

The Instructional (Academic Affairs) Program Review Narrative Report

1. College: *Laney College*

Discipline, Department or Program: *English as a Second Language*

Date: *November 14, 2012* (Due by November 13, 2012)

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2. Narrative Description of the Discipline, Department or Program:

Please provide a general statement of primary goals and objectives of the discipline, department or program in light of the College's priorities and goals. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

General Description of the ESL Department:

According to a publication of The California Budget Project on Basic Skills:

ESL is not remedial in the same sense as reading and math –one can have high-level professional skills without being fluent in English – but it is considered a basic skill since English literacy is essential for success in postsecondary education and employment. However, many English language learners also have low literacy and math skills. ESL constitutes three fifths (61 percent) of basic skills education enrollment in the AEP and more than one-third (36 percent) of basic skills education enrollment in the community colleges.

The ESL Department at Laney provides the foundation skills in English for a large percentage of the community, addressing the needs of immigrants who arrive in the Bay Area, international students, and multilingual students who have received most of their education in the U.S. (Generation 1.5). During the fall semester of 2011, the department served 1,502 ESL Basic Skills students. The department has no data on the number of current students that have a different primary language from English, but in 2008, according to Institutional Research at Laney, this number was 22%. Asians remain the largest ethnic group enrolled in classes. In 2011, the percentage of Asian students was 68%. The percentages of Latinos and Black/African American were 10% and 7% respectively. These percentages have been relatively consistent since Fall 2009, with a slightly sharper rise in the percentage of Asian students (up 8% from 60% in Fall 2009).

Primary Goals and Objectives of the Discipline:

The ESL Department has identified five primary goals and objectives aligned with the goals of the college. They are as follows:

1. To hire a minimum of three full-time contract faculty in the next three years to enable our department to meet the goals listed throughout this narrative report (Goal 4—Resources, Measurable Outcome 4A).
2. To support English language learners in their studies across the curriculum by (but not limited to) increasing the number and type of ESL workshop courses; embedding ESL instruction into CTE courses/programs; creating a cohort in the first-year program for ESL students; and continuing to have ESL cohorts in learning communities (such as APASS).
3. To provide **ongoing** professional development to ESL instructors in 1.) the teaching of integrated reading and writing, 2.) the use of instructional technology and 3.) acceleration to create a departmental culture that recognizes, supports, and draws upon student and faculty capacity for teaching and learning (Goal 1—Develop Strategies to Improve Student Success).
4. As a department in conjunction with PEAC,
 - Assess SLOs and course data for the courses in the new curriculum and make revisions as necessary to increase student success (Goal 3—Assessment, Measurable Outcome 3C).
 - Plan and coordinate a district-wide ESL retreat on common assessment of student progress to inform faculty decisions about accelerating students (Goal 1—Develop Strategies to Improve Student Success).
 - Develop a system in Passport to report students who are accelerating from the A course at one level to the A course at the next level. (The temporary system is labor-intensive and time-consuming, resulting in delays in student registration.)
 - Develop local certificates of achievement to provide clear pathways for ESL students to reach their personal, academic, career technical and/or employment goals.
 - To revise and design non-core ESL courses to accommodate specific student needs and interests, hopefully co-listing courses with English and other departments as beneficial to students.

Unique Characteristics

The new, accelerated ESL core curriculum, developed by the Peralta ESL Advisory Council (PEAC), was implemented in fall 2012. It is a four level program – from High Beginning to Advanced – and offers A and B sections at each level. The two sections at each level were designed to allow better prepared students to accelerate through the A levels; thus finishing the program in 4 semesters while giving up to 8 semesters to those students who need more time to learn the language. Instructors, both full-time and part-time, meet regularly to discuss lesson planning and reading and writing instructors gave common midterm examinations and read and graded the exams together. Cooperation among instructors in implementing the new curriculum has created a greater consistency in terms of what is taught and how students are graded. Five ESL faculty members are active participants in statewide acceleration initiatives (the California Acceleration Project and Acceleration in Context). Moreover, as a showcase school in the

Acceleration in Context Initiative, Laney ESL is a leader in a network of several colleges with projects in acceleration.

