located at 16 different sites.

Improved coordination with credit ESL program: As of Fall 15, CDGM is coordinating its orientation, schedule development, and curriculum development with the credit ESL program. We are building a seamless pathway for students.

Development and implementation of student support systems: Counseling assistance has provided the opportunity for more of our students to better plan their transitions and academic pathway.

Students: Many of the students who access our classes face and have faced a series of tremendous challenges in their lives. Many of these students are entering our classes after years of being out of formal schooling. Many have had very little formal education to begin with and starting the

educational process can be very daunting for these students. Nevertheless, our students are courageously starting and continuing their educational journey and are important partners in the development of our programming.

Program Challenges:

Developing and maintaining data systems: Both the SSSP Noncredit and the AEBG require new systems of collecting, managing, and reporting data that the program does not yet have. For example, the new SSSP MIS data table will include noncredit items that will need to be populated with data. As such, we need to upload this data into banner so that this data can be submitted to the

Managing all new projects With the implementation of the Adult Education Block Grant there are a series of new initiatives that will need coordination. For example, there is a new partnership with the San Benito County Corrections Collaborative which is opening a new inmate transition center in San Benito County. All these new collaborations need oversight and management. For example, managing the budget, scheduling the activities, meeting with collaborators and supervising employees.

Decrease in immigration and changing demographics. A 2015 study by the Pew Hispanic center found that the trend for decreased Mexican immigration has continued. According to this report, 778,000 more Mexican immigrants left the United States than came. The area is also undergoing increased development and the cost of living is rising pushing out lower income populations.

Student progression: Movement of students through the ESL course sequence from community-based sites to main campus. It has been challenging to get students to move from their community-based ESL class setting to the on-campus courses. Students tend to get comfortable with the location, their peers, and the instructor making it difficult for them to move on to the main campus located courses.

Student barriers to successful transition: Noncredit students typically face many barriers to successful completion of academic outcomes. For example, a bulk of noncredit ESL students are immigrants adjusting to the culture, while usually surviving on a low income.

Reporting for SSSP and AEBG outcomes. Both SSSP and AEBG funding will require reporting of students' receipt of services and educational and professional progress. Developing and establishing a system for collecting, storing, and reporting data will take considerable work by CDBG and the college's MIS department and will be piloted during the 16/17 academic year.

Marketing to increase enrollment. Marketing to under-represented students presents particular challenges. Since courses need to fill each term, CDGM is in a constant mode of outreach and recruitment.

Instructor turnover and lower pay scale of noncredit instructors. Noncredit instructors are paid on a different and considerably lower pay scale compared to part time credit instructors. This lower pay scale has led to losing some instructors to other college programs or to credit courses.

Implementation of a grading system. With the onset of enhanced noncredit courses, the CCCCO has stated that these courses will need to have some indicator of student progress or lack of progress. Currently, noncredit courses have not been organized around providing a grade, but our division has begun work to move towards providing a progress indicator for reporting and for students to understand if they are ready for the next level of course. For example, instructors have begun to use a progress indicator of "ready to progress", "making progress", or "no progress" based on final exam scores and instructor feedback.

Continuance of funding: While currently the state government is flush with revenue and categorical programs such as SSSP and AEBG are fully funded, there is always a possibility that state revenue will plunge and that different initiatives will lose funding. In developing new initiatives, CDGM will have to work to structure implementation so scaling back is feasible.

Lack of full time anchoring in counseling and instructional areas. With over 30 part time instructors and over 100 courses scheduled each term, the noncredit area does not have any full time faculty to anchor the area. This makes scheduling, updating curriculum, and the development of student support systems difficult to manage for the area Associate Dean and his support staff.

Added instructional support and Title V areas: The addition of the new Title V and Instructional support areas require additional time and responsibility, which takes the Associate Dean and his staff from the dynamic noncredit and adult education areas.

Managing and monitoring the distribution of AEBG monies. Gavilan College is the fiscal agent for our region's AEBG monies. As such, our college and in particular CDBG has to manage and monitor the distribution of these funds to consortium partners.

- B. Provide a brief review of the past three Program Plans and any emerging themes identified in them.
- **Improved coordination with the credit ESL program.** When the current Associate Dean filled the position, there was a lack of communication and joint planning with the credit ESL program as exemplified by two unlinked assessment processes.
 - **Improvement of office operation.** As the Community Development and Grants management division has evolved and the complexity, procedural mistakes were being made. Our office staff has been working hard to correct mistake and develop effective office procedures.
 - **Additional student support services including a full time counselor position.** In the support services area, the full time counselor is the only position that remains unfilled. While the position personnel request was signed and the position was approved by the budget committee, it was pulled after being posted by the president in reaction to some concerns that were expressed to him. Below is the rationale for the position:

As a part a part of the Adult Education Block Grant (AEBG), there is one permanent full-time position, that of a full time noncredit counselor.

The position is based on close to two years of AB86 mandated planning. The planning involved a gap analysis, community-based research, hours of faculty discussion groups, and a series of consortium meetings and planning documents. The top priority across the consortium was higher levels of counseling support.

The college-led consortium received \$750K allocation, this is the only permanent full-time position in the consortium budget.

Noncredit numbers for 14/15:

- 14,141 enrollment total, 5311 of those enrollments are in person.
- 1,112 student headcount in community-based courses.
- 233 sections

- 195.79 FTES
- No anchor for the division/department.
- There were 778 new students
- A total of 884 just ESL students
- 4,100 non-Library support classes enrollments.

* With the infusion of Adult Education Block Grant monies, the enrollment numbers will likely increase this academic year and beyond.

Why a need for counselor? The outcomes for AEBG are increase service and improve outcomes, which mostly are transitioning students from adult education to noncredit to credit. Noncredit students typically have very little educational background and need intensive assistance and support to overcome educational barriers. Not unlike the other categorical programs, noncredit counselors need to support students beyond just educational planning. Additionally, without counseling the program will not be able to generate the contacts and plans in order to receive noncredit SSSP funding.

What classification is the position? This is a full time counseling position.

What is the cost (all paid by the AEBG)? For a full academic year, the cost is \$69,831 plus \$20,940 totaling \$90,771

Where will the position will be housed? This is a mobile position, the counselor will move from site-to-site to provide student support. There is an identified swing office space at the Community Development office.

Why not multiple part time positions? For the past two years, the Associate Dean has been trying to fill a part-time counseling positions with the right fit. Our counselors need to be Spanish speaking and have great skill in working with immigrants. They currently receive a lesser per hour hourly wage then credit counselors. As we further develop the student support systems, we need a full-time professional to guide this work. Lastly, much training goes into education a counselor on all the nuances of residency and eligibility, training and losing a part-time faculty will be devastating to the support we provide our students.

Why serve students in noncredit community-based programs? We are receiving money to serve noncredit student by the state. Our mission does not say serve only those students who speak English, who come up to the college, who have a high school diploma. We serve sectors of the community that historically will not access our college's services.

- C. If not mentioned above, what are some of the needs or challenges facing your program (include support and documentation for your contentions)?

V. Program/Student Learning Outcomes

- A. Complete the program/student learning outcome matrix for your program(s). Complete separate matrices for each Chancellor's approved Degree or Certificate. If assessments have not been completed, provide an update of your program's work to assess your program-level student learning outcomes.

Noncredit certificates have been newly established. The results below are for the top courses in the course sequences. Further SLO work needs to conduct more targeted assessment and also review summative outcomes such as High School Equivalency test completion and enrollment and success in credit courses.

