

ESL DEPARTMENT 2025-2026

COMPREHENSIVE PROGRAM REVIEW

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Nicole Cisneros

Division: Division 50 - Career Technical Education

Department: English as a Second Language

II - CO-CONTRIBUTORS

- 1) ESL Faculty
- 2) Director Rosio Pedroso
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- 5) Click or tap here to enter text.

III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The ESL Program provides English language instruction to native speakers of other languages from literacy to advanced ability levels. This multi-level program includes instruction in literacy at the life skills level as well as reading, writing, grammar, listening-speaking, study skills, and cultural awareness at the academic level. Because of the wide profile of the ESL student population and its diverse needs, the ESL Program has multiple goals. It aims to prepare students for a successful transition into mainstream academic or vocational classes, as well as improve language proficiency for personal and cultural enrichment. As part of its ongoing mission to meet the needs of a diverse population of students in an ever-changing environment, the ESL Department continually evaluates, modifies, and develops its curriculum. As it was mandated

to do through AB 705, the ESL Program provided acceleration by compressing its program, which resulted in curricular changes. The ESL Department also collaborates with local Adult Education programs, Gavilan ACES Consortium members, and community-based organizations to articulate ESL courses ranging from literacy to college readiness to serve the divergent and evolving needs of second language learners primarily within our district. By providing clear pathways for students from the community-based ESL providers to the Gavilan College ESL Program and beyond, students will have a better chance of successfully reaching their goals.

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

Goals from our 2023-2024 Update:

1 - Hire another full-time faculty member for ESL primarily to work with the incarcerated community – We went through the hiring process in June 2024, but it was a failed search. We did not run the position again because we found that the restrictions within the jail communities did not allow for the required enrollment numbers.

2 - Hire a Dedicated ESL Tutor – Unfulfilled; the Noncredit Department has utilized Peer Mentors to provide some limited tutoring to fill the need for our lower-level ESL courses. The Tutoring Center has recently reached out to the ESL Department and notified us that they now employ tutors who can tutor our ESL students at any level, and they are also interested in providing Embedded Tutors for our courses.

3 - Create an ESL 1A Course (equivalent to English 1A or C1000)– ESL and English faculty had a retreat in June 2025 and discussed the pros and cons of creating an ESL 1A. In the end, we considered trying to offer an English 1A for bilingual students instead, due to the possibility of low enrollment not allowing an ESL 1A to run.

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

The courses have remained the same but the delivery has changed in that we now offer Hyflex courses from Level 1 through Level 6. Hyflex means that we have cross-listed an in-person section with an online section. We began teaching Hyflex classes in order to make the required enrollment, and to allow our continuing online cohorts to finish the ESL Program. We also continue to dual list our academic courses with Credit and Noncredit sections from Levels 3 to 6. In 2025, we began doing the Post-CASAS Assessment again, which is helpful for tracking student progress.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#).

1. **(Instructional Only)** Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

ESL Success Rate 2024-2025 = 51%

ESL Success Rate 2023-2024 = 48%

ESL Success Rate 2022-2023 = 48%

Gavilan College Success Rate 2024-2025 = 73%

Gavilan College Success Rate 2023-2024 = 72%

Gavilan College Success Rate 2022-2023 = 72%

***From the Institutional Data: Program Review Data Matrix website**

Improving assessment and placement could impact the success rate because when students take the classes that are closer to their proficiency level, they can be more successful. The new ESL mandatory orientation which will cover the academic expectations with students will hopefully help them more realistically see how many classes they will be able to handle. This should in turn impact their success rate. By informing and reminding instructors to drop No Shows, the ESL Department can improve its success rate. We need to understand our population of students as we look at this data: they are mostly Noncredit students; many of them repeat classes regardless of whether they passed or not; the academic classes may not fulfill some students' needs, so they don't complete all assignments; the Noncredit classes are free, so some students may not take them as seriously as a credit course. We may want to survey students about offering a different start or end date for some courses knowing that some of the students return to work in April and stop attending at the Spring Break.

2. **(Instructional Only)** Now find your program's persistence information. Consider your

retention rate trends over the last three years. Compare your overall retention to the college average.