The Department offers eight sections of the ESL Writing Workshop (ESL 218), up six sections from 2 in 2006 when the course was first offered. This course is designed to provide instructional support in reading, writing, and grammar as well as training on utilizing tutoring and instructional technology. Attendance is so high that students had to be restricted to two visits to the workshop per week to accommodate all the students needing help. Department Co-Chairs have been helping the English Department implement five sections of the English writing workshop course using the strategies developed by ESL to provide uniform instruction and procedures to allow students to attend any section. This allows students to get “just in time” instructional support in reading and writing for courses across the curriculum.

The ESL Department does not offer any certificates or degrees. However, as part of the new curriculum, PEAC plans to offer local certificates of achievement to ESL students who have completed a certain combination of courses in the department or college. Certificates of achievement are of value to immigrants seeking employment as well as international students returning to work or study in their native countries.

Trends, Concerns and Significant Changes

Oakland Unified School District closed its Adult School ESL program two years ago. This closure has had a significant impact on all immigrant ESL learners in the community and on the community itself. It has had a major impact on the ESL program at Laney College. The department is seeing more low-level students in high-beginning classes – students who lack reading, writing, listening, and speaking skills. The program was not designed to offer literacy skills and other low-beginning skills. The presence of these unprepared students does impact classroom instruction and learning. Because of open access, these students will continue to come, but unfortunately, the program is not designed to fulfill their needs.

Of great concern to the ESL Department is the economic situation of the College. We have already cut about 25% of our course offerings, leaving us with only a few non-core courses. While implementing a new accelerated ESL program, support from administration is vital. Release time for the Chair/Program Coordinator position has been cut in half and therefore the process of implementation is extremely challenging with so little support. PEAC and ESL faculty have done an incredible job of redesigning the ESL program and implementing the new accelerated program this fall 2012. Faculty have designed and attended retreats on how to teach these new courses and hope to continue to do so. The collaboration amongst faculty is commendable, but more support is needed to make this accelerated program a complete success.

While we have offered a number of courses in Career Technical subjects, ESL is capable of supporting more of these classes. However, because of budgetary restrictions in the college and the district, we are unable to add more classes and we cannot respond to the

needs of those CTE students as we would like. Lack of funding is keeping us from developing this support.

In addition, technology is a great need at Laney. First, we need a learning lab with computers where students can practice English and more computer labs for computer assisted learning. Technology skills are embedded into our new course outlines; however, we do not have enough consistent access to computer labs or smart classrooms to fulfill the requirements of our course outlines. There have been problems scheduling single classes in the computer lab and in simply getting a computer for the classroom. The number of smart classrooms is inadequate. The trend of teaching with technology will grow, and we will not be able to respond (although many teachers are ready.)

The trend in California community colleges, and particularly within the Peralta Community College District, to hire part-time faculty members rather than full-time tenured faculty, is of the greatest concern to the department. When 69% of the instructors in a department are part-time, students do not have enough access to their instructors and the department does not have the available human resources to support a large faculty through major curriculum change. Successful implementation of our new curriculum demands change on all levels—individual, departmental, college and district. A robust full-time faculty is required to navigate this change, and carry out required faculty and department responsibilities at the same time. The ESL Department must be given more full-time positions in order to accomplish college and district-wide mandates such as redesigning and implementing a new curriculum and at the same time performing a growing list of regular duties.

3. Curriculum:

a. Is the curriculum current and effective? Have course outlines been updated within the last three years?

During the 2012-2013 academic year, the ESL Department is implementing a fully revised curriculum, which reduces the course levels from six to four while allowing for flexibility to serve different rates of progress with an A/B structure at each level. This new system of courses was developed in consultation with the ESL faculty of other Peralta colleges and is being implemented District-wide.

It is hoped that the new curriculum will serve students better through its improved flexibility and with the integration of reading and writing in new six-unit core courses.

