



**GAVILAN COLLEGE  
INSTRUCTIONAL PROGRAM SELF STUDY**

**Program Review**

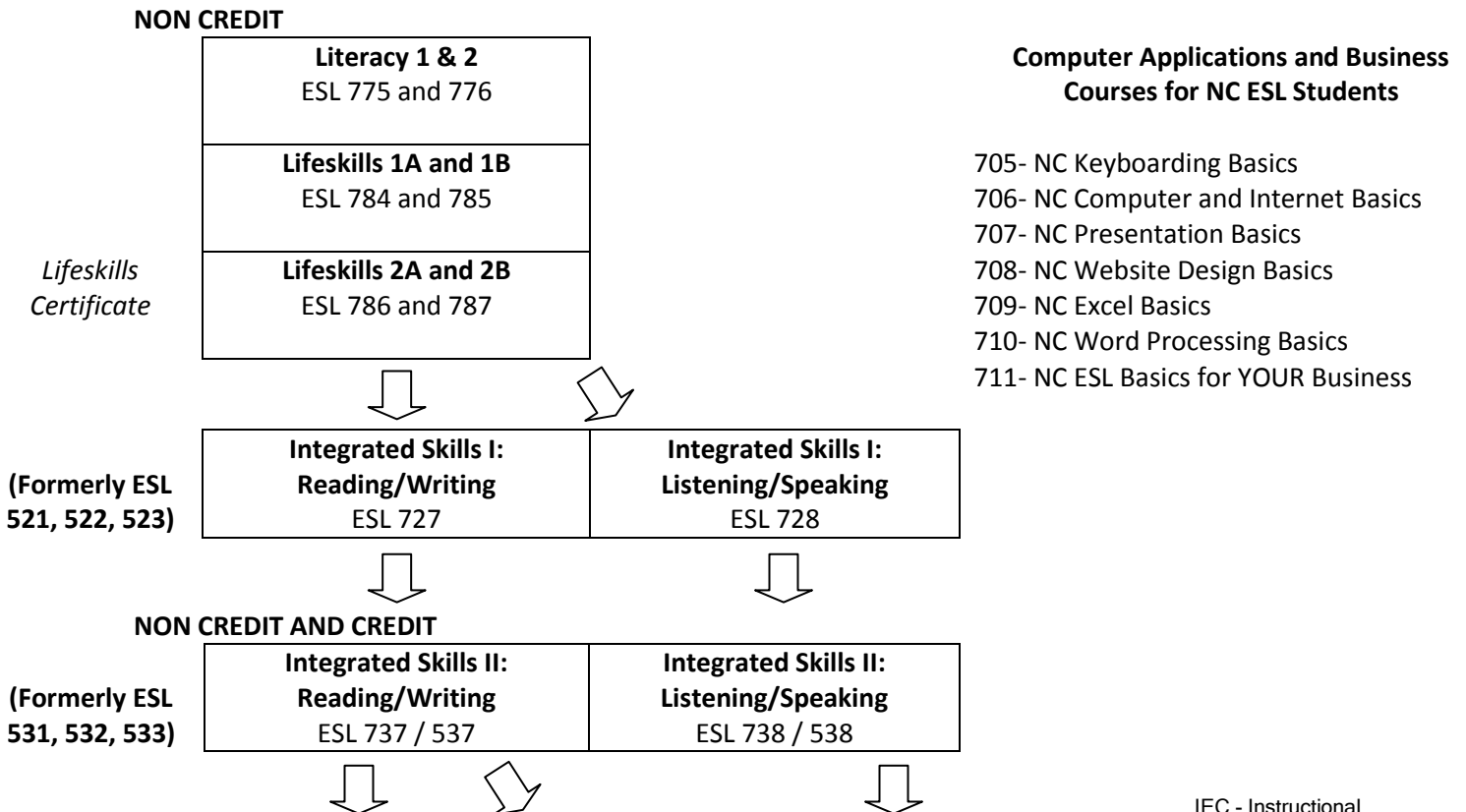
I. Provide an organizational breakdown of your program. Do not include individual's names, only position titles and FTE.

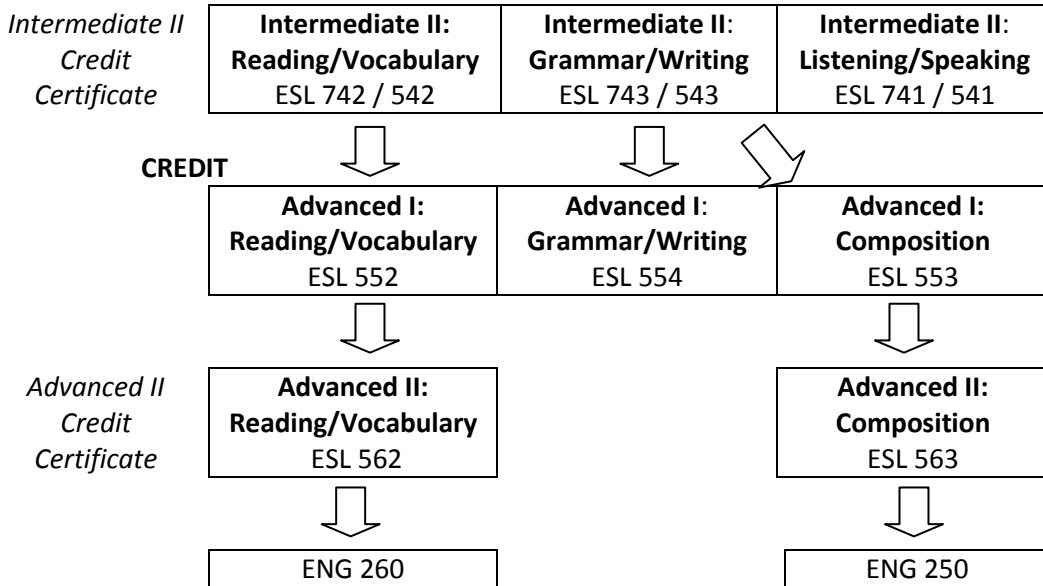
	Title	FTE
Administrator	Dean of Liberal Arts and Sciences	1
Faculty - FT	ESL Instructors	4
Faculty - PT	ESL Instructors	2
Professional Support Staff	Instructional Program Specialist in the ESL Computer Lab	1

**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)?

ESL Flowchart for Spring 2017





The ESL Department in collaboration with Noncredit has created a bridge from Noncredit to Credit ESL. It has also added Noncredit ESL courses that can be dual-listed with Credit ESL courses from the Beginning to Advanced levels.

Also during this period, Credit ESL has worked assiduously with the larger ACES consortium, comprised of both Gavilan College Credit and Noncredit ESL as well as three local Adult Education programs and a local community partner, to articulate and align our programs and build a vision for the provision of learning programs and services to assist students in academic and vocational pathways.