ESL Persistence Rate 2024-2025 = 58%

ESL Persistence Rate 2023-2024 = 55%

ESL Persistence Rate 2022-2023 = 60%

Gavilan College Persistence Rate 2024-2025 = 62%

Gavilan College Persistence Rate 2023-2024 = 62%

Gavilan College Persistence Rate 2022-2023 = 61%

***From the Institutional Data: Program Review Data Matrix website**

Gavilan College's Persistence Rate has risen one percent, while ESL has fallen and started to rise again.

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

The ESL Department's Persistence Rate is very close to Gavilan College's Persistence Rate. The ESL Department creates a sense of community for its students which motivates them to persist. Many students have a fluency goal in mind, and this often requires more than one semester of language study.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

ESL Success Rate 2024-2025 = 51%

Gavilan College Success Rate 2024-2025 = 73%

Since we had a 3% increase from 2023-2024 to 2024-2025, we can try to improve the ESL Success Rate by another 3% for 2025-26.

The ESL Program has been going through the process of updating its integrated and accelerated curriculum so that the course outlines more accurately reflect what each course is aiming for. Success will be measured against those revised outcomes and content. The ESL Program has provided low-cost textbooks and a lending library for students. It has also provided technology training through its computer literacy courses.

5. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)

2024-2025 = 1,297 unduplicated headcount and 2,805 enrollments

2023-2024 = 1,361 unduplicated headcount and 2,722 enrollments

2022-2023 = 1,006 unduplicated headcount and 2,378 enrollments

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

The Continuing Education faculty and staff have provided students help with enrollment, registration, a mandatory orientation, and assessment. The Peer Mentors have also provided support with technology and tutoring for students. We've also provided technology training and mentoring for faculty, so that they can provide support to their students.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

Some trends or initiatives affecting the ESL Department include the following:

- Best practices for teaching ESL in a Hyflex setting**
- Best practices for faculty and student use of AI in their classes**
- Providing digital literacy training for incoming students through computer literacy workshops and courses.**
- Continuing to develop a mandatory new student orientation to teach students how to access their My Gav portal, set up their email, and log into their classes in Canvas.**

V - EQUITY

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

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might

your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

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

The ESL Program's Director, classified staff, faculty, and Peer Mentors will continue to support the ESL students through the application, assessment, registration, and orientation process. They will continue to provide in-class and out-of-class support for technology issues and tutoring. The ESL Program has a lending library for ESL students to borrow books and laptops. Some of the ESL instructors have adopted OER textbooks to reduce the cost of buying books.

2. **(Instruction Only)** Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

<u>Hybrid Course Success Rate</u> <u>(Hollister)</u> Spring 2023 - 64% Fall 2023 - 51% Spring 2024 - 50% Fall 2024 - 56% Spring 2025 – 63% Fall 2025 - 62%	<u>Lecture Course Success Rate</u> <u>(Hollister)</u> Spring 2023 - 52% Fall 2023 - 48% Spring 2024 - 46% Fall 2024 - 50% Spring 2025 – 62% Fall 2025 - 66%
<u>Hybrid Course Success Rate</u> <u>(Gilroy)</u> Spring 2023 - 75% Fall 2023 - 68% Spring 2024 - 72% Fall 2024 - 66% Spring 2025 – 72% Fall 2025 - 67%	<u>Lecture Course Success Rate</u> <u>(Gilroy)</u> Spring 2023 - 71% Fall 2023 - 65% Spring 2024 - 68% Fall 2024 - 66% Spring 2025 – 67% Fall 2025 - 71%

The Hybrid courses in Hollister and Gilroy tended to have a better success rate than Lecture only, with the exception of Fall 2025.

To train instructors for DE delivery, there is teacher training through the DE Department - GOTT and @ONE courses. To facilitate student success, the ESL Department lends out laptops to students and offers ESL 706: Intro to the Internet, which is an introductory course to help students navigate the online portal and the internet in general.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *“Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District’s Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism.”*

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*

The Noncredit Office and ESL Department have identified all areas of academic and emotional support that a community college student needs at Gavilan and created those supports for the ESL program students, including: academic and personal counseling, scholarships, orientation, tutoring, assessment, and a lending program for textbooks and laptops. Some of the ESL instructors have even adopted OER textbooks to reduce the cost of purchasing books. Instructors are also encouraged to take their classes to cultural and educational on-campus events, so students can participate in the Gavilan community.