Life Skills ESL Certificate:

Program/Student Learning Outcomes	Assessment / Measurement	Result	Use of Results
Request very basic services within the context of the life skills topics covered.	Small/large group discussion, pair activities, oral interviews	75% successfully responded to basic greetings and phrases.	Current in class materials and discussions useful. No modifications in this area.
Pronounce and spell the names of objects, people, places and activities within the context of the lifeskills topics covered.	Provide personal information upon oral or written request.	Small/large group discussion, pair activities, oral interviews, written work	75% successfully provided personal information orally and 72% in written format
Request very basic services within the context of the life skills topics covered	Request very basic services within the context of the life skills topics covered.	Small/large group discussion, pair activities, oral interviews, written work	83% successfully used appropriate vocabulary/grammar in responding to life skills needs.
Pronounce and spell the names of objects, people, places and activities within the context of the lifeskills topics covered.	Pronounce and spell the names of objects, people, places and activities within the context of the life skills topics covered.	Small/large group discussion, pair activities, oral interviews, written work	72% successfully responded in written format and 75% orally
Use subject, object and demonstrative pronouns, possessive adjectives, the structures can and have to, simple nouns, basic prepositions, adjectives, frequency adverbs and the interrogatives: when, where, why, how, who, whose and what.	Use subject, object and demonstrative pronouns, possessive adjectives, simple nouns, basic prepositions, adjectives, and the interrogatives: when, where, why, how, who, whose and what.	Small/large group discussion, pair activities, oral interviews, written work	83% successfully responded to life skills based grammar related questions and answers.

Use subject, object and demonstrative pronouns, possessive adjectives, the structures can and have to, simple nouns, basic prepositions, adjectives, frequency adverbs and the interrogatives: when, where, why, how, who, whose and what.	Ask and answer, in speech or print, yes-no and information questions with the BE verb and other verbs in the simple present and present continuous tenses, within the context of the life-skills topics covered.	Small/large group discussion, pair activities, oral interviews, written work	75% successfully responded orally to these types of questions and answers. 72% successfully responded in written form
Make simple present and present continuous affirmative and negative oral and written statements within the context of the life-skills topics covered.	Make simple present and present continuous affirmative and negative oral and written statements within the context of the life-skills topics covered.	Small/large group discussion, pair activities, oral interviews, written work	75% successfully responded orally. 72% successfully responded in written form
Read very simple paragraphs and do very simple guided writing exercises using the vocabulary related to the life-skills topics covered.	Read very simple paragraphs and do very simple guided writing exercises using the vocabulary related to the life-skills topics covered.	Small/large group discussion, pair activities, written work	83% successfully responded to readings. 72% successfully responded in written form

Vocational ESL Certificate:

Program/Student Learning Outcomes	Assessment / Measurement	Result	Use of Results
Apply vocational vocabulary in written and spoken communication.	Students will demonstrate successful acquisition of vocational vocabulary on lesson with respect to money and banking by passing a test with 70% or above.	Of the 17 that took the test all students passed with 70% or better.	Adding a writing assignment to the test to would make it more challenging for some of the students who scored 100%.
Demonstrate cooperative work strategies.	Students will demonstrate cooperative learning strategies by completing a graphic organizer on the future tense with questions and information about their classmates.	Students completed the graphic organizer with 100% participation and the instructor asked which future activity was the most/least interesting. Students reported information to the whole class and the teacher.	This activity was very successful. Students were motivated to understand and use the future tense based on their own experiences. This activity would be used in future classes. Since the students worked in groups each student contributed in filling out the graphic organizer. Adding a rubric and assigning specific roles to the task would

			help the teacher and the students evaluate quality of participation.
Demonstrate sociability in communication with customers.	Students will demonstrate sociability in communication with customers by doing pair work and a role play activity about paying for something at a store. One of the students will be the customer and the other the cashier or salesperson.	Students wrote and practiced paying at a store through partner-created dialogues. They presented this information in front of the class with 100% participation.	Pairing learners depending on levels might produce better results. Writing the dialogues prior to reciting them did help students. Adding a rubric for quality of participation or writing would help the students and the teacher evaluate the quality of their participation.

GED preparation Certificate:

Program/Student Learning Outcomes	Assessment / Measurement	Result	Use of Results
Students will demonstrate proficiency in successfully completing the five GED Exam areas activities with passing scores: Language Arts Writing, Social Studies, Science, Language Arts Reading and Mathematics.	Steck-Vaughn's Official Practice Test system is implemented, there are a series of 6 test versions. Minimum passing score of 410 must be met or exceeded per subject area to count as mastery.	Students who challenge and exceed or achieve 410 and above at least 3 times are encouraged to register for the official exam.	Test data are collected and students use data to improve their skills. A correlations book is available to help with this process
Students will develop an individual study plan that incorporates study tips and test-taking strategies to assist them in successfully completing the five GED	Test Errors are compiled and identified based on missed skill sets. Students are given the assessment results.		Results are listed, studied and reviewed. Then students are asked to take the next series of assessment to measure mastery.
	Students will operate the computer with basic instruction in order to use the CD-Rom for their practice exams.	Students demonstrate mastery of computer use by logging in, accessing the internet, and finding various learning tools on the internet	Students must be able to access the internet, find web sites and enter directions in the address bar.

	<p>Students will recognize and identify the four types of questions</p> <p>involving comprehension, application, analysis and evaluation used</p> <p>throughout the GED Exam.</p>	<p>Students will be assessed in multiple choice format. Students must be able to identify errors in language arts text, identify inference and deductive reasoning problems during tests. Math exam includes one part in computation, and part II in Problem solving - math reasoning</p>	<p>When students demonstrate mastery of problem solving beyond 410 per subject, they will be able to take the official GED exam.</p>
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C. What percentage of course-level student outcomes has your program assessed?

100% of courses and programs have assessed outcomes. There is more work needed to make this process more meaningful and rigorous.

VI. Program Plan/Budget Requests

A. List goals and objectives for the next three to five years that will address the needs and trends identified above and in your course and program level SLO assessment results.

Goals

1. *Expand access to Gavilan College by increasing opportunities for under-served students to access instructional programming.*
2. *Improve the academic, training, life skills, and professional success of students participating in the adult education and noncredit program areas.*
3. *Provide instructional and student support that addresses the issues facing noncredit students in a way that works with the life circumstances and culture of students.*
4. *Provide staff and administrator support with high levels of professionalism and customer service.*
5. *Develop partnership within the community we serve that provide further access and educational opportunities for our students and further the role and image of the college in the community.*

B. Provide your current Program Plan (required) which should include these goals and objectives. **See Appendix C**

VII. Self Study Summary

Use data provided in this report as well as previous program plans to complete the Self Study Summary. Please provide a narrative summary, which should include an overall description of the program, a summary of the program's progress, a summary of and trends facing the program, and the program's plans for the future (2 page limit).

The program summary will include the following elements:

- A description of the program and the services;

The Community Development and Grants Management program is the organizational home of four different areas: Noncredit Instruction, Adult Education Consortium and Block Grant, Instructional Support Programs (Tutoring and Computer Centers) and the new Title V which includes the learning commons, acceleration, and civic engagement. The current submission primarily reviews the Noncredit and Adult Education instructional areas.

The Noncredit program serves approximately 4100 non-Library-support-class enrollments per year and covers five primary areas of instruction: ESL and Citizenship, High School Equivalency Preparation, Adult Basic Skills/Basic Skills Support, and Job Preparation and Training. Classes are currently all open access and free to all students. Most classes are located, in 16 community locations that are accessible particularly for under-represented students.