Here is a summary of the course updates, modifications, and proposals that have been submitted to the Curriculum Committee over the past three years:

#### Fall 2013

- 510B updated Basic level
- 527, 528, 537, 538 updated Beginning and Intermediate I Integrated Skills courses
- 554, 564 updated Advanced Grammar courses
- 548, 557, 573 put on “Hold” because courses were not being offered

#### Spring 2014

- 510B modified from 9 to 6 units to attract more enrollment



- 521, 531, 541 updated all listening/speaking courses
- 547 Reinstated

#### Fall 2014

- 522, 532, 542, 552, 562 updated all Reading/Vocabulary courses
- 533, 543, 546 updated Intermediate Grammar courses and Computer class

#### Spring 2015

- 573 put on “Hold”

#### Fall 2015

- 509B, 521, 522, 523 put on “Hold” a summer course and Beginning level courses, which are now being offered in Noncredit
- 527, 528, 537, 538, 546, 547, 548, 702A, 702B updated Credit courses to be offered in a dual format with Noncredit and the Citizenship classes were updated
- 784, 785, 786, 787 updated Lifeskills courses to create bridge to next level
- 727, 728, 737, 738, 746, 747, 748 created for dual listing

#### Spring 2016

- 543, 553, 563 updated one Grammar course and the two Composition courses

#### Fall 2016

- 741, 742, 743 created Noncredit courses to dual list with 541, 542, 543
- 705-711 created contextualized courses in Computer Applications, Business
- 752, 753, 754, 762, 763 created to dual list with 552, 553, 554, 562, 563

#### Spring 2017

- 712-713 will create contextualized ESL for Child Care Parts 1 and 2

Following is a summary of the ESL Department activities that support Strategic Plan Strategies and Goals.

Strategy #1: Optimize enrollment, course offerings, and services to reflect community needs and growth.



*Goal #1: Create an institutional approach to offer and integrate student outreach activities, recruitment, assessment, orientation, counseling, retention and follow-up efforts, with particular attention to populations with special needs, such as DRC, ESL, basic skills, and re-entry students*

Collaboration between CR and NC: ESL assessment is done in the community with both Credit and Noncredit faculty assessing and placing students into appropriate coursework. The result has been that placement into Credit classes has grown, and improved standards of oral assessment are in place. The Noncredit counselor has worked carefully with Noncredit students to promote awareness of the Credit program on the main campus and to encourage them to make that transition. In addition, by the end of Spring 2017, Noncredit and Credit faculty will have jointly written nine new contextualized Noncredit ESL courses in the areas of computer applications, business, and child care. Some of the courses will begin to be offered in Spring 2017.

Pathway Flyers: Visual pathway flyers are being created by the ACES consortium to demonstrate various opportunities for students as they move through the ESL sequences offered at Gavilan College and in the community. The flyers will be distributed by Noncredit and Basic Skills counselors to help students transition from program to program and from Noncredit to Credit.

Instructional Program Specialists: The two ESL Instructional Program Specialists have worked with the ESL students in assessment, orientation, placement, counseling, and retention. They provide lab and tutoring support as well.

*Goal #3: Increase options for credit/non-credit and life-long learning courses for other constituencies as indicated in community needs survey.*

Gavilan ACES efforts: Following the goals of AB 104, many activities are in place to increase options for ESL students, including new contextualized ESL language courses and more short-term vocational classes. These courses, in particular, have been collaboratively designed not only by Credit and Noncredit instructors but also with ESL faculty representatives from the ACES consortium.

Dual-listed courses: Since the majority of the ESL students are undocumented and would consequently need to pay out-of-state tuition for Credit classes, Noncredit courses have been created and approved through the curriculum process so that they may be dual-listed with Credit ESL courses. As a result, more students can continue their language development.



*Goal #4: Support programs that bridge pre-collegiate credit/noncredit courses and other learning support options intended to prepare students for entry into basic skills, transfer, and career technical programs.*

Bridge from ESL to English: The Advanced level ESL courses in Composition, Grammar, and Reading prepare ESL students to take ENG 250 and 260. English instructors who have had ESL students in their classes have said that the students are well prepared and have the necessary language and study skills to be successful in their courses.

Strategy #2: Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.

*Goal #2: Complete student learning outcomes, assessments for continuous improvement of all courses and programs, and of the institution.*

SLO and PLO Assessment: The ESL Department has completed 100% of its SLO Assessment and PLO Assessment, and it continues to assess them on a regular basis.

*Goal #3: Support professional development for faculty in order to improve quality of teaching and curriculum for basic skills, career technical, and transfer courses. Foster and recognize instructional innovation and excellence.*

Conference Attendance: The ESL faculty regularly attends conferences and workshops both on and off campus. They also participate in ESL Activity Sharing activities and other professional development opportunities that are sponsored by the ACES consortium. For example, Title V funds sponsored a four-day Curriculum Institute for the ACES consortium instructors. It served as a spring board for curriculum development in both contextualized ESL and stackable certificates. Furthermore, AB 104 funds sponsored one two-hour joint meeting for these same instructors, as well as a three-day professional development symposium that offered sessions designed for ESL and High School Equivalency staff.

*Goal #5: Implement plans identified through the Institutional Effectiveness Committee process and approved through shared governance procedures to continuously improve instructional, administrative, and student services. Make planning ongoing at every level: standing committees, departments, and divisions.*

The ESL instructors regularly participate in planning activities at monthly ESL Department meetings, semester Division meetings, Credit and Noncredit



administrative meetings, monthly Noncredit Committee (a sub-committee of the Senate) meetings, and Gavilan ACES consortium meetings.

*Goal #6: Provide appropriate technology and support for teaching, student success, and administrative services.*

A document camera was purchased for a new classroom that is being used by ESL. The ESL Lab computers were updated in BU 119, as well the instructors' office computers.

*Goal #7: Implement plans that enhance student engagement by strengthening collaborative partnerships with our communities.*

Since organization inception, there has been consistent ESL presence at the regional ALLIES (Alliance for Language Learners Integration, Education and Success) meetings, which unites Community Colleges, Adult Education and Community Based Organization ESL providers across San Mateo and Santa Clara counties. The Gavilan College ESL program has also competed for and received two small grants from the organization to develop digital literacy on campus and to articulate and align programs across the local area of the ACES consortium.

In addition, the ESL Department builds collaborative partnerships with the community by participating in the Gavilan ACES consortium.

Strategy #4: Recruit and develop staff to foster success for our diverse students in their attainment of educational goals.

*Goal #1: Determine optimal staffing levels for all departments and create staffing plan to meet student needs.*

One of the ESL Instructional Program Specialist positions became vacant in December 2015. This position is necessary to the success and retention of ESL students at Gavilan College. Since Spring 2016, the ESL Department has requested this position to be filled.

Strategy #7: Improve communication, coordination, collaboration, and participation to foster a campus of engagement and excellence.