Additionally, the ESL Department has monthly lunch get-togethers, so faculty can socialize and share ideas about teaching and learning. We also offer ESL professional development days every semester. Additionally, faculty members are encouraged to take advantage of Travel and Conference funding to attend conferences and then share what they have learned.

The ESL Program partners with the English Department and Counseling to support students who want to transfer from Noncredit to Credit classes. ESL and English have been interested in offering an English 1A for Bilingual Students that might better serve the needs of ESL students and motivate them to continue their studies at Gavilan. It also partners with AEC when the need arises. For example: note-takers, sign language interpreters, wheelchair accommodations, testing accommodations. The Continuing Ed Division has partnered with A&R to

improve the process for enrollment and registration for ESL and GED students.

The staff and faculty in the Continuing Ed Division come from a variety of ethnic backgrounds. All of them have had first-hand experience with learning a second language, and most of them speak Spanish. All of the instructors live or have lived in the communities that we serve.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO (Equal Employment Opportunity) outcomes in your employee hires?

We will continue to give our students the tools they need to be successful – access to technology, digital literacy training, access to textbooks, counseling, great English language instruction and opportunities to practice. Many instructors provide one-on-one communication and support for their students.

Due to the nature of an ESL instructor's training, education, and cultural experiences, they already see their students through an equity-minded lens. Their interactions with staff and faculty should also reflect that consciousness. In addition, we will continue to provide opportunities for professional development and technology training for instructors. We also provide mentors to our new instructors. We encourage on-going mentoring and sharing among our instructors.

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? **YES**
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? **YES**
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? **NO**
4. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program? **YES**
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

Due to the data breach in 2018 and lack of a repository to store and categorize the findings, the assessment of SLOs and PLOs has not been undertaken in a formal manner and collectively recorded. However, instructors individually assess their SLOs within their respected courses on a regular basis and make adjustments to their courses from one semester to the next. The ESL Program had created a new plan for SLO and PLO assessment to be done over the past two years, but an official reporting mechanism has not been in place until 2025. Curricunet was set up for SLO and PLO Assessment in 2025, and the Department Chair has submitted some SLO assessments for the courses she has been teaching. Some

issues have been identified with the Curricunet SLO reporting feature that have prevented SLO assessments from being launched:

- Many section numbers are not available in the drop down menu
- The Term and Year do not appear
- Each section of cross-listed courses needs to be input separately instead of being linked for a one-time entry

The Department Chair has encouraged ESL instructors to attach one or more SLOs to their assignment rubrics in Canvas. However, the instructors need to log into Curricunet to complete the tabs and launch the SLO Assessment “Proposals”. Until Spring 2026, the Department Chair had not actively encouraged the instructors to log in and complete the process because she knew there were issues that may prevent them from launching their proposals. With the hope that these fixes will be completed soon, the Department Chair has begun encouraging instructors to attach SLOs to Canvas rubrics and to log in to Curricunet to see if they can complete the assessments. She has provided the faculty with instructional videos on how to create a rubric and attach it to an assignment in Canvas, how to attach an SLO to a rubric, and how to complete the proposals and launch them in Curricunet. Once all bugs have been fixed, a formal SLO/PLO assessment plan will be created by the department.

Upon a visual review of the current ESL Programs (or certificates) in Curricunet (2 - Credit and 7 - Noncredit), most of the PLOs have been mapped or are in the process of being mapped to the ILOs. Two courses are pending at Tech Review. Only the Computer Applications certificate does not have its PLOs mapped to the ILOs. The SLO maps have not been completed in any of the ESL Programs. As the ESL Programs are assessed for currency over the next 3 years, the ILO and SLO maps will be updated.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

We are in the process of reviewing and informally assessing the accelerated academic Reading/Writing/Grammar courses that we began to implement in 2020. They are packed with too much content and/or too specific content, so we are trying to re-scaffold or remove some of the content in Levels 3 through

6. Course modification proposals for the academic reading/writing/grammar classes will be submitted in Spring 2026.

2. Institutional Learning Outcomes (ILO) How do your SLOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

ILO A: Develop and apply critical and creative thinking skills, including information literacy and aesthetic responsiveness.