Since the last review period, there have been a series of developments that have increased enrollment and enhanced student success and support. For example, the credit and noncredit ESL programs have worked together to jointly recruit, assess, and plan schedules. The noncredit area has improved the course and curriculum consistency and has developed a robust assessment process. CDGM has also dramatically increased its support services with the systematic and comprehensive orientation and assessment and placement. Counseling support hours have also been increased and an educational planning system has been piloted. CDGM has also developed new partnerships and sites including PA Walsh in Morgan Hill, Glenview in Gilroy, Dual Language Academy in Hollister, and San Juan School in San Juan Bautista.

Additional resources have become available since the last review. The amount of the Student Success Support Plan allocation for the noncredit area has doubled over the past three fiscal years. This increase has allowed CDGM to develop and provide more systematic and comprehensive support services.

CDGM has led the development and implementation of the Gavilan Regional Adult Career and Education Services consortium and the resulting new partnerships and initiatives. The establishment of the consortium has allowed the college to access the Adult Education Block Grant monies. These monies are funding additional educational opportunities throughout our service area, the development of new courses and programs, and additional support for student transitions. For example, a three-day curriculum planning institute was conducted which brought together representatives from partner agencies to map out the direction for joint curriculum development.

There are some important trends affecting the program they include: managing new monies and initiatives, no full time faculty in noncredit area, the need to develop and comprehensively provide student support services, need to develop MIS systems for tracking and reporting on the provision of student support services, and implementation of a student progress indicator system. It also is a ongoing challenge to hire and retain qualified and effective noncredit instructors, particularly when these instructors can often make more teaching at another college or even on the credit side of our own college.

Students, particularly noncredit students, face academic and life issues that prevent them from progressing. Since student progression is an outcome for several sources of funding, determining effective ways to support students in working through obstacles to progress remains a challenge. As detailed in the body of this submission, immigration, especially from Mexico, is decreasing annually as has the number of agricultural businesses that have traditionally drawn immigrants to our service area. Recruiting and retaining students particularly in the ESL program will increasingly affect the division.

Another trend facing Community Development and Grants Management is the addition of other areas of responsibility assigned to the Associate Dean. These areas include Instructional Support, Adult Education Block Grant, and the Title V grant, which includes effort in the areas of civic engagement, acceleration, distance education, and directed learning activities and learning commons. During this dynamic time, additional areas of responsibility invariably take time and energy to properly manage. As the noncredit program develops, staff and administrators will likely struggle to thoughtfully and effectively manage new and existing efforts.

The following are the overall goals of the CDGM area:

- *Expand access to Gavilan College by increasing opportunities for under-served students to utilize instructional programming.*
- *Improve the academic, training, life skills, and professional success of students participating in the adult education and noncredit program areas.*
- *Provide instructional and student support that addresses the issues facing noncredit students in a way that works with the life circumstances and culture of students.*
- *Provide staff and administrator support with high levels of professionalism and customer service.*
- *Develop and manage partnerships within the community we serve that provide further access and educational opportunities for our students and further the role and image of the college in the community.*

This is a unique and dynamic time for CDGM with both increased funding and increased performance monitoring. The CDGM team though has shown great adaptability and diligence and will continue to work together to serve the needs of all of our community members.

Appendix A: Adult Education Block Grant Plan

AB104 Adult Education Block Grant -

Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

	13-328-18

Gavilan Regional Adult Career and Education Services
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1.1 Consortium Planning Grant Number:

1.2 Consortium Name:

Mary Ann Sanidad

1.3 Primary Contact Name:

msanidad@gavilan.edu

1.4 Primary Contact Email:

Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

Gavilan Regional Adult and Career Education Services (ACES) seeks, first and foremost, to become completely aligned and work as one using as similar intake/enrollment, assessment/placement procedures, course levels and labeling as possible, and knowing each program and its classes well so as to be able to make appropriate cross referrals. It is the intention of the consortium to expand curriculum and services in order to meet the gaps in the community.

Several key personnel will be hired at the outset: One fulltime and two part-time itinerant counselors will work morning and evening in each of the nearly twenty sites to give workshops and meet with students to disseminate information about the pathways, exploration of interests, and to provide individualized educational plans. Each program will hire its own bilingual peer advisors to provide

information on classes and resources/services and will also serve as outreach in the community. A Learning Disabilities specialist will assess, diagnose, and make educational plans to advocate for and support learning disabled students.

Best practices will be encouraged by use of joint professional development opportunities, furthering the sense of community and shared purpose and goals among consortium members. This work will lead to the development of new programs to provide balanced access to classes and services. Furthering the work begun during a recent Curriculum Institute, ACES proposes to write and offer contextualized, CTE-based ESL curriculum in order to 1) offer a pathway for those who are not academically bound and 2) to prepare students for the workplace by simultaneously developing their language skills and building their vocational skills. Additionally, Adult Basic Education classes will be developed and offered in order to support the math and English skills of those desiring to pursue GEDs and High School Diplomas. The consortium will also create a second High School Diploma program within the region. Curriculum for a set of short-term Business courses will prepare students for office work.

As new curriculum and programs begin to solidify, expansion of format will occur; efforts will be made to add online instruction and services to create increased access to technology-enhanced education.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

The needs of the community have not changed significantly, nor has the level of programs and services, since the March 1 report.

2.2a Objective #1: An updated evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

There have been no changes in levels or types of programs in the region.

2.2b Objective #2: *An updated evaluation of current needs for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).*

This should provide an updated overview (if applicable) of the consortium's region including:

- *Analysis/description of local regional economy*
- *Additional analysis utilizing other data*

There have been no changes in levels or types of programs in the region.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a *Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)*

Currently, no courses for adults/older adults seeking education and workforce services are planned, but ACES will research the needs in the community and will reconsider if appropriate.

2.3b *Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)*

The region currently only has two apprenticeship programs; these programs already provide contextualization within their courses. Within the next year, ACES will reach out to see if students in these programs are interested in pursuing GEDs or High School Diplomas.

2.3c *Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)*

There is no current need within the community due to the direction that has already been taken with adults.

2.3d *Collection and availability of data. (REQUIRED)*

ACES is currently in discussion with CASAS for use of their TOPSpro Enterprise (TE) system, which will link the consortium districts' student data and enable a view of aggregated student outcomes; CASAS is currently exploring the establishment of auto-created IDs so that student movement from one program to the other can be monitored as well. On the classroom level, outcomes are measured

differently from school to school and program to program . At the college, both noncredit and credit instruction outcomes are measures by Student Learning Outcomes. When curriculum is written, outcomes are identified. These outcomes are regularly assessed by scores on various types of assessments, and reflection is done to ascertain that the outcomes are appropriate to the class, that the students are learning the material, and that the assessment tools are suitable.

At the Adult School, outcomes are assessed in a variety of ways, depending on the course: In ESL classes, teachers measure student learning by observing student participation in class, by administering teacher-generated tests, and by implementing EL Civics Additional assessments. In High School Diploma classes, teachers grade student work, administer unit tests and final examinations, and evaluate student performance in project-based learning activities and demonstrations; In High School Equivalency Test Preparation classes, teachers measure student learning by observing student work on course materials and by administering and grading official HiSET practice tests. In all courses, students are pre and post-tested with CASAS after having completed 40-60 hours of instruction.

2.3e *Qualifications of instructors (including common standards across entities). (REQUIRED)*

A plan is needed for expectations of standards of instructors. Adult schools have a different standard than noncredit or credit college programs: at the adult school, a Bachelors Degree and Adult School credential are required, while a minimum of a Bachelors Degree is required in the Noncredit program. The college credit program requires a Masters Degree.