*Goal #1: Prioritize and improve dialogue and transparency concerning program, departmental, divisions, college, and district activities and plans, with*



*special attention to the inclusion of students, classified staff, and part-time faculty.*

To improve dialogue and promote transparency about the ESL program, the ESL instructors regularly participate in monthly ESL Department meetings, semester Division meetings, Credit and Noncredit administrative meetings, monthly Noncredit Committee (a sub-committee of the Senate) meetings, Curriculum Committee meetings, and Gavilan ACES consortium meetings and small work groups. They have also attended Counseling meetings to inform counselors of changes being made to the ESL course sequence. The ESL Department sends updated flowcharts to counseling and the schedule printer every semester.

*Goal #2: Create opportunities to improve integration and collaboration at every level, with emphasis on student success, e.g., a college hour, staff development opportunities.*

The ESL instructors participate in ESL Activity Sharing activities, which are attended by both Credit and Noncredit instructors. They also jointly attend other professional development opportunities that are sponsored by the ACES consortium.

*Goal #5: Define and promote a college “innovation pathway” that moves from concept to pilot, evaluation, implementation, and institutionalization.*

The ESL Department has created Contextualized ESL courses that combine vocational content (computer applications, business, or child care) with English language skills. It has also experimented with offering dual-listed ESL courses to create a pathway that gives students, who would otherwise not have access to credit bearing classes, the opportunity to continue building their language skills.

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

There has been increased collaboration with Noncredit through combined Assessment and Orientation on the Gilroy main campus and in the communities of Gilroy, Morgan Hill and Hollister. A shared Norming Session for Assessment was conducted in January of 2016 which included the Noncredit Assessment Specialist and Noncredit and Credit ESL Instructors.

There has also been combined professional development offered by Title V and the Gavilan ACES Consortium: a 4-day Curriculum Institute in May of 2015 and



a 3-day Professional Development Symposium in June 2016. In addition, once per semester Credit and Noncredit ESL instructors have participated in Activity Sharing workshops.

There has been collaborative curriculum development with revisions that were made to the four Noncredit Lifeskills courses to articulate with the new Noncredit courses which were created to dual-list with Credit. In small work groups, Credit instructors from ESL and other departments, Noncredit ESL instructors, and members of the community created Contextualized ESL courses in Business, Computer Applications, and Child Care.

Finally, there has been increased enrollment in the ESL Program. In Spring 2016, a cohort of about 20 students started in ESL 727 and 728, and in Fall 2016 they moved on to dual-listed ESL 537/737 and 538/738. This cohort will move on to the dual-listed ESL 540/740 level in Spring 2017.

**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?**

The ESL instructors mentor new instructors who are teaching classes they have not taught before. In addition, the instructors who teach the same course, same subject, or same level meet once or twice during the semester to share. For example, the ESL 727 instructors met in Spring 2016. The ESL 727 and 728 instructors also met in Spring 2016. These were the bridge courses that brought the Noncredit ESL students onto the Gilroy main campus. The instructors of ESL 552, 553, and 554 usually meet as well. Sometimes all three levels of Listening/Speaking instructors will meet. The same is true for the Reading, Grammar and Composition strands.

Textbooks are regularly updated on the course outlines. Textbooks were also adopted for the Noncredit Lifeskills courses to standardize the content and prepare students for the next level.

The ESL Department participates in SLO Assessment during the semester. Then the instructors share their results at the ESL Flex Day before the next semester begins. The instructors discuss the results, review the SLOs and the course content, and submit Form Cs for any revisions that need to be made.

**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.**





The ESL Department regularly assesses its courses. The instructors identify the courses to be assessed at the beginning of the semester. They assess the courses during the semester. Then they share their results at the ESL Flex Day before the next semester begins. The instructors discuss the results, review the SLOs and the course content, and submit Form Cs for any revisions that need to be made. New courses are assessed one to two years after they are offered for the first time. Courses are updated during the process of SLO assessment and when courses are do for an update. If there are any changes to the SLOs, content, or textbooks, a Form C is submitted. Sometimes updates are made on subject areas in all levels at the same time to review the level skill progression. A review of the Grammar and Composition strand will be done in Spring 2017.

**E. What staff development efforts has your program undertaken?**

Once per semester Credit and Noncredit ESL instructors have participated in Activity Sharing workshops. There has also been combined professional development offered by Title V and the Gavilan ACES Consortium: a 4-day Curriculum Institute in May of 2015 and a 3-day Professional Development Symposium in June 2016.

The ESL instructors have attended CUE (Computer Using Educators) conferences, CATESOL (California Teachers of English to Speakers of Other Languages) conferences, and AB86/AB104/AEBG conferences, and 3CSN conferences.

**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?**

No. The ESL Credit Program has two Certificates of Proficiency, one upon completion of the Intermediate II level and one upon completion of the Advanced II level. It offers Basic Skills courses only, and they are not transferable.

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

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

The Gavilan ACES consortium conducted a survey of community needs. It also sponsored a survey of dual-listed courses at other community colleges. The ESL Program has responded to the needs of the community by offering more



Noncredit levels options and by piloting dual-listed courses. In addition, a representative for the ESL Department also attends the Child Development Advisory Board for Child Development majors. This informs curriculum development for non-native speakers' needs in the area of Child Development.

**I. How does the program serve the needs of populations identified as underserved, underperforming or low income in the Equity Plan?**

The ESL Program naturally serves this population of students in the following ways:

- By offering free Noncredit ESL classes.
- By providing class sets of books for the Noncredit Lifeskills courses.
- By providing free gas cards for ESL 727 and 728 students on the Gilroy main campus.
- By providing free parking permits for ESL 727, 728, 737/537, 738/538 students on the Gilroy main campus.
- By providing free books for students in ESL 727, 728, 737/537, 738/538, 741/541, 742/542, 743/543.
- By providing extra tutoring services and open lab time to Noncredit and Credit ESL students on the Gilroy main campus.
- By inviting resource point people into the ESL classrooms, such as Fresh Express, Basic Skills counselors, and EOPS representatives.
- By referring ESL students to on-campus and community resources.

**III. Program Data**

**A. Basic description of program**

**1. Enrollment and FTES**

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

ESL Program enrollment:

2013/14	2014/15	2015/16
540	445	300

ESL Enrollment by Course	2012-2013	2013-2014	2014-2015	2015-2016	Fall 2016
510A	30	12			



510B	26	27			
521	31	38	26	6	
522	31	32	31	6	
523	26	30	34	10	
527					
528	8				
531	34	27	20	17	
532	35	36	24	16	
533	37	33	23	26	
537					4
538					4
541	30	36	27	30	3
542	40	35	34	29	11
543	41	41	31	31	7
546	29	15			
547					
548					
552	32	35	25	24	14
553	40	29	35	25	13
554	40	35	36	34	13
562	38	21	30	27	7
563	32	24	29	29	10
564	41	25	35		
581					
584		13			

Notes and Comments: ESL 510A and 510B stopped being offered in 2014. This content went to Noncredit. ESL 521/522/523 were last offered in Fall 2015. ESL 727/728 were offered for the first time in Spring 2016, and they were not dual-listed. In Fall 2016, ESL 537/538 were dual-listed with 737/738.