-Reading comprehension skills

-Paragraph/Essay writing skills

-Research and Presentation skills

-Listening comprehension skills

-Digital Literacy skills – email, Canvas, Zoom, Google Docs, Google Slides, presentation software

ILO B: Express and exchange ideas effectively through listening, speaking, reading, writing, and other modes of interpersonal communication.

-Peer review for reading and listening comprehension

-Paragraph/Essay writing skills

-Research and Presentation skills

-Listening comprehension skills

-Pronunciation skills

-Conversation skills

-Digital Literacy skills – email, Canvas, Zoom, Google Docs, Google Slides, presentation software

ILO C: Develop ethical, social and civic awareness.

-Peer review for reading and listening comprehension

-Reading comprehension skills

-Paragraph/Essay writing skills

-Research and Presentation skills

-Listening comprehension skills

-Pronunciation skills

-Conversation skills

-Digital Literacy skills – email, Canvas, Zoom, Google Docs, Google Slides, presentation software, AI use, translator use

ILO D: Construct personal, educational and career goals and identify lifestyle

choices that promote mental, emotional, physical and social health.

-Course content may focus on topics such as Future Careers, The Environment, Cultural Identity, or Health and Nutrition, while at the same time focusing on a variety of language skills - reading comprehension, paragraph/essay writing, research, listening comprehension, and speaking.

3. Are you meeting your SLO success outcomes? What patterns stand out in your results? If your SLO results are lower than expected, what are your plans to improve them?

Once the Curricunet Reporting site is fully functioning, we will create a new plan/schedule for SLO/PLO assessment. Once the current course modifications complete the curriculum approval process, then we will begin to teach to the updated Course Outlines. After teaching them for a few semesters, we will once again need to assess whether or not further modifications are necessary.

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

We are in the process of updating ESL 744: Culture Through Film and creating a second Conversation course that will be part of a new Program for the Intermediate to Advanced level ESL students. The new course and program need to be entered and submitted in Curricunet, and the program will need to undergo the Curriculum Viability Process.

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

Proposals to deactivate the old ESL Program courses and certificate modifications have been submitted. They are waiting to go through the curriculum process.

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the

off-site areas? Different times of day? (300 words or less).

We are offering at least one ESL class per level in the morning and in the evening. We have classes on the main campus in Gilroy and in Hollister. Two fully online ESL classes remain for the Spring 2026 semester. At least one Hyflex class is offered per level. Offering Hyflex classes has allowed our online cohorts to complete the ESL Program, and it has helped the program to maintain healthy enough enrollment that Reading/Writing and Listening/Speaking classes can continue to be offered at every level. In 2024, we partnered with the Gilroy Adult School to offer GED Prep and Lifeskills courses at their site in the community. In Spring 2025, we worked with the Catholic Charities of Gilroy to offer a Citizenship class in the community. In Fall 2025, we offered a Lifeskills 1A course at Anzar High in San Juan Bautista. It was very successful. In Spring 2026, we started to offer a Saturday GED class in Spanish in Hollister again.

IX - PROGRAM AND RESOURCE ANALYSIS

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

Click Add Item to enter information for each year

Select Year 1: 2025-2026

Number of Full Time Faculty: 2

Number of Part Time Faculty: 28

Number of Full Time Classified Professional: 4 – Ana, Elsy, Victor, Isela

Number of Part Time Classified Professional or Student Worker: 6 - Peer Mentors

Number of Full Time Manager, Confidential or Administrator: 2 – Rosio & Vins

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 2: 2024-2025

Number of Full Time Faculty: 1.5 (Elise Peeren on maternity leave Fall '24)

Number of Part Time Faculty: 31

Number of Full Time Classified Professional: 4 – Ana, Elsy, Victor, Isela

Number of Part Time Classified Professional or Student Worker: 6 - Peer Mentors

Number of Full Time Manager, Confidential or Administrator: 2 – Rosio & Susan

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: 2023-2024

Number of Full Time Faculty: 2

Number of Part Time Faculty: 29

Number of Full Time Classified Professional: 3 – Ana & Victor, Isela

Number of Part Time Classified Professional or Student Worker: 6 Peer Mentors

Number of Full Time Manager, Confidential or Administrator: 1 – Susan

Number of Part Time Manager, Confidential or Administrator: 0

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

Full-time faculty have not had reassigned time, participated in any grants, or gone on sabbatical over the past 3 years. One FT instructor retired, but one new FT instructor was hired.