2.3f *Alignment of academic content and curricula (OPTIONAL)*

2.3g *Alignment of educational services supported by this grant . (OPTIONAL)*

Appendix B: Data reports

Discipline: All Noncredit program areas combined

Courses: AH793, ENGL747, ENGL749, ENGL756, ESL702A, ESL704A, ESL775, ESL777, ESL778, ESL779, ESL780, ESL781, ESL784, ESL786, ESL787, GUID700, LIB740, LIB741

FTES, FTEF, Total SCH, WSCH, and Productivity

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Ftes	126.7	162.1	157.5	150.2	149.6
Ftef	16.76	33.65	33.61	36.14	32.93
Total Student Contact Hrs	66,498	85,116	82,713	78,833	78,536
WSCH	3,912	5,007	4,865	4,637	4,620
WSCH / FTEF	233	149	145	128	140

FTEF by Faculty Status

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Full-time	4.94	4.97	4.64	4.00	4.28
Part-time	11.82	28.68	28.97	32.14	28.65
Mixed	0.00	0.00	0.00	0.00	0.00
Total	16.76	33.65	33.61	36.14	32.93

Section Count, Capacity, and Enrollment

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Section Count Seat	20	19	18	17	17
Capacity Census	1,530	1,610	1,785	2,215	2,460
Enrollment	267	884	455	682	1,058
End of Term Enrollment	1,011	1,418	1,502	1,305	1,549
Capacity Use at Census	17%	55%	25%	31%	43%
Capacity Use at End of Term	66%	88%	84%	59%	63%

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Census Enrollment	1,112	2,536	1,690	2,279	2,709
Total Grades	0	0	0	0	0
Success Grades	0	0	0	0	0
Success Rate					

Census Enrollment by Whether Basic Skills

	2010-11	2011-12	2012-13	2013-14	2014-15
Basic Skills	701	1,390	945	1,232	1,234
Not Basic Skills	411	1,146	745	1,047	1,475
Total	1,112	2,536	1,690	2,279	2,709
Basic Skills	63%	55%	56%	54%	46%
Not Basic Skills	37%	45%	44%	46%	54%
Total	100%	100%	100%	100%	100%

Discipline: AH, ENGL, ESL, GUID, LIB

Courses: AH793, ENGL747, ENGL749, ENGL756, ESL702A, ESL704A, ESL775, ESL777, ESL778, ESL779, ESL780, ESL781, ESL784, ESL786, ESL787, GUID700, LIB740, LIB741

Census Enrollment by Credit Type

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-credit	1,112	2,536	1,690	2,279	2,709
Total	1,112	2,536	1,690	2,279	2,709

Non-credit	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%

Census Enrollment by CTE Level (SAM Code)

	2010-11	2011-12	2012-13	2013-14	2014-15
CTE	440	965	553	825	682
Not CTE	672	1,571	1,137	1,454	2,027
Total	1,112	2,536	1,690	2,279	2,709

CTE	40%	38%	33%	36%	25%
Not CTE	60%	62%	67%	64%	75%
Total	100%	100%	100%	100%	100%

Census Enrollment by Time of Day

	2010-11	2011-12	2012-13	2013-14	2014-15
Day	635	1,131	755	822	935
Evening	281	799	493	704	607
Online	196	606	392	753	1,144
Indep Study/Wkend/Unknwn	0	0	50	0	23
Total	1,112	2,536	1,690	2,279	2,709

Day	57%	45%	45%	36%	35%
Evening	25%	32%	29%	31%	22%
Online	18%	24%	23%	33%	42%
Indep Study/Wkend/Unknwn	0%	0%	3%	0%	1%
Total	100%	100%	100%	100%	100%

Awards by Award Year

Stu Degr Program	2014-15
ESL_INT_CP Certificate	1
Total	1

Discipline: AH, ENGL, ESL, GUID, LIB

Courses: AH793, ENGL747, ENGL749, ENGL756, ESL702A, ESL704A, ESL775, ESL777, ESL778, ESL779, ESL780, ESL781, ESL784, ESL786, ESL787, GUID700, LIB740, LIB741

Census Enrollment by Gender

Gender	2010-11	2011-12	2012-13	2013-14	2014-15
Female	744	1,716	1,266	1,657	2,016
Male	381	798	404	598	663
Unknown	13	22	19	24	27
Total Fem	1,138	2,536	1,689	2,279	2,706
Female Male	65%	68%	75%	73%	75%
Unknown	33%	31%	24%	26%	25%
Total	1%	1%	1%	1%	1%
	100%	100%	100%	100%	100%

Census Enrollment by Ethnicity

Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
African-Am	26	34	5	9	27
Asian/F/PacIsln	53	109	49	43	51
Hispanic	807	1,846	966	834	981
Native Am	6	15	7	14	23
White O	136	248	113	152	193
Other/Unknwn	110	284	549	1,227	1,431
Total	1,138	2,536	1,689	2,279	2,706
African-Am	2%	1%	0%	0%	1%
Asian/F/PacIsln	5%	4%	3%	2%	2%
Hispanic	71%	73%	57%	37%	36%
Native Am	1%	1%	0%	1%	1%
White O	12%	10%	7%	7%	7%
Other/Unknwn	10%	11%	33%	54%	53%
Total	100%	100%	100%	100%	100%

Census Enrollment by Age Group

Age Group	2010-11	2011-12	2012-13	2013-14	2014-15
Under 21	197	197	167	186	239
21 - 25	217	524	355	490	578
26 - 30	164	499	348	479	583
31 - 40	281	717	458	631	741
41 - 50	182	398	212	300	365
51 and Over	97	201	149	193	200
Total	1,138	2,536	1,689	2,279	2,706
Under 21	17%	8%	10%	8%	9%
21 - 25	19%	21%	21%	22%	21%
26 - 30	14%	20%	21%	21%	22%
31 - 40	25%	28%	27%	28%	27%
41 - 50	16%	16%	13%	13%	13%
51 and Over	9%	8%	9%	8%	7%
Total	100%	100%	100%	100%	100%

Discipline: AH, ENGL, ESL, GUID, LIB

Courses: AH793, ENGL747, ENGL749, ENGL756, ESL702A, ESL704A, ESL775, ESL777, ESL778, ESL779, ESL780, ESL781, ESL784, ESL786, ESL787, GUID700, LIB740, LIB741

Census Headcount by Major

Stu Major1	Majr Desc	2010-11	2011-12	2012-13	2013-14	2014-15
*0000	Undeclared	313	455	406	639	681
*AJ	*Admin of Justice-Law Enforce	23	43	25	31	32
*ART	*Art-General	2	5	2	1	1
*AV	*Aviation Maintenance/Airframe	2	1	1	2	2
*BUS	*Business	19	27	13	13	17
*BUSO	*Business - Office Skills	8	23	18	23	16
*CD	*Child Development	20	31	15	25	17
*CSIS	*Comp Sci and Info Systems	6	12	7	8	6
*DM	*Digital Media	9	3	4	2	4
*KIN	*Kinesiology	1	3	1	2	4
*LA	*Liberal Arts	40	53	38	49	48
*SSCI	*Social Science	4	1		1	5
*THEA	*Theatre Arts	1	4	4	2	
ACCT	Accounting	4	14	6	9	7
AJCR	Admin of Justice-Corrections	1				
BIO	Biological Science	2	3	1	2	9
CARP	Carpenter Apprentice			1		1
CMUN	Communication Studies	9	10	3	4	5
COS	Cosmetology	10	22	13	18	20
CSU	CSU General Education	9	6	4	12	12
DRLT	Drywall-Lathing Apprentice		1	1		1
ECON	Economics		2	1		
EDUC	Education-General			2		
ENGL	English				1	
ENGR	Engineering	1	1		1	3
ESL	English as a Second Language	231	477	202	145	103
GENL	General Studies	1				
HESL	Humanities and ESL		1	1		
HSCI	Health Science	39	23	24	52	42
IGTC	IGETC	4	1	1	1	6
JFT	JPA - Fire Technology	1				
JOUR	Journalism					2
LSKL	Life Skills	1	1	1	2	3
LVN	Licensed Vocational Nursing	3	2	4	5	9
MATH	Mathematics	4	3	1	1	1
MGMT	Management		1		1	
MUS	Music-General	1	3			2
NGED	GED	6	8	9	16	58
PE	Physical Education Option		1			

* Indicates similar majors are combined.