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

ESL Program FTES:

2013/14	2014/15	2015/16
77	62	43

iii. Current enrollment by term last available census



Fall 2016	FTES	Enrollment
537	1.1	4
538	.9	4
541	.4	3
542	1.3	11
543	1.5	7
552	2.0	14
553	2.1	13
554	2.3	13
562	1.0	7
563	1.6	10

## 2. Student Outcomes

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

ESL Program success rate:

2013/14	2014/15	2015/16
83%	82%	79%

ESL Success Rate by Course	2012-2013	2013-2014	2014-2015	2015-2016
510A	50%	58%	0%	0%
510B	77%	56%	0%	0%
521	74%	74%	65%	50%
522	84%	81%	65%	67%
523	92%	80%	44%	70%
527				
528	88%			
531	88%	96%	90%	82%
532	86%	89%	96%	88%
533	81%	91%	96%	63%
537				
538				
541	87%	89%	96%	83%
542	78%	89%	76%	72%
543	80%	80%	87%	81%



546	86%	80%		
547				
548				
552	84%	91%	92%	88%
553	83%	83%	80%	80%
554	98%	83%	92%	76%
562	84%	90%	90%	85%
563	94%	88%	96%	79%
564	85%	84%	89%	
581				
584		77%		

Notes and comments: ESL 510A and 510B stopped being offered in 2014. These courses gave students the study skills they needed to be successful at the next levels. In the first semester ESL 510B stopped being offered, some students insisted on taking Credit courses, so they were allowed into the lowest level in Credit - ESL 521/522/523. However, the students were held to the standard for passing, so some had to repeat. Due to the elimination of the Basic Credit courses, the ESL 520 level students were not as equipped with the necessary study skills. Now the ESL Program is working with Noncredit to re-establish the pathway with a combination of Noncredit and dual-listed courses.

ii. Retention rate by top code and course and year (4 years)

ESL Program Retention rate:

2013/14	2014/15	2015/16
89%	85%	81%

ESL Retention Rate by Course	2012-2013	2013-2014	2014-2015	2015-2016
510A	73%	83%		
510B	81%	70%		
521	84%	82%	73%	50%
522	87%	81%	74%	67%
523	96%	87%	59%	80%
527				
528	100%			
531	88%	96%	90%	82%
532	94%	92%	96%	94%
533	95%	100%	96%	69%



537				
538				
541	87%	89%	96%	83%
542	80%	91%	76%	72%
543	88%	90%	87%	87%
546	86%	80%		
547				
548				
552	84%	97%	92%	88%
553	90%	93%	83%	80%
554	98%	89%	94%	82%
562	94%	100%	90%	89%
563	94%	92%	96%	79%
564	93%	92%	91%	
581				
584		77%		

Notes and Comments: After no longer offering ESL 510A and 510B, the affected cohort of students progressed through the ESL Program at a lower success and retention rate than previous cohorts who had taken ESL 510B.

Here is the chart Peter Wruck, Gavilan's Institutional Researcher, provided:

## Gavilan College Department of ESL Basic Program Data 2012-2016

Academic Year	Course Name	Active Enrolled	Census Enrolled	Retention Rate	Success Rate	FTES	FTEF	FTES / FTEF
2012	ESL509B	14	19	74%	37%	1.2	0.1	9.5
2012	ESL510A	22	30	73%	50%	8.7	1.2	7.3
2012	ESL510B	48	55	87%	79%	16	1.2	13.4
2012	ESL521	36	49	74%	69%	6.3	0.8	7.8
2012	ESL522	36	42	87%	82%	4.2	0.4	10.5
2012	ESL523	36	40	91%	87%	6.5	0.7	9.8
2012	ESL527	10	12	83%	67%	2.5	0.4	6.3
2012	ESL531	41	47	88%	88%	6.1	0.5	11.3
2012	ESL532	36	43	85%	80%	4.3	0.4	10.8
2012	ESL533	35	43	82%	78%	7	0.7	10.5



2012	ESL541	37	41	90%	90%	5.3	0.5	9.8
2012	ESL542	37	45	83%	83%	4.5	0.4	11.4
2012	ESL543	46	53	87%	74%	8.6	0.7	13
2012	ESL546	12	14	86%	71%	0.4	0.1	6.1
2012	ESL547	15	17	88%	65%	3.3	0.4	8.3
2012	ESL552	36	38	95%	95%	4.8	0.5	8.9
2012	ESL553	37	38	98%	98%	6.2	0.7	9.3
2012	ESL554	35	39	90%	85%	6.3	0.7	9.6
2012	ESL557	12	17	71%	65%	3.6	0.3	11
2012	ESL562	40	44	92%	83%	5.7	0.5	10.5
2012	ESL563	38	43	90%	80%	7	0.7	10.5
2012	ESL564	32	36	90%	82%	5.8	0.7	8.8
2012	ESL582	6	7	86%	86%	0.5	0.2	2.5
<b>2012</b>	<b>Subtotal / Avg.</b>	<b>697</b>	<b>812</b>	<b>86%</b>	<b>79%</b>	<b>125</b>	<b>12.7</b>	<b>9.7</b>
2013	ESL510A	10	12	83%	58%	3.5	0.6	5.8
2013	ESL510B	21	26	81%	78%	7.6	1.2	6.3
2013	ESL521	26	31	81%	70%	4	0.5	7.4
2013	ESL522	27	31	88%	83%	3.2	0.4	8
2013	ESL523	25	26	97%	94%	4.2	0.7	6.4
2013	ESL528	8	8	100%	88%	1.6	0.4	3.9
2013	ESL531	30	34	88%	88%	4.4	0.5	8.2
2013	ESL532	33	35	93%	83%	3.6	0.4	9.1
2013	ESL533	35	37	94%	81%	6	0.7	9.1
2013	ESL541	26	30	86%	86%	3.9	0.5	7.2
2013	ESL542	32	40	80%	77%	4.1	0.4	10.4
2013	ESL543	36	41	88%	80%	6.6	0.7	10.1
2013	ESL546	25	29	86%	86%	0.9	0.1	13.4
2013	ESL552	27	32	86%	86%	4.4	0.5	8.1
2013	ESL553	36	40	89%	81%	6.5	0.7	9.8
2013	ESL554	39	40	97%	97%	6.5	0.7	9.8
2013	ESL562	36	38	95%	84%	5.2	0.5	9.6
2013	ESL563	30	32	94%	94%	5.2	0.7	7.9
2013	ESL564	38	41	93%	86%	6.6	0.7	10.1
<b>2013</b>	<b>Subtotal / Avg.</b>	<b>540</b>	<b>603</b>	<b>89%</b>	<b>84%</b>	<b>88</b>	<b>10.8</b>	<b>8.5</b>
2014	ESL509B	5	8	63%	38%	0.5	0.1	4
2014	ESL510B	19	27	71%	56%	7.9	1.2	6.6
2014	ESL521	31	38	81%	74%	4.9	0.5	9.1
2014	ESL522	26	32	80%	80%	3.3	0.4	8.3
2014	ESL523	26	30	87%	80%	4.9	0.7	7.4