3. Additional Comments: **No additional comments.**

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

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

Select Year 1: 2025-2026

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

1,297 unduplicated headcount and 2,805 enrollment (may be similar to 2024-25?)

Total Allocation (Irrespective of Funding Source): **\$1,517,582**

Funding Source (select all that apply)

Unrestricted General Fund: **X – Noncredit & Credit ESL**

Grants & Categorical Programs: **X – CAEP**

Other Funds: ☐

Total Spent (Irrespective of Funding Source):

Select Year 2: 2024-2025

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

1,297 unduplicated headcount and 2,805 enrollment

Total Allocation (Irrespective of Funding Source): **Information not available in Argos**

Funding Source (select all that apply)

Unrestricted General Fund: **X – Noncredit & Credit ESL**

Grants & Categorical Programs: **X** – CAEP

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Information not available in Argos**

Select Year 3: 2023-2024

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

1,361 unduplicated headcount and 2,722 enrollment

Total Allocation (Irrespective of Funding Source): **Information not available in Argos**

Funding Source (select all that apply)

Unrestricted General Fund: **X** – Noncredit & Credit ESL

Grants & Categorical Programs: **X** – CAEP

Other Funds: ☐

Total Spent (Irrespective of Funding Source): **Information not available in Argos**

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)

The Continuing Ed Division provides the following resources and support to the students and faculty:

- Lending library of books and laptops for faculty and students**
- Conference attendance for students, instructors and classified staff**
- Classroom supplies for instructors and students**
- Peer Mentors to support faculty and students**
- Application, Assessment, Registration, Orientation for students**
- Professional Development activities or events for faculty and classified staff**
- Instructional Software subscription, i.e. Kahoot for faculty and students**
- Snacks for students**

3. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)

The ESL Department has not been notified that it has been overspending, so our costs must be in alignment with the budget.

The Department Chair has creatively tried to create a schedule of class offerings that will meet students needs while filling as many courses as possible to capacity. Many of the classes are now offered in the Hyflex format. In addition, almost all of the ESL classes are offered in a hybrid format, requiring students to do one hour a week of asynchronous activities provided by the instructor.

XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? (200 words or less)

The Noncredit Program has a dedicated counselor who assists ESL students with registration, orientation, Ed Plans, and graduation petitions. She also visits ESL and other Noncredit classes to provide information about her services and the certificate programs at Gavilan College.

A staff member in Admissions has been assigned to help with ESL student registration and adding/dropping students.

The ESL, Counseling, and English Departments had a retreat last summer to discuss possible collaborations.

The ESL instructors inform students about the services available through El Centro and the Food Pantry.

The ESL Department has partnered with the Library for general tutoring and embedded tutors.

Some ESL instructors have worked with the Career and Academic Pathways Specialist for resume writing workshops.

Other ESL instructors have shared information about Mental Health services at Gavilan College by announcing workshops for ESL students and sharing videos.

The ESL Department has partnered with Career Education & Community Education to offer field trips and orientations to the Aviation and Cosmetology departments.

XII - OTHER OPPORTUNITIES AND CHALLENGES

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

Opportunities for the program:

- The ESL Department is trying to revise its curriculum to better meet the needs of its students.
- More financial resources could be utilized to integrate the ESL students into the larger college campus.
- It would be useful to continue the discussion about how the one hour a week asynchronous time can be utilized to provide better student learning opportunities.