Stu Major1	Majr Desc	2010-11	2011-12	2012-13	2013-14	2014-15
PSCI	Phys Science and Engr		2			
PSYC	Psychology		2	3	4	7
RN	Registered Nursing	85	76	80	129	143
SPAN	Spanish		3			3
WTRM	Water Resources Management			3	5	5
Total		861	1,325	896	1,207	1,275

*Indicates similar majors are combined.

FTEs, FTEF, Total SCH, WSCH, and Productivity

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Ftes	3.4	3.0	2.8	3.0	2.4
Ftef	0.95	3.78	3.30	1.94	4.26
Total Student Contact Hrs	1,794	1,561	1,447	1,570	1,271
WSCH	106	92	85	92	75
WSCH / FTEF	111	24	26	48	18

FTEF by Faculty Status

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Full-time	0.00	0.00	0.00	0.00	0.00
Part-time	0.00	3.78	3.30	1.94	4.26
Mixed	0.00	0.00	0.00	0.00	0.00
Total	0.00	3.78	3.30	1.94	4.26

Section Count, Capacity, and Enrollment

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Section Count Seat	13	13	11	12	12
Capacity Census	1,038	780	780	625	1,300
Enrollment	244	140	100	187	239
End of Term Enrollment	300	247	203	224	240
Capacity Use at Census	24%	18%	13%	30%	18%
Capacity Use at End of Term	29%	32%	26%	36%	18%

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Census Enrollment	244	140	100	187	239
Total Grades Success	0	0	0	0	0
Grades	0	0	0	0	0
Success Rate					

Census Enrollment by Whether Basic Skills

	2010-11	2011-12	2012-13	2013-14	2014-15
Basic Skills	71	59	2	0	0
Not Basic Skills	173	81	98	187	239
Total	244	140	100	187	239
Basic Skills	29%	42%	2%	0%	0%
Not Basic Skills	71%	58%	98%	100%	100%
Total	100%	100%	100%	100%	100%

Census Enrollment by Credit Type

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-credit	244	140	100	187	239
Total	244	140	100	187	239
<hr/>					
Non-credit	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%

Census Enrollment by CTE Level (SAM Code)

	2010-11	2011-12	2012-13	2013-14	2014-15
CTE	173	81	98	187	239
Not CTE	71	59	2	0	0
Total	244	140	100	187	239
<hr/>					
CTE	71%	58%	98%	100%	100%
Not CTE	29%	42%	2%	0%	0%
Total	100%	100%	100%	100%	100%

Census Enrollment by Time of Day

	2010-11	2011-12	2012-13	2013-14	2014-15
Day	71	59	2	0	0
Indep Study/Wkend/Unknwn	0	0	7	0	0
Online	173	81	91	187	239
Total	244	140	100	187	239
<hr/>					
Day	29%	42%	2%	0%	0%
Indep Study/Wkend/Unknwn	0%	0%	7%	0%	0%
Online	71%	58%	91%	100%	100%
Total	100%	100%	100%	100%	100%

Awards by Award Year

Stu Degr Program	2014-15
ESL_INT_CP Certificate	1
Total	1

Discipline: ENGL, LIB Courses: ENGL747, ENGL749, LIB740, LIB741

Census Enrollment by Gender

Gender	2010-11	2011-12	2012-13	2013-14	2014-15
Female	188	102	89	160	206
Male	52	38	10	27	30
Unknown	4	0	1	0	3
Total Fem	244	140	100	187	239
Female Male	77%	73%	89%	86%	86%
Unknown	21%	27%	10%	14%	13%
Total	2%	0%	1%	0%	1%
	100%	100%	100%	100%	100%

Census Enrollment by Ethnicity

Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
African-Am	7	2	0	3	10
Asian/F/Pacific	14	10	5	11	10
Hispanic	136	70	59	78	105
Native Am	0	2	1	0	1
White O	67	46	27	45	38
Other/Unknown	20	10	8	50	75
Total	244	140	100	187	239
African-Am	3%	1%	0%	2%	4%
Asian/F/Pacific	6%	7%	5%	6%	4%
Hispanic	56%	50%	59%	42%	44%
Native Am	0%	1%	1%	0%	0%
White O	27%	33%	27%	24%	16%
Other/Unknown	8%	7%	8%	27%	31%
Total	100%	100%	100%	100%	100%

Census Enrollment by Age Group

Age Group	2010-11	2011-12	2012-13	2013-14	2014-15
Under 21	41 - 50				
21 - 25	51 and Over				
26 - 30	Total				
31 - 40					
41 - 50					
51 and Over					
Total					
Under 21					
21 - 25					
26 - 30					
31 - 40					

81	34	31	44	69
65	38	34	66	88
34	20	18	32	41
32	23	12	30	22
25	21	1	10	16
7	4	4	5	3
244	140	100	187	239
33%	24%	31%	24%	29%
27%	27%	34%	35%	37%
14%	14%	18%	17%	17%
13%	16%	12%	16%	9%
10%	15%	1%	5%	7%
3%	3%	4%	3%	1%
100%	100%	100%	100%	100%

Discipline: ENGL, LIB Courses: ENGL747, ENGL749, LIB740, LIB741

Census Headcount by Major

Stu Major1	Majr Desc	2010-11	2011-12	2012-13	2013-14	2014-15
*0000	Undeclared	40	23	2	6	6
*AJ	*Admin of Justice-Law Enforce	12	9	2	1	2
*ART	*Art-General	1	3			
*BUS	*Business	5	3		4	6
*BUSO	*Business - Office Skills			1	4	2
*CD	*Child Development	4	5	1	4	5
*CSIS	*Comp Sci and Info Systems	2	2	1		1
*DM	*Digital Media	4	1			
*KIN	*Kinesiology					1
*LA	*Liberal Arts	22	15	14	12	16
*SSCI	*Social Science	3				1
*THEA	*Theatre Arts	1	1			
ACCT	Accounting	1	2			
AJCR	Admin of Justice-Corrections AV	1				
	Aviation Maintenance Tech BIO	1				
	Biological Science	1	2	1	1	5
CMUN	Communication Studies	5	5	1	1	
COS	Cosmetology	2				
CSU	CSU General Education	3	1	1	1	2
ECON	Economics		1			
ENGR	Engineering	1	1			1
ESL	English as a Second Language	2	2			
GENL	General Studies HSCI	1				
Health	Science IGTC	32	14	18	41	33
IGETC		2			1	2
JFT	JPA - Fire Technology	1				
LVN	Licensed Vocational Nursing	3	1	2	2	7
MATH	Mathematics	1				
MUS	Music-General	1	2			
PSCI	Phys Science and Engr		1			
PSYC	Psychology			1		2
RN	Registered Nursing	72	37	51	92	107
SPAN	Spanish		1			1
Total		224	132	96	170	200