2014	ESL531	26	27	95%	95%	3.5	0.5	6.5
2014	ESL532	33	36	91%	88%	3.7	0.4	9.3
2014	ESL533	33	33	100%	90%	5.3	0.7	8.1
2014	ESL541	32	36	89%	89%	4.7	0.5	8.6
2014	ESL542	32	35	91%	88%	3.6	0.4	9.1
2014	ESL543	37	41	89%	79%	6.6	0.7	10.1
2014	ESL546	12	15	80%	80%	0.5	0.1	6.9
2014	ESL552	34	35	98%	94%	4.8	0.5	8.8
2014	ESL553	27	29	95%	84%	4.7	0.7	7.1
2014	ESL554	31	35	87%	83%	5.7	0.7	8.6
2014	ESL562	21	21	100%	92%	2.9	0.5	5.3
2014	ESL563	22	24	91%	88%	3.9	0.7	5.9
2014	ESL564	23	25	93%	87%	4	0.7	6.1
2014	ESL584	10	13	77%	77%	1.3	0.2	6.3
<b>2014</b>	<b>Subtotal / Avg.</b>	<b>480</b>	<b>540</b>	<b>88%</b>	<b>82%</b>	<b>76.6</b>	<b>10.1</b>	<b>7.6</b>
2015	ESL509B	7	10	70%	70%	0.7	0.1	5.3
2015	ESL521	19	26	74%	67%	3.4	0.5	6.2
2015	ESL522	23	31	75%	65%	3.2	0.4	8
2015	ESL523	20	34	59%	43%	5.5	0.7	8.3
2015	ESL531	18	20	90%	90%	2.6	0.5	4.8
2015	ESL532	23	24	96%	96%	2.5	0.4	6.2
2015	ESL533	22	23	95%	95%	3.7	0.7	5.6
2015	ESL541	26	27	94%	94%	3.5	0.5	6.5
2015	ESL542	26	34	77%	77%	3.5	0.4	8.8
2015	ESL543	27	31	86%	86%	5	0.7	7.6
2015	ESL552	23	25	92%	92%	3.4	0.5	6.3
2015	ESL553	29	35	83%	81%	5.7	0.7	8.6
2015	ESL554	34	36	94%	92%	5.8	0.7	8.8
2015	ESL562	27	30	92%	92%	4.1	0.5	7.6
2015	ESL563	23	24	96%	96%	4	0.7	6
2015	ESL564	32	35	92%	88%	5.7	0.7	8.6
<b>2015</b>	<b>Subtotal / Avg.</b>	<b>379</b>	<b>445</b>	<b>86%</b>	<b>83%</b>	<b>62.2</b>	<b>8.7</b>	<b>7.1</b>
2016	ESL521	3	6	50%	50%	0.8	0.3	2.9
2016	ESL522	4	6	67%	67%	0.6	0.2	3.1
2016	ESL523	8	10	80%	70%	1.6	0.3	4.9
2016	ESL531	14	17	86%	86%	2.2	0.5	4.1
2016	ESL532	15	16	95%	87%	1.7	0.4	4.1
2016	ESL533	11	16	69%	63%	2.6	0.7	3.9
2016	ESL541	25	30	82%	82%	3.9	0.5	7.2





2016	ESL542	21	29	71%	71%	3	0.4	7.5
2016	ESL543	27	31	85%	78%	5	1	5.2
2016	ESL552	21	24	84%	84%	3.3	0.5	6
2016	ESL553	20	25	79%	79%	4	1	4.4
2016	ESL554	28	34	83%	77%	5.5	1	6.3
2016	ESL562	24	27	89%	85%	3.7	0.5	6.8
2016	ESL563	23	29	79%	79%	4.7	1	5.2
2016	<b>Subtotal / Avg.</b>	<b>244</b>	<b>300</b>	<b>80%</b>	<b>77%</b>	<b>42.6</b>	<b>8.4</b>	<b>5.3</b>
<b>Grand Total / Average</b>		<b>2,340</b>	<b>2,700</b>	<b>86%</b>	<b>81%</b>	<b>394</b>	<b>50.7</b>	<b>7.9</b>

NOTE: "Success" is defined as a student earning a grade of A, A-, B+, B, B-, C+, C, or P. All other grades are defined as "Failure."

Data retrieved on 2016.11.14 at 12:24:53 hours from GIDS tables CLS\_GRADES, SECTION, SECTADDN, COURSE\_LEVELS, and SCHEDTYPES via Hyperion.

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### iii. Number of majors by year (4 years).

MIS reported there were 68 ESL Advanced Certificate of Proficiency majors declared from 2013 to 2016, and there were 60 ESL Intermediate Certificate of Proficiency majors declared from 2013 to 2016. That's an average of about 20 students per major per year.

Total for ESL_ADV_CP	Total for ESL_INT_CP
68	60

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

The Institutional Researcher reported (from GIDS) that only one ESL Certificate of Proficiency has been issued over the past three years. This is not representative of how many students actually complete the Intermediate II and Advanced II levels. This number only shows that the ESL students do not petition for their certificates from the college. The number is surprising however, as the ESL instructors have been more vigilant about informing students about the petition process.

## 3. Staffing Data

### i. Faculty Headcount (by contract and hourly)



	2013/14	2014/15	Fall 2015	Spring 2016	Fall 2016	Spring 2017
<b>Full-time</b>	4	4	4	4	4	4
<b>Part-time</b>	6	4	4	1	2	1

**ii. Faculty Productivity (Weekly Student Contact Hours divided by Full Time Equivalent Faculty) (3 years)**

Year	FTES	FTEF	FTES/FTEF
2013	88	10.8	8.5
2014	76.6	10.1	7.6
2015	62.2	8.7	7.1
2016	42.6	8.4	5.3

**iii. Current Ethnic and gender distribution of faculty**

The faculty is all Caucasian women.

**iv. Contract overload by year**

One instructor received an overload for being Senate President from 2014 to 2016. In Fall 2015, the same instructor took a 3-unit overload in another discipline.

**v. Program Release Time**

One instructor has been reassigned 100% to grant projects over the past three years.

Another instructor had two 20% reassignments, one for the Joint Title V Grant and one for the Student Success Title V Grant in Fall 2012, Spring 2013, Fall 2013, and Spring 2014. Then the instructor only had one 20% reassignment for the Joint Title V Grant in Fall 2014. In Spring 2015, the reassignment for the Joint Title V Grant was reduced to the equivalent of 1 unit.



One instructor was on sabbatical in Fall 2016.

**vi. Classified Staff**

There were two Instructional Program Specialists from 2013 to Fall of 2015. From Fall 2015 to present, there has only been one.