Threats to the program:

- Further evaluation of the effectiveness of instructional modalities being used is needed.
- Classroom priority during scheduling needs to be revisited.
- Some political policies are causing fear among our immigrant populations. More workshops on what to do and students' rights would be useful.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? (300 words or less)

We have discovered the usefulness of Canvas for Tests, Assignments, Discussions, Resource Sharing, Attendance, and Grading. We've acknowledged the convenience of online instruction via Zoom for its ease of connection, tools, video recording, and transcripts. We've seen how the Hyflex option can offer students flexibility for receiving the lesson – in-person, online via Zoom, or in a class recording. Laptop lending has continued to provide a valuable resource to our students to have access to their classes and assignments. OER have become more plentiful, readily available, and easier to curate.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? (300 words or less)

-Hyflex technology training and functionality are a challenge. It is difficult to figure out how to balance the instructor's attention between in-person and online students. The extra workload of providing hard copies and in-person opportunities while maintaining online access to all materials, tests, and similar language learning opportunities is an ongoing challenge. Additionally, finding the right fit of instructors to modalities has been challenging.

- Balancing the college's minimum enrollment requirements with the course modalities being used has been a challenge.
- Raising the class caps to 35 for ESL classes has reduced the one-on-one attention that an instructor can give to each student.
- We've been faced with low enrollment in the morning classes. As a result, Hyflex classes are taught at all levels in the morning.
- More support for evening instructors is needed in the areas of media services and resetting of My Gav passwords.

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal #1 (One Sentence Limit): Increase student success by providing more intentional tutoring support to the ESL students.**
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, Transfer**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*):

Improve English language acquisition.

- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Intentional tutoring support can help students improve English language acquisition.**
 - Proposed Activity to Achieve Goal: **Incorporate at least 2 Embedded Tutors in courses in the ESL Program**
 - Responsible Party (One Sentence limit): **ESL Instructors and Writing Center.**
 - Timeline to Completion: Semester/Year: **Beginning in Spring 2026 if possible.**
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Survey instructors who have embedded tutors.**
-
- **Goal #2 (One Sentence Limit): Increase digital literacy of students.**
 - Alignment to Strategic Goal **Goal 3: Academic Program Innovation and Development**
 - Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Promote digital literacy in ESL students.**
 - Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **ESL students will be better prepared for success in their ESL classes and in the job market.**
 - Proposed Activity to Achieve Goal: **Provide digital literacy workshops and/or short computer literacy courses before the beginning of each semester.**
 - Responsible Party (One Sentence limit): **ESL Department Chair and Director Rosio**
 - Timeline to Completion: Semester/Year: **Beginning in Fall 2026 if possible.**
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **A survey during the first two weeks of class about new student participation in the digital literacy workshops/courses and their effectiveness. A survey to instructors about how digitally literate their students seemed in the fall compared to past semesters.**

- **Goal #3 (One Sentence Limit): Create community among faculty and staff and plan for the school year.**
- Alignment to Strategic Goal **Goal 2: Equity, Access, Inclusion and Goal 3: Academic Program Innovation and Development**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Provide professional development and planning opportunities for ESL faculty and staff.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Instructors will have up-to-date skills for teaching ESL and digital literacy to their students. Staff will be able to provide support to students in these areas.**
- Proposed Activity to Achieve Goal: **Fall ESL Faculty and Staff Retreat**
- Responsible Party (One Sentence limit): **Director Rosio and ESL Department Chair**
- Timeline to Completion: Semester/Year: **August 2026, 2027, 2028**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Survey to faculty who participated, minutes recorded during the retreat.**

- **Goal #4 (One Sentence Limit): Equip faculty and students with resources for language teaching and learning.**
- Alignment to Strategic Goal **Goal 3: Academic Program Innovation and Development**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **Provide excellent ESL instruction and opportunities to students.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Students will feel more confident in using English, and this in turn will have an impact on their work and personal lives.**
- Proposed Activity to Achieve Goal: **Subscriptions to online ESL or digital literacy software and other platforms, such as Elli or Kahoot.**
- Responsible Party (One Sentence limit): **Director Rosio**

- Timeline to Completion: Semester/Year: **August 2026 and renewed yearly**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):
Survey to faculty and students and receipts of paid subscriptions.

Goal #5 Set Forth by the Program Director:

To increase persistence, retention, and student success rates, the ESL Program should engage speakers and subject-matter experts who can address strategies and gaps identified through a comprehensive root cause analysis. This analysis will be conducted during Year 1 and will be led in collaboration with faculty. A group of interested faculty (up to 6) will be identified to help guide and lead the root cause analysis, ensuring that the work is informed by instructional expertise and grounded in classroom practice.

