

Community Development/Grants Management – Status Update

Recommendation:

Hire full time non-credit counselor.

Progress:

The counselor was hired in December 16. In Spring 17, her first full semester, she completed 251, educational plans. In preparation for Fall 18 term, she led 10 different new student orientations and individually placed 165 students following their assessments. She has also provided leadership for Noncredit support services.

Recommendation:

Identify new community-based partners.

Progress:

The Noncredit division set up additional partnerships with 7 new locations, including First 5 of San Benito, CHISPA (affordable housing complex in Hollister), San Benito County Community Transition Center, San Benito High School, Rucker Elementary School, Old Flex Academy Morgan Hill, and San Benito County Community Services and Workforce. A new partnership with First 5 of San Benito has allowed for child care to be provided to evening Hollister ESL students. Another new partnership with San Benito High School Future Teachers Club has provided student aides to evening and Saturday classes in Hollister.

Recommendation:

Assess, and amend as needed, GRACES three year plan.

Progress:

The 3 year plan was assessed and 93% (25/27) of the goals in the three year plan were at least partially completed and 85% (24/27) were fully completed. The 17/18 plan was recently submitted with a series of new goals.

Recommendation:

Assess “enhanced” NC classes as they are implemented.

Progress:

SLOS 100% of noncredit courses, including noncredit enhanced courses, have been assessed.

Recommendation:

Evaluate and improve advertising efforts to increase enrollment

Progress:

In Summer and Fall 17, improved advertising was conducted including activities such as tabling outside of churches, banners at all of the class site locations, and distribution of flyers

and robocalls at all of the elementary school locations. In upper level courses in particular enrollment increased dramatically. For example, one higher level course enrollment went up over 300%. Several lower level ESL courses, though, were under-enrolled. For example, one course that has consistently filled for the past 6 years dropped to 10 students. This decrease may be influenced by the dramatic decrease in immigration.

Recommendation:

Collaborate with credit instruction and student support services to identify ways to support transition of students.

Progress:

The credit and noncredit ESL faculty and leadership regularly meet to coordinate assessment, scheduling, curriculum development, and mechanisms for student transitions. Lower level community-based ESL students are assessed at the end of each term. Those students who are ready for higher level ESL classes discuss their readiness with the instructor and students are enrolled if possible.

Each term the Noncredit Division hosts an open house for current higher level Credit and Noncredit ESL students to mingle and connect with community-based students. At this event, staff also provide tours for students to get more comfortable with attending classes at the main campus. All credit ESL faculty and staff are invited and most are able to attend.

The full time counselor and student peer advisory have increased touch points with students in both credit and noncredit ESL students. The consistent message is to move students forward with transitions.

This term Credit and Noncredit faculty and staff will meet to work on ESL pathways acceleration.