**vii. Students Assistants**

None

**B. Provide comments on any salient data above.**

From 2012 through 2014, the number of actively enrolled ESL students dropped from 697 to 480. During that time, the ESL Department had not made any significant changes to the credit ESL program, and although enrollment was steadily decreasing, retention and success rates for enrolled students remained stable with a slight increase.

(retention: 2012 - 86% 2014 - 88%)

(success: 2012- 79% 2014 - 82%)

In other words, the students that were attending the credit ESL program were doing very well, but fewer and fewer students were enrolling. During this same time period, there were outside factors that may have contributed to declining enrollment ( i.e. stricter Federal and State immigration policies, changes in the economy, and an expanding Noncredit ESL Program). In order to increase enrollment by providing better access to more students, including those without state residency, those with less flexible schedules, those with limited financial resources, and those with less academic preparation, the decision was made to design a new ESL program that more clearly articulated Noncredit and Credit options and pathways. As enrollment continued to decline, the ESL Department in collaboration with the Noncredit Program began converting the lowest level Credit courses to Noncredit courses. Of course, as the department began eliminating Credit courses (ESL 510A, ESL 510B, and then ESL 521, ESL 522, and ESL 523), overall Credit ESL enrollment dropped even more. However, it was expected that once the newly converted Noncredit courses were offered, the ESL Department could build a strong cohort of students who previously hadn't had access to ESL classes at Gavilan. With clear articulation, and dual-listed Noncredit -Credit courses, as well as new contextualized ESL and vocational options, enrollment numbers are expected to steadily increase in the ESL Program. In fact, there is evidence of this already. Fall 2016 is the first semester the program has offered dual-listed ESL classes,



and enrollment numbers have increased dramatically. For example, in the dual-listed class ESL 537/737, which replaced ESL 533 and 532, enrollment went from 11 actively enrolled students in ESL 533 in Spring 2016 to 26 actively enrolled students in ESL 537/737 in Fall 2016. As the ESL Department continues to modify and articulate Noncredit and Credit courses and offer more options to students, it expects enrollment, retention and success rates to continue to grow.

However, in order for the program to grow and flourish in this way, Gavilan's ESL instructors need the flexibility to move freely between credit and noncredit courses. They need to be able to continue developing innovative curriculum and to continue bringing their expertise into the classroom, and they need to be able to do this without the fear of reduced compensation or increased workload. ESL faculty need the Administration's continued support and clear contractual language that provides for long term job stability and equity for ESL faculty members, whether they be credit or noncredit instructors or counselors. In this Self Study Report, section 3 - Staffing Data, you can see that currently only two of the four FT ESL instructors have teaching assignments (one is on sabbatical, and one has a 100% reassignment to do grant projects). Once all four FT instructors return to teaching, unless the temporary two year agreement made in December 2015 (see section IV- C - Trends Affecting Your Program) is extended, there will no longer be enough credit ESL courses to provide full loads for the FT ESL instructors. In order to continue growing the ESL Program, this crucial staffing issue must be addressed.

Finally, the ESL Program needs to replace one of its two Instructional Program Specialists. For the past year, it has had only one, and this has been a real challenge for the instructors and the students in the program. The Program Specialists have been key players in recruiting and supporting students. If the ESL Program is to grow enrollment and improve student retention and success, it needs this position to be filled. Among other roles and responsibilities, the Program Specialists strengthen the program by: answering phone and email inquiries about the ESL program, including how, when, and where to assess and register, conducting orientation for new students, running the ESL computer lab, facilitating supplemental instruction groups in grammar, reading, writing, and listening/speaking, providing individual language tutoring, acting as a point of contact to refer students to both on campus and off-campus counseling and other resources, keeping student data and records, collaborating with counselors and Admissions and Records in assisting students to petition for graduation, and most importantly providing a familiar face that ESL students can always count on to guide them in the right direction. The two Program Specialists positions are needed, now more than ever, for the ESL Program is making huge changes to its program, and the ESL students really count on them.

### **C. Budgetary allocations for the past three years:**



Operational Costs	13/14	14/15	15/16	16/17
Enter your data: Timekeeper		\$381	\$413	\$0
Instructional Supplies (Palace)	\$2451	\$1350	\$1650	\$2325
Ink toner reimbursement			<\$650>	<\$129>
Equipment		\$559	\$521	\$67

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

Timekeeper is now a combined system being paid for by another source. Toner cartridges started to be reimbursed in 2015/16. A printer was needed for the lab in 2014/15. A document camera was needed for HU 106 in Fall 2015. Two headphone replacements were needed for the ESL Lab in Fall 2016.

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

These purchases have allowed the ESL Lab to remain in working condition. They also allowed for the HU 106 conference room to be converted into a small classroom.

**IV. Trends Affecting your Program**

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

The ESL Program has many strengths. First of all, the ESL instructors are dedicated professionals with years of experience, expertise and creativity. This has enabled them to begin a complete remodeling of the program in order to meet the changing needs of the local community. By doing needs assessments, evaluating the current program, researching what other Community Colleges have been doing, participating in professional development activities and collaborating with other educators around the state, the instructors have been able to envision what a new fully integrated credit-noncredit ESL program would look like. They have made both short term and long term goals, and have begun implementing many of the changes needed to integrate noncredit and credit ESL. Because of the experience and dedication of the ESL instructors, ESL Program Staff and Administration, they have been able to develop brand new curriculum, modify existing curriculum, create new assessment tools, improve orientation procedures, expand marketing, improve



data collection, assess students' retention and success rates, and continue to move forward with the restructuring of the ESL Program.

A second strength of the ESL Program is its commitment to a high level of collaboration in order to maintain teaching standards. To that end, new faculty is mentored and encouraged to attend meetings, strand and level meetings are regularly conducted, SLO assessments are completed regularly and findings are discussed by the department, instructors who have attended conferences and trainings return to share what they have learned with the larger group, instructors volunteer to substitute for one another rather than cancel classes or close the computer lab.

On the other hand, one challenge has been that the cohorts of students in ESL became very small. As a result, the ESL Program worked with the Noncredit Program to create new cohorts of students that would transition to a Noncredit course on Gilroy's main campus. Then the students moved into dual-listed courses (Credit and Noncredit) at the Intermediate I level. The cohort of about twenty students that took the Beginning level Noncredit courses (ESL 727 and 728) on main campus in Spring 2016 grew to twenty-five students at the next level (ESL 737 and 738).

Another challenge is that the ESL Program needs to have the vacant Instructional Program Specialist position filled. For the past year, the program has had only one, and this has been a real challenge for the instructors and the students in the program. The Program Specialists have been key players in recruiting and supporting students. If the college wants to grow enrollment and improve student retention and success, this position needs to be filled. Among other roles and responsibilities, the Program Specialists strengthen the program by: answering phone and email inquiries about the ESL program, including how, when, and where to assess and register, conducting orientation for new students, running the ESL computer lab, facilitating supplemental instruction groups in grammar, reading, writing, and listening/speaking, providing individual language tutoring, acting as a point of contact to refer students to both on campus and off-campus counseling and other resources, keeping student data and records, collaborating with counselors and Admissions and Records in assisting students to petition for graduation, and most importantly providing a familiar face that ESL students can always count on to guide them in the right direction. Both Program Specialists are needed, now more than ever, for many changes are being made to the program, and the ESL students really count on them.