The root cause analysis will include a detailed review of retention and success rate data disaggregated by ESL level, term (spring/fall), course time, and location, as well as student focus groups to better understand barriers and challenges impacting students' ability to complete and successfully pass noncredit courses. Funding is requested in Year 1 to compensate faculty for their time supporting this analysis and to conduct the student focus groups.

Upon identification of the root causes, speakers and experts in the field will support faculty and staff in developing and implementing evidence-based strategies to reduce equity gaps and improve student outcomes. Funding is requested in Years 2 and 3 to cover speaker costs and provide stipends to support faculty and staff participation in professional development and implementation activities. Total estimated cost is \$61,500.

Cost Estimate (3-Year Request)

Year 1 — Root Cause Analysis

(Planning, Data Review, and Student Focus Groups)

Item	Estimated Cost
Faculty/staff stipends for data review and planning	
(6 faculty/staff × 20 hours × \$80/hour)	\$9,600
Student focus group meals (6 groups × \$300 per session)	\$1,800
Student engagement materials	\$700
Materials, printing, and supplies	\$400
Year 1 Total	\$12,500

Year 2 — Speakers/Experts and Strategy Implementation

Item	Estimated Cost
Guest speakers/experts (3 speakers × \$2,000)	\$6,000
Speaker travel (if applicable) (3 × \$500)	\$1,500

Faculty/staff stipends for training and implementation

(20 faculty/staff × 10 hours × \$80/hour) \$16,000

Workshop materials, printing, food and supplies \$1,000

Year 2 Total	\$24,500
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Year 3 — Continued Professional Development and Strategy Support

Item	Estimated Cost
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Guest speakers/experts (3 speakers × \$2,000)	\$6,000
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Speaker travel (if applicable) (3 × \$500)	\$1,500
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Faculty/staff stipends for continued implementation

(20 faculty/staff × 10 hours × \$80/hour) \$16,000

Workshop materials, printing, food and supplies \$1,000

Year 3 Total	\$24,500
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Grand Total for 3 year project =

\$61,500

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 request

1. Request Name (short title): **Fall Retreats**
2. Request amount: **\$400 X 20 faculty members + food + materials = \$9000**
3. Type of Request: Stipends for attendance, materials, and food
4. Alignment to Goal(s) in section XIII (*enter goal from above*) **Goal #3**
5. Is this a one-time or ongoing expense? Ongoing in the Fall semester
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks **X**
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development **X**
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other **X**

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests*

not ranked include Safety, Compliance, Personnel, and Position.

Which of the following best describes your requests?

To Be Ranked

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

-Funding would pay for faculty stipends for attendance, materials for the professional development activities, food, and possibly a guest speaker. The fall retreats would Provide professional development and planning opportunities for ESL faculty and staff. Instructors will have up-to-date skills for teaching ESL and digital literacy to their students. Staff will be able to provide support to students in these areas.

Copy and paste to add more than 1 request

9. Request Name (short title): **Root Cause Analysis and Professional Development**
10. Request amount: **\$61,500**
11. Type of Request: Stipends for participation, guest speakers, travel, food, and materials and supplies.
12. Alignment to Goal(s) in section XIII (*enter goal from above*) **Goal 5**
13. Is this a one-time or ongoing expense? One-time over 3 years
14. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☒

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐

- Instructional Supplies, Materials and Textbooks X
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development X
- Travel and Conference X
- Professional or Contracted Services X
- Repairs and Maintenance ☐
- Other ☐

15. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

To Be Ranked

16. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

To increase persistence, retention, and student success rates, the ESL Program should engage speakers and subject-matter experts who can address strategies and gaps identified through a comprehensive root cause analysis. This analysis will be conducted during Year 1 and will be led in collaboration with faculty. A group of interested faculty (up to 6) will be identified to help guide and lead the root cause analysis, ensuring that the work is informed by instructional expertise and grounded in classroom practice.

The root cause analysis will include a detailed review of retention and success rate data disaggregated by ESL level, term (spring/fall), course time, and location, as well as student focus groups to better understand barriers and challenges impacting students' ability to complete and successfully pass noncredit courses. Funding is requested in Year 1 to compensate faculty for their time supporting this analysis and to conduct the student focus groups.