Discipline: Citizenship: ESL702A

FTEs, FTEF, Total SCH, WSCH, and Productivity

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Ftes	5.3	7.2	4.9	5.7	4.6
Ftef	1.20	1.20	1.20	1.20	1.20
Total Student Contact Hrs	2,769	3,789	2,593	2,991	2,421
WSCH	163	223	153	176	142
WSCH / FTEF	136	186	127	147	119

FTEF by Faculty Status

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Part-time	1.20	1.20	1.20	1.20	1.20
Total	1.20	1.20	1.20	1.20	1.20

Section Count, Capacity, and Enrollment

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Section Count Seat	6	6	6	6	6
Capacity Census	220	235	270	215	209
Enrollment	50	182	91	113	123
End of Term Enrollment	137	236	171	175	161
Capacity Use at Census	23%	77%	34%	53%	59%
Capacity Use at End of Term	62%	100%	63%	81%	77%

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Census Enrollment	50	182	91	113	123
Total Grades Success	0	0	0	0	0
Grades	0	0	0	0	0

Success Rate

Census Enrollment by Whether Basic Skills

	2010-11	2011-12	2012-13	2013-14	2014-15
Not Basic Skills	50	182	91	113	123
Total	50	182	91	113	123
Not Basic Skills	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%

Discipline: ESL Courses: ESL702A

Census Enrollment by Credit Type

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-credit	50	182	91	113	123
Total	50	182	91	113	123

Non-credit	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%

Census Enrollment by CTE Level (SAM Code)

	2010-11	2011-12	2012-13	2013-14	2014-15
Not CTE	50	182	91	113	123
Total	50	182	91	113	123

Not CTE	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%

Census Enrollment by Time of Day

	2010-11	2011-12	2012-13	2013-14	2014-15
Day	20	0	0	0	51
Evening	30	182	91	113	72
Total	50	182	91	113	123

Day	40%	0%	0%	0%	41%
Evening	60%	100%	100%	100%	59%
Total	100%	100%	100%	100%	100%

Awards by Award Year

Stu Degr Program	2014-15
ESL_INT_CP Certificate	1
Total	1

Discipline: ESL Courses: ESL702A

Census Enrollment by Gender

Gender	2010-11	2011-12	2012-13	2013-14	2014-15
Female	33	137	68	80	94
Male	17	45	22	33	29
Unknown	0	0	1	0	0
Total Fem	50	182	91	113	123
Female Male	66%	75%	75%	71%	76%
Unknown	34%	25%	24%	29%	24%
Total	0%	0%	1%	0%	0%
	100%	100%	100%	100%	100%

Census Enrollment by Ethnicity

Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
African-Am	0	2	0	0	0
Asian/F/PacIsln	5	10	3	1	2
Hispanic	41	157	59	35	34
White	2	1	0	3	1
Other/Unknwn	2	12	29	74	86
Total	50	182	91	113	123
African-Am	0%	1%	0%	0%	0%
Asian/F/PacIsln	10%	5%	3%	1%	2%
Hispanic	82%	86%	65%	31%	28%
White	4%	1%	0%	3%	1%
Other/Unknwn	4%	7%	32%	65%	70%
Total	100%	100%	100%	100%	100%

Census Enrollment by Age Group

Age Group	2010-11	2011-12	2012-13	2013-14	2014-15
Under 21	0	3	1	2	1
21 - 25	1	16	2	8	7
26 - 30	2	28	15	8	9
31 - 40	14	66	29	27	38
41 - 50	20	38	20	40	37
51 and Over	13	31	24	28	31
Total	50	182	91	113	123
Under 21	0%	2%	1%	2%	1%
21 - 25	2%	9%	2%	7%	6%
26 - 30	4%	15%	16%	7%	7%
31 - 40	28%	36%	32%	24%	31%
41 - 50	40%	21%	22%	35%	30%
51 and Over	26%	17%	26%	25%	25%
Total	100%	100%	100%	100%	100%

Discipline: ESL Courses: ESL702A

Census Headcount by Major

Stu Major1 Majr Desc	2010-11	2011-12	2012-13	2013-14	2014-15
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Gavilan College Program Review Data (Draft 10/29/15)

*0000	Undeclared		
*LA	*Liberal Arts		
ACCT	Accounting		
AJ	Admin of Justice-Law Enforce		
BIO	Biological Science		
BUS	Business		
BUSC	Business - Computer Appl BUSO	Business - Office Skills CD	Child Development
CDEI	Child Develop-Early Interventn		
COS	Cosmetology		
CSIS	Comp Sci and Info System s		
CSU	CSU General Education		
ESL	English as a Second Language		
HSCI	Health Science		
IGTC	IGETC		
JLE	JPA - Law Enforcem ent		
LVN	Licensed Vocational Nursing MED	Business - Medical Office NGED	GED
RN	Registered Nursing		
SPAN	Spanish		
WTRM	Water Resources Management		
Total			



Gavilan College Program Review Data (Draft 10/29/15)

High School Equivalency Prep: ENGL, GUID Courses: ENGL756, GUID700

FTEs, FTEF, Total SCH, WSCH, and Productivity

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Ftes	10.2	19.2	25.1	36.5	21.5
Ftef	0.56	2.24	4.00	4.96	3.80
Total Student Contact Hrs	5,376	10,099	13,179	19,183	11,272
WSCH	316	594	775	1,128	663
WSCH / FTEF	565	265	194	227	174

FTEF by Faculty Status

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Full-time	0.00	0.00	0.00	1.44	0.00
Part-time	0.00	1.44	3.20	3.52	3.20
Total	0.00	1.44	3.20	4.96	3.20

Section Count, Capacity, and Enrollment

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Section Count Seat	9	7	11	13	10
Capacity Census	425	1,689	1,205	1,140	1,320
Enrollment	226	533	457	535	446
End of Term Enrollment	384	665	744	897	843
Capacity Use at Census	53%	32%	38%	47%	34%
Capacity Use at End of Term	90%	39%	62%	79%	64%

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Census Enrollment	226	533	457	535	446
Total Grades Success	0	0	0	0	0
Grades	0	0	0	0	0
Success Rate					

Census Enrollment by Whether Basic Skills

	2010-11	2011-12	2012-13	2013-14	2014-15
Basic Skills	226	333	262	350	252
Not Basic Skills	0	200	195	185	194
Total	226	533	457	535	446
Basic Skills	100%	62%	57%	65%	57%
Not Basic Skills	0%	38%	43%	35%	43%
Total	100%	100%	100%	100%	100%



Gavilan College Program Review Data (Draft 10/29/15)

Discipline: ENGL, GUID Courses: ENGL756, GUID700

Census Enrollment by Credit Type

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-credit	226	533	457	535	446
Total	226	533	457	535	446

Non-credit	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%

Census Enrollment by CTE Level (SAM Code)

	2010-11	2011-12	2012-13	2013-14	2014-15
Not CTE	226	533	457	535	446
Total	226	533	457	535	446

Not CTE	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%

Census Enrollment by Time of Day

	2010-11	2011-12	2012-13	2013-14	2014-15
Day	203	234	182	253	181
Evening	23	99	37	97	48
Online	0	200	195	185	194
Indep Study/Wkend/Unknwn	0	0	43	0	23
Total Day	226	533	457	535	446
Evening	90%	44%	40%	47%	41%
Online	10%	19%	8%	18%	11%
Indep Study/Wkend/Unknwn	0%	38%	43%	35%	43%
Total	0%	0%	9%	0%	5%
	100%	100%	100%	100%	100%

Awards by Award Year

Stu Degr Program	2014-15
ESL_INT_CP Certificate	1
Total	1



Gavilan College Program Review Data (Draft 10/29/15)