**B. Provide a brief review of the past three program plans and any emerging themes identified in them.**

In the past three program plans, the ESL Department has identified the following three objectives:

1. Recognize student achievement.



2. Collaboration between Credit and Noncredit programs for assessment and orientation, scheduling, and curriculum development.
3. Fill the vacant ESL Instructional Program Specialist position.

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

The ESL Program is evolving. In order to better serve the community of second language learners, the ESL Program has been doing a lot to create more access, clearer pathways, and more opportunities for success. The ESL Program is being re-designed to include clearly articulated Noncredit ESL, Noncredit/Credit Dual-listed ESL courses, Contextualized ESL, and Credit ESL courses. As the program pilots new courses, new sequences of courses, and alternative delivery methods (i.e. dual-listed courses), one of the challenges is to ensure that qualified ESL faculty are treated equitably and have the option of teaching any ESL course (regardless of whether it is Credit, Noncredit, or Dual-listed).

Currently, there is a side letter agreement to the GCFA contract signed in December 2015 by then Superintendent/President of Gavilan Unified Community College District, Steve Kinsella, and the four Full-time ESL faculty, that is valid from January 1, 2016 through December 31, 2017. In this agreement, it states, "...In addition, for the duration of this agreement, full-time faculty may teach noncredit classes at the same unit workload and overload level as a credit class and that will be paid at their regular full-time faculty salary rate. This agreement will expire on December 31, 2017."

In order for this newly designed ESL Program to continue to grow and serve the community, permanent contractual clarifications and/or modifications need to be negotiated, so current ESL faculty (as well as future qualified faculty) will have the flexibility to teach any ESL course within the program. Not only do the four Fulltime ESL faculty members need to extend this two year agreement, but qualified adjunct faculty should also be permitted to teach any ESL course in the program. This would allow for easier scheduling, program stability, and equitable conditions for faculty.

Current research indicates that many community colleges across the state are re-assessing and redesigning their noncredit and credit programs and updating their faculty contracts, minimum qualifications, and salary schedules at the same time. As the ESL Program continues to evolve (into a blended Noncredit-Credit Program) it is vital that Gavilan College (Administration, ESL Department Faculty, Noncredit Faculty, Gavilan Academic Senate and GCFA) addresses faculty working condition issues including but not limited to: equity among Noncredit and Credit faculty, equity among Full-time and Adjunct faculty, minimum qualifications for credit ESL instructors, minimum qualifications for noncredit ESL instructors, and equitable salary schedules, and workloads.



**IV. Program/Student Learning Outcomes**

- A. Complete the program/student learning outcome matrix for your program(s). If assessments have not been completed, provide an update of your program's work to assess your program-level student learning outcomes.**

The ESL Program has assessed all three of its Program Learning Outcomes at least once over the past six years.

<b>Program/Student Learning Outcomes</b>	<b>Assessment / Measurement</b>	<b>Result</b>	<b>Use of Results</b>
By the end of ESL 541, Intermediate ESL Listening/Speaking II, students will demonstrate their listening/speaking abilities by participating in an individual interview with an ESL instructor. In the interview, students show their ability to understand and answer questions appropriately, their ability to speak extemporaneously within the interview, and their pronunciation.	Oral Interview as part of the Final Exam.	8 out of 8 students received a passing grade on their final oral interview in the ESL 541 class in spring 2015.	Continue to use this measure.
By the end of ESL 562, Advanced ESL Reading/Vocabulary II, students will demonstrate their reading ability by answering questions that involve a variety of reading skills such as making inferences, deciphering vocabulary in context, and distinguishing fact from opinion.	Final Exam	5 out of 6 students passed the final exam with a 70% or better. It included academic and literary texts in ESL 562 in Fall 2016.	No changes are planned at this time as students have demonstrated a good success rate. The final exam was a good measure of the students' ability to comprehend academic and literary texts.
By the end of ESL 563, Advanced ESL Composition II, students will demonstrate their writing ability by responding to a prompt that shows their understanding of it and their ability to state a clear thesis, support it, and organize their ideas.	Board-graded final exam	8 essays earned a grade of 3 to 5 (Adequate to Good) on the rubric. 1 essay earned a score of 2 (Inadequate). ESL 563 in Spring 2014	The results show that 8 out of the 9 students had the writing skills necessary to move on to a regular English writing course.

- B. What percentage of course-level student outcomes has your program assessed?**





The ESL Program has assessed one hundred percent of its ESL courses and continues to assess them on a regular basis.

**V. 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.**

1. Collaborate with Noncredit to create more Noncredit courses at all ESL levels, including contextualized ESL courses and dual-listed courses.
2. Hire an ESL Instructional Program Specialist.
3. Provide Kickstart Orientation and Educational Plan opportunities through Counseling and encourage students to petition for their certificates.

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

**Program Plan: English as a Second Language: Instruction**

**Vision/Narrative**

The ESL Credit Program provides English language instruction to native speakers of other languages from intermediate to advanced ability levels and offers two certificates of proficiency. This multi-level academic program includes instruction in reading, writing, grammar, listening-speaking, study skills, and cultural awareness. It aims to prepare students for a successful transition into mainstream English classes, academic courses, and vocational programs, and to provide personal and cultural enrichment. As part of its ongoing mission to meet the needs of a diverse population of students in an ever-changing environment, the ESL Department continually evaluates, modifies, and develops its curriculum. It is also collaborating with the AEBG (Adult Education Block Grant), or Gavilan ACES, Consortium members and community-based organizations to articulate ESL courses ranging from literacy to college readiness to serve the divergent and evolving needs of second language learners in the Hollister, Morgan Hill and Gilroy areas. By providing clear pathways for students from the community-based ESL providers to the Credit ESL Program and beyond, not only will it be easier to maintain healthy enrollment in our courses, but the students will have a better chance of successfully reaching their goals. Finally, as the students continue to learn, so do the faculty and staff of the ESL Credit Program. They are committed to their professional growth and development and regularly collaborate with each other and those from other college departments by participating in AEBG projects and Planning Summits. The faculty also learn about current trends in ESL and Technology in Education by attending CATESOL and Computer Using Educators (CUE) conferences. In short, the vision of the ESL



Department is to give its students the tools and English language skills they need to be successful in college, on the job, and in their personal endeavors in today's ever-changing and diverse society.

**Program Objective 1:** To recognize student success and promote ESL student participation in the Gavilan College graduation.

**Strategy and Goal(s):** RESUBMITTED: Copied from Academic Year 2015-16

**IEC Program Review:** No: The ESL Program wants to celebrate student achievement and encourage the ESL students to continue their studies.