Upon identification of the root causes, speakers and experts in the field will support faculty

and staff in developing and implementing evidence-based strategies to reduce equity gaps and improve student outcomes. Funding is requested in Years 2 and 3 to cover speaker costs and provide stipends to support faculty and staff participation in professional development and implementation activities. Total estimated cost is \$61,500.

Cost Estimate (3-Year Request)

Year 1 — Root Cause Analysis

(Planning, Data Review, and Student Focus Groups)

Item	Estimated Cost
Faculty/staff stipends for data review and planning	
(6 faculty/staff × 20 hours × \$80/hour)	\$9,600
Student focus group meals (6 groups × \$300 per session)	\$1,800
Student engagement materials	\$700
Materials, printing, and supplies	\$400
Year 1 Total	\$12,500

Year 2 — Speakers/Experts and Strategy Implementation

Item	Estimated Cost
Guest speakers/experts (3 speakers × \$2,000)	\$6,000
Speaker travel (if applicable) (3 × \$500)	\$1,500
Faculty/staff stipends for training and implementation	
(20 faculty/staff × 10 hours × \$80/hour)	\$16,000
Workshop materials, printing, food and supplies	\$1,000
Year 2 Total	\$24,500

Year 3 — Continued Professional Development and Strategy Support

Item	Estimated Cost
Guest speakers/experts (3 speakers × \$2,000)	\$6,000

Speaker travel (if applicable) (3 × \$500) \$1,500

Faculty/staff stipends for continued
implementation

(20 faculty/staff × 10 hours × \$80/hour) \$16,000

Workshop materials, printing, food and supplies \$1,000

Year 3 Total \$24,500

Grand Total for 3 year project = \$61,500

17. Request Name (short title): Full time ESL Faculty

18. Request amount: \$120,000

19. Type of Request: Faculty

20. Alignment to Goal(s) in section XIII (*enter goal from above*) Goal #3

21. Is this a one-time or ongoing expense? Ongoing

22. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty x
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks X

- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☒
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☒

23. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Faculty

24. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

-Having additional ESL faculty will enable the department to provide better services to ESL students who are in need with consistency and transition from one level to another. Current two faculty are limited in resources and with classes that can be offered. We have multiple part-time faculty who are nearing their retirement.

XV - ADDITIONAL QUESTIONS

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

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

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

Equity in the Classroom, AI, and Trauma-Informed instruction.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion. **Click or tap here to enter text.**
3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body? **We provide mentoring, technology training, professional development, funds for conference attendance, and activities for instructors to share and get to know each other.**
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? **Click or tap here to enter text.**
5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record. **Formatting of this document made it very difficult to read and fill-out.**

XVI - EXECUTIVE SUMMARY

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The ESL Program provides English language instruction to native speakers of other languages from literacy to advanced levels in reading/writing/grammar and listening/speaking. The program aims to prepare students for a successful transition into short term certificate programs and general education courses, as well as improve their language proficiency for personal and cultural enrichment. Over the past three years, the program has moved from online instruction to more in-person classes. It has added a one-hour a week asynchronous component to most of its courses. In addition, many of the courses are taught in the Hyflex format in which an in-person section is cross-listed with an online section, thereby allowing the ESL Program to maintain healthy enrollment in its classes. The

program also provides technology training and mentoring for its faculty so that they can provide support to their students. The ESL Department has partnered with a few community organizations over the past few years, such as Gilroy Adult School, Catholic Charities, and the San Juan Bautista School District. Some trends or initiatives affecting the ESL Department include: best practices for teaching ESL in a Hyflex setting, best practices for the use of AI in the classroom, and developing ways to provide digital literacy training and ongoing support for students in accessing their MyGav portal, email, and classes in Canvas. The ESL Department's goals for the next three years are to: 1.) Increase student success by providing more intentional tutoring support; 2.) Increase students' digital literacy; 3.) Create community among faculty and staff and plan for the school year; 4.) Equip faculty and students with more resources for language teaching and learning; and 5.) Participate in a 3-year project involving a data-driven Root Cause Analysis, Professional Development & Planning, and Strategy Implementation.

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.