Discipline: ENGL, GUID Courses: ENGL756, GUID700

Census Enrollment by Gender

Gender	2010-11	2011-12	2012-13	2013-14	2014-15
Female	90	345	305	314	262
Male	131	180	150	215	180
Unknown	5	7	2	6	4
Total Fem	226	532	457	535	446
Female Male	40%	65%	67%	59%	59%
Unknown	58%	34%	33%	40%	40%
Total	2%	1%	0%	1%	1%
	100%	100%	100%	100%	100%

Census Enrollment by Ethnicity

Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
African-Am	7	7	2	0	2
Asian/F/Pacific	5	18	12	1	1
Hispanic	146	396	240	151	98
Native Am	3	4	2	2	2
White O	24	42	13	2	12
Other/Unknwn	41	65	188	379	331
Total	226	532	457	535	446
African-Am	3%	1%	0%	0%	0%
Asian/F/Pacific	2%	3%	3%	0%	0%
Hispanic	65%	74%	53%	28%	22%
Native Am	1%	1%	0%	0%	0%
White O	11%	8%	3%	0%	3%
Other/Unknwn	18%	12%	41%	71%	74%
Total	100%	100%	100%	100%	100%

Census Enrollment by Age Group

Age Group	2010-11	2011-12	2012-13	2013-14	2014-15
Under 21	44	50	57	49	60
21 - 25	40	92	105	128	92
26 - 30	32	111	82	113	93
31 - 40	51	150	138	143	133
41 - 50	42	95	57	56	46
51 and Over	17	34	18	46	22
Total	226	532	457	535	446
Under 21	19%	9%	12%	9%	13%
21 - 25	18%	17%	23%	24%	21%
26 - 30	14%	21%	18%	21%	21%
31 - 40	23%	28%	30%	27%	30%
41 - 50	19%	18%	12%	10%	10%
51 and Over	8%	6%	4%	9%	5%
Total	100%	100%	100%	100%	100%



Discipline: ENGL, GUID Courses: ENGL756, GUID700

Census Headcount by Major



Gavilan College Program Review Data (Draft 10/29/15)

*0000	Undeclared
ACCT	Accounting
AJ	Admin of Justice-Law Enforce AJPA Admin of Justice - Police Acad AV Aviation Maintenance Tech
BIO	Biological Science
BUS	Business
BUSC	Business - Computer Appl
BUSO	Business - Office Skills
CBCP	CSIS - Business Computer Appl
CD	Child Development
CDFC	Child Develop-Foster Care
CGD	Computer Graphics and Design
CNET	Computer Networking
COS	Cosmetology
CPRG	Computer Programming CSIS Comp Sci and Info Systems CSU CSU General Education
DM	Digital Media
DRLT	Drywall-Lathing Apprentice
EDUC	Education-General
ESL	English as a Second Language
HSCI	Health Science
IGTC	IGETC
JLE	JPA - Law Enforcement
KIN	Kinesiology
*LA	*Liberal Arts
LSKL	Life Skills
LVN	Licensed Vocational Nursing
MATH	Mathematics
MED	Business - Medical Office
MGMT	Management
NGED	GED
RN	Registered Nursing
THEA	Theatre Arts
WTRM	Water Resources Management
Total	



Gavilan College Program Review Data (Draft 10/29/15)

					130	179	148	222	173
1	1	1	2						
3	3	5	8	3					
			1			1			
1			1						
								1	1
5	6	5	3						
1	1								
					1				
	2	1							
3	4		4	2					
1									
1		1							
1				1					
2	4	3	5	2					
						1	2		2
			2						
2	3	2	10	4		1			
1									
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					1				
		39	89	40	29	14			
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						1	1		4
							1		1
				1					
7	5	3	8	3					
									1
							1	3	1
1	1								
1	3	2	1						
								1	
2	3	8	9	51					
2	5	5	7	5					
			2	2	2				
								1	
					206	317	234	321	269



Gavilan College Program Review Data (Draft 10/29/15)

			23	38	41	62	79
			2	2	4	1	3
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1							
2							
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			2	3		4	1
1							
1		2					
1							
			1			1	1
			17	103	35	20	17
1							
1							
							1
						1	1
				1			1
						1	2
2	1	2					
1							
							1
			47	158	81	95	108



Gavilan College Program Review Data (Draft 10/29/15)

Discipline: ESL Courses: ESL775, ESL777, ESL778, ESL779, ESL780, ESL781, ESL784, ESL786, ESL787

FTEs, FTEF, Total SCH, WSCH, and Productivity

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Ftes	41.0	51.9	49.9	60.9	70.2
Ftef	9.57	12.23	11.91	13.48	15.65
Total Student Contact Hrs	21,537	27,248	26,197	31,991	36,846
WSCH	1,267	1,603	1,541	1,882	2,167
WSCH / FTEF	132	131	129	140	138

FTEF by Faculty Status

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Full-time	0.00	0.00	0.00	0.00	0.00
Part-time	9.57	11.90	11.91	13.48	15.65
Total	9.57	11.90	11.91	13.48	15.65

Section Count, Capacity, and Enrollment

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Section Count Seat	29	35	33	33	38
Capacity Census	1,165	1,396	1,413	1,378	1,410
Enrollment	325	797	587	762	843
End of Term Enrollment	953	1,081	986	1,051	1,307
Capacity Use at Census	28%	57%	42%	55%	60%
Capacity Use at End of Term	82%	77%	70%	76%	93%

Course success rate

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Census Enrollment	325	797	587	762	843
Total Grades Success	0	0	0	0	0
Grades	0	0	0	0	0
Success Rate					

Census Enrollment by Whether Basic Skills

	2010-11	2011-12	2012-13	2013-14	2014-15
Basic Skills	325	797	587	762	843
Total	325	797	587	762	843
Basic Skills	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%



Gavilan College Program Review Data (Draft 10/29/15)

Discipline: ESL Courses: ESL775, ESL777, ESL778, ESL779, ESL780, ESL781, ESL784, ESL786, ESL787

Census Enrollment by Credit Type

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-credit	325	797	587	762	843
Total	325	797	587	762	843
Non-credit	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%

Census Enrollment by CTE Level (SAM Code)

	2010-11	2011-12	2012-13	2013-14	2014-15
Not CTE	325	797	587	762	843
Total	325	797	587	762	843
Not CTE	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%

Census Enrollment by Time of Day

	2010-11	2011-12	2012-13	2013-14	2014-15
Day	136	346	253	341	392
Evening	189	451	334	421	451
Total	325	797	587	762	843
Day	42%	43%	43%	45%	47%
Evening	58%	57%	57%	55%	53%
Total	100%	100%	100%	100%	100%

Awards by Award Year

Stu Degr Program



Gavilan College Program Review Data (Draft 10/29/15)

Discipline: ESL Courses: ESL775, ESL777, ESL778, ESL779, ESL780, ESL781, ESL784, ESL786, ESL787

Census Enrollment by Gender

Gender	2010-11	2011-12	2012-13	2013-14	2014-15
Female	229	530	403	532	585
Male	118	254	171	217	240
Unknown	4	14	12	13	17
Total Fem	351	798	586	762	842
Female Male	65%	66%	69%	70%	69%
Unknown	34%	32%	29%	28%	29%
Total	1%	2%	2%	2%	2%
	100%	100%	100%	100%	100%