**Progress:** Yes: ESL students continue to participate in the Gavilan College graduation ceremony.

**Activity 1:** The ESL faculty and staff will work with Basic Skills and EOPS counselors to encourage and assist the ESL students to petition for their certificates and to walk in the college graduation ceremony.

Personnel Request - *none*

Non-Personnel Request - *none*

**Program Objective 2:** To collaborate with the noncredit ESL program and community-based organizations to articulate ESL courses.

**Strategy and Goal(s):** RESUBMITTED: Copied from Academic Year 2015-16

**IEC Program Review:** No: The credit ESL program has been participating in the AEBG(Gavilan ACES) Consortium since Fall 2014.

**Progress:** Yes: The ESL credit program continues to collaborate with the noncredit program to coordinate the scheduling of ESL classes and orientation/assessment. Both programs continue to work together to update curriculum and create new courses. Seven Noncredit Contextualized ESL courses were created in the areas of Computer Applications and Business. Two more courses will be created in the area of ESL for Child Care. By Fall 2017, there will be Noncredit versions of all of the ESL Credit levels from Beginning through Advanced.

**Activity 1:** The ESL Credit program will collaborate with the Noncredit program to coordinate scheduling and assessment and to create curriculum.

Personnel Request - *none*

Non-Personnel Request - *none*

**Program Objective 3:** To continue to provide the ESL students support services in



the form of orientation & assessment, registration, conversation groups, and tutoring groups in grammar and writing.

**Strategy and Goal(s): RESUBMITTED: Copied from Academic Year 2015-16**

**IEC Program Review: No:** The 30-hour ESL instructional program specialist position that was vacated in December 2015 is necessary for providing support services to current and former Credit and Noncredit ESL students on the main campus. The ESL Program Specialist coordinates assessment and placement for new students, aids students with registration, and facilitates conversation and tutoring groups. The conversation groups and composition tutoring groups are requirements for all of the Listening/Speaking and Composition courses. In addition, this position provides much needed tutoring in grammar and composition beyond the course requirements. The ESL Program Specialist also responds to calls and emails from potential students. Finally, he/she acts as a point person to connect ESL students to Gavilan College resources and community resources.

**Progress: No:** This position received a high priority rating for budget requests in Spring 2016, but the position was not approved for hire. To temporarily fill this vacancy in support services, the ESL Department Chair and ESL Lab Instructional Program Specialist have been coordinating ESL Assessment. The instructors of the two ESL Composition courses have been facilitating their own Tutoring Groups. The Conversation Groups are being facilitated by a tutor in the Tutoring Center. The ESL Department Chair and ESL Lab Instructional Program Specialist have responded to phone calls and emails about the ESL Program. The ESL Lab Instructional Program Specialist, instructors, and Department Chair have taken on these extra duties above and beyond their regular job duties. In other words, the duties of this position are being done piecemeal and against job classification. The ESL students have been affected by this reduction in support services. This position is a vital part of the ESL Program, as it contributes greatly to the students' success.

**Activity 1: Hire a qualified replacement for the ESL Instructional Program Specialist who retired in December 2015.**

**Personnel Request**

Job Classification	Quantity	FTE	Amount (\$)	Fund Source / Type
Classified	1	100%	\$ 66,500.00	General Fund / On-Going

**Non-Personnel Request - *none***

**VI. 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 and services, a summary of the program's



progress, a summary of any 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;
- Significant accomplishments since the last review period;
- Your program's impact on supporting and improving student achievement and student learning outcomes;
- Resource and staffing changes since the last review and their effect on the program;
- Trends affecting the program;
- A list of goals and objectives (typically detailed in program plans) for the short and long term. These should be supported by data provided in the sections above. This should also include a discussion of the Institutional Effectiveness Partnership Initiative indicators and equity goals.

The ESL Department provides English language instruction to native speakers of other languages from basic to advanced level of proficiency. Students are of predominantly Hispanic background, many of them not having more than an elementary school education. The complete ESL Program contains seven levels: Lifeskills 1 and 2, Beginning, Intermediate I and II, and Advanced I and II. When students begin at the first level, it normally takes them three-and-a-half years to complete the program if they take a full load each semester. The first four levels are offered in an Integrated Skills format. The last three levels are a combination of listening/speaking, reading/vocabulary, writing and/or grammar courses.

Reasons for attending ESL classes vary. Some students seek solely to gain personal enrichment, while others wish to obtain certificates, the A.A/A.S. degree, or to transfer to a university. Before exiting the program, students take a writing exam to demonstrate competence to take mainstream English classes. Based on data collected, the students have been very successful, with the greater majority placing into English 250/260. At the advanced level, a counselor visits the Composition class to share information about further educational opportunities. Students proceed by making a counseling appointment to make an individualized educational plan. This process contributes to their successful transition from ESL to mainstream courses. Students also complete a Kickstart Orientation and GUID 210 to qualify for priority registration.



The ESL Program offers two Certificates of Proficiency, one at the Intermediate II level and one at the Advanced II level. Comparable certificates will be created for Noncredit ESL students.

The ESL Department enjoys, above all, a spirit of collaboration. Instructors are willing to give of their time and talent to work collectively to accomplish tasks in a timely manner. There is much interaction among instructors within their levels, strands, and as a whole. Part-time faculty, especially, go above and beyond their duty in support of the department and students. The two ESL Instructional Program Specialists have provided much needed support for the students. In December 2015, one of the ESL Instructional Specialists retired. Since then, the ESL Instructors have tried to absorb the loss. As a result, some ESL students have been underserved in the area of tutoring and support.

Although a bridge from Noncredit to the Credit program had been a goal for a number of years, declining numbers in the program moved the ESL Program to pilot a Noncredit ESL class on the Gilroy main campus. Next, the plan was to move this cohort of Noncredit students through to the next level alongside Credit students by offering dual-listed courses. Now, the program hopes to move this cohort from the intermediate to advanced levels of ESL, so they can complete the ESL Program. The reason for implementing and expanding on the dual-listed format is to allow for more flexibility and more access; while there are various reasons why a student would choose one type of course over the other, Noncredit is especially beneficial for students who do not have permanent resident status. On the other hand, for students who do, it is advantageous to register for credit-bearing ESL classes as financial aid then becomes available, allowing students to live better while dedicating themselves to their language study. By offering both types of enrollment within one class, students have the choice to select the one that is most helpful to their personal situation. Through this process the ESL Program will continue to collaborate with Noncredit to offer more dual-listed courses, so that the program can create better access and a variety of pathways to success for ALL of the second language learners in the community. Through the modification of the ESL Program with its integration of Noncredit, Credit and dual-listed ESL courses, including all levels of ESL from beginning to advanced, ESL bridge courses that articulate with English 250 and 260 as well as general education courses, basic contextualized ESL



courses that can lead to advanced CTE courses, and a variety of certificate bearing courses, the ESL program is now better able to meet the diverse language and educational needs of the community.