Census Enrollment by Ethnicity

Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
African-Am	0	9	1	2	1
Asian/F/Pacific	22	41	17	13	11
Hispanic	299	680	327	263	260
Native Am	0	0	0	0	1
White O	4	13	8	3	8
Other/Unknown	26	55	233	481	561
Total	351	798	586	762	842
African-Am	0%	1%	0%	0%	0%
Asian/F/Pacific	6%	5%	3%	2%	1%
Hispanic	85%	85%	56%	35%	31%
Native Am	0%	0%	0%	0%	0%
White O	1%	2%	1%	0%	1%
Other/Unknown	7%	7%	40%	63%	67%
Total	100%	100%	100%	100%	100%

Census Enrollment by Age Group

Age Group	2010-11	2011-12	2012-13	2013-14	2014-15
Under 21	21	50	34	41	31
21 - 25	63	124	85	112	103
26 - 30	49	145	108	134	141
31 - 40	97	234	166	257	301
41 - 50	73	141	102	127	158
51 and Over	48	104	91	91	108
Total	351	798	586	762	842
Under 21	6%	6%	6%	5%	4%
21 - 25	18%	16%	15%	15%	12%
26 - 30	14%	18%	18%	18%	17%
31 - 40	28%	29%	28%	34%	36%
41 - 50	21%	18%	17%	17%	19%
51 and Over	14%	13%	16%	12%	13%
Total	100%	100%	100%	100%	100%

Discipline: ESL Courses: ESL775, ESL777, ESL778, ESL779, ESL780, ESL781, ESL784, ESL786, ESL787

Census Headcount by Major

*0000	Undeclared			
ACCT	Accounting			
AJ	Admin of Justice-Law Enforce AV	Aviation Maintenance Tech AVAF	Aviation Maintenance-	
Airframe BUS Business				
BUSO	Business - Office Skills			
CARP	Carpenter Apprentice			
CD	Child Development			
CDSA	Child Develop-School Age Child CGD	Computer Graphics and Design CMUN	Communication	
	Studies			
COS	Cosmetology			
CSIS	Comp Sci and Info System s			
CSU	CSU General Education			
DM	Digital Media			
ENGL	English			
ESL	English as a Second Language			
HESL	Humanities and ESL HSCI	Health Science		
IGTC	IGETC			
JLE	JPA - Law Enforcem ent			
LA	Liberal Arts			
LAMS	Liberal Arts - Multiple Subj LASS	Liberal Arts - Social Science LSKL	Life Skills	
LVN	Licensed Vocational Nursing MED	Business - Medical Office MGMT	Managem ent	
MUS	Music-General			
NGED	GED			
PE	Physical Education Option			
RN	Registered Nursing			
SPAN	Spanish			
SSGS	Social Science- Global Studies			
THEA	Theatre Arts			
WTRM	Water Resources Management			
Total				

		113	160	219	357	415
						1
			1			1
						1
						1
			1	1		1
						1
		1				
		1	2	2	1	
					1	
					1	
					1	
		3	1	2	1	1
					1	
		1			1	
1						
					1	
		145	337	151	118	84
	1					
			1	1		1
						1
			1	1	1	3
		3	8	6	9	5
		1	1		2	
		1				
			1	1	1	2
					1	1
	1					
	1					
						2
		3	2	1	10	27
	1					
		1	2	1	2	1
						1
						1
		1	1	1		
					1	1
		272	523	389	511	552

Appendix C: 15/16 Program Plan

Department:	Community Development/Grants Management
Academic Year:	Academic Year 2015-16

[[edit](#)] Vision / Narrative

The mission and purpose of the CD & GM and specifically noncredit is to offer students access to a variety of remedial and developmental and no cost courses that can assist them in reaching their personal and professional goals. Gavilan's Noncredit courses often referred to as adult education at the post secondary level are intended, then, to provide students with lifelong learning, college transfer and career preparation opportunities. Although students may not need or desire unit credit, noncredit often serves as first point of entry for many underserved students as well as a transition point to credit instruction. In 2009, the Office CD & GM, underwent program review and the IEC in their Summary of Review made the following major program goals: 1) Establish an integrated and articulated noncredit program that supports credit instruction in student retention, persistence and completion rates and 2) Deliver consistent noncredit matriculation services and activities. Currently, the program serves over 4,000 students per semester and generates approximately 300 FTES per year.

[[rank](#)] [[edit](#)] Program Objective 1: Increase the number of noncredit students transitioning into credit programs

Primary Strategy and Goal(s):	Not Applicable: RESUBMITTED: Copied from Academic Year 2014-15
IEC Program Review:	Yes: This Objective is based from the last IEC Program Review.
SLO Data:	No:
Progress:	No

Delete	Activities	Costs
NEW	Create NEW Activity for this Objective	
	Communicate on a regular basis with credit ESL.	• Add Budget Request
	Provide counseling to non-credit courses.	• Edit Budget Request
	Offer bridge course which will include more activities to connect eligible students to the main campus and the credit programs.	• Add Budget Request
	In collaboration with the credit and adult education programs, review curriculum and offerings to work towards a more	• Add Budget Request

Delete	Activities	Costs
	integrated and complete ESL system.	

[[rank](#)] [[edit](#)] **Program Objective 2: Increase the efficiency of non credit student enrollment and assessment.**

Primary Strategy and Goal(s):	Not Applicable: RESUBMITTED: Copied from Academic Year 2014-15
IEC Program Review:	No: Non credit programs will be required to provide support services in similar fashion to the credit SSSP. Assessment and other support services will need to be provided and tracked as on the credit side. Moreover, current enrollment and orientation does not happen in a timely fashion.
SLO Data:	Yes: This Objective is based on SLO data.
Progress:	No

Delete	Activities	Costs
<i>NEW</i>	Create NEW Activity for this Objective	
	Hire enrollment/assessment specialist	• Add Budget Request
	Purchase laptops for mobile enrollment and assessment	• Add Budget Request
	Purchase annual subscription for online version of assessment instrument.	• Add Budget Request
	Purchase annual mobile service.	• Add Budget Request
	Train enrollment/assessment specialist	• Add Budget Request

[[rank](#)] [[edit](#)] **Program Objective 3: Increase learning and support opportunities to service area residents, particularly those who are under-represented in formal education.**

Primary Strategy and Goal(s):	Not Applicable: RESUBMITTED: Copied from Academic Year 2014-15
IEC Program Review:	No: Recent planning work has identified additional needs that are unaddressed by current offerings.

SLO Data: [Yes](#): This Objective is based on SLO data.

Progress: [No](#)

Delete	Activities	Costs
NEW	Create NEW Activity for this Objective	
	Identify new community based partners.	<ul style="list-style-type: none">Add Budget Request
	Identify additional instructors.	<ul style="list-style-type: none">Add Budget Request
	Market, support, and offer additional courses.	<ul style="list-style-type: none">Add Budget Request

[\[rank \]](#) [\[edit \]](#) **Program Objective 4: Increase the consistency and quality of non credit instruction.**

Primary Strategy and Goal(s): [Not Applicable](#): RESUBMITTED: Copied from Academic Year 2014-15

IEC Program Review: [No](#): The challenges with non credit instruction present particular challenges to instruction. SLO data suggest that there is room for instructional improvement.

SLO Data: [Yes](#): This Objective is based on SLO data.

Progress: [No](#)

Delete	Activities	Costs
NEW	Create NEW Activity for this Objective	
	Offer additional instructional improvement trainings for non-credit faculty.	<ul style="list-style-type: none">Add Budget Request
	Intensively discuss assessment, curriculum, and instruction as a part of the AB86.	<ul style="list-style-type: none">Add Budget Request
	Purchase additional curriculum supplies.	<ul style="list-style-type: none">Add Budget Request
	Modify curriculum as needed.	<ul style="list-style-type: none">Add Budget Request