All but two of the courses offered by the department in 2012-2013 were approved by college and District curriculum committees in February 2012, and therefore have been updated in the past three years.

b. Please indicate how many active courses are in the department inventory.

35 courses are currently offered by the Department during the academic year 2012-2013.

23 active courses are not currently offered by the Department.

c. How many of those have been updated in the last 6 years?

Of the 35 courses actually being taught at present, 33 have been updated with the past six years. Two current courses, ESL 266 (ESL for Customer Service) and ESL 267 (ESL for Workplace Communication) were implemented in 2006 and are due for updates.

Of the 23 active courses not currently offered by the Department, six show updates within the past six years

d. If courses have not been updated within the last 6 years, what plans are in place to remedy this?

The two currently offered courses ESL 266 (ESL for Customer Service) and ESL 267 (ESL for Workplace Communication) will be updated in Fall 2012 or Spring 2013.

The 23 courses not currently offered by the Department will promptly be deactivated now that we are aware of them and replaced by new courses that fit the structure of the new ESL curriculum (see f. below).

e. Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?

The curriculum that is newly in place this year was the result of several years of District-wide reflection and evaluation of the effectiveness of the old offerings.

The new curriculum is the subject of ongoing evaluation by the Department. This process is facilitated and supported by the Department's participation in two state-wide acceleration initiatives, Acceleration in Context and the Community of Practice in Acceleration.

Peralta ESL faculty will participate in a review and evaluation of the new curriculum as part of a District-wide retreat in the spring or early summer of 2013.

f. What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-

requisites, and advisories been validated? Is the date of validation on the course outline?

In all cases, currently offered courses that have prerequisites show validation dates on the course outlines.

The Department plans to develop some 2 or 3-unit courses to supplement the new core curriculum in order to accommodate specific student needs and interests. The topics of these courses include:

- Spelling and phonics
- Vocabulary
- Academic reading
- Reading a novel
- Contextualized courses for career and technical students

g. What steps has the department taken to incorporate student learning outcomes (SLOs) in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?

All currently offered ESL course have student learning outcomes.

SLO evaluation is incorporated into department-wide midterm and final exams for each course. Faculty teaching the various sections of a given course work together to establish specific evaluation tools for these exams that are used for both course grading and SLO evaluation.

h. If applicable, describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes? (Note: if your department has no certificate or degree offerings and does not offer a course as part of one of the College's associate degree programs, then skip questions 3.h. and 3.i.)

not applicable

i. Provide one program level outcome (PLOs), and the assessment tool that will be used to measure the program level outcome this fall 2012 and spring 2013.

not applicable

j. How are the SLOs and PLOs, if applicable, mapped to the college's Institutional Learning Outcomes? (See Attachment B for copy of the Laney College Institutional Learning Outcomes (ILOs))

SLOs for core ESL courses are congruent with ILOs for communication, critical thinking and problem solving. Examples are given for two core courses, ESL 50B and ESL 52B:

ILO	ESL Course SLOs
Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions	ESL 52B: (1) Satisfy college freshman level standards for clear and effective, well-organized, well developed, well edited, and logically sound sentences, paragraphs, and essays, and appropriate citation of sources. (2) Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in college level texts.
Students will effectively express and exchange ideas through various modes of communication.	ESL 50B: Express ideas fluently, accurately, and appropriately in spoken American English, as required in first-year college courses .

k. Recommendations and priorities.

- (1) Deactivate active courses not currently offered by the department.
- (2) Update ESL 266 (ESL for Customer Service) and ESL 267 (ESL for Workplace Communication) will be updated in Fall 2012 or Spring 2013.
- (3) Plan and schedule a late spring or early summer faculty retreat for evaluation of the first year of the new ESL curriculum.
- (4) Develop some 2 or 3-unit courses for the new curriculum in order to accommodate specific student needs and interests (indicated in f. above).

See Attachment C for listing of the courses in your discipline/department. If applicable, this document also lists the certificate and degree programs offered. Be sure to check the appropriate boxes and submit completed forms as part of this Program Review.

4. Instruction:

- a. Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?
 - Instructors use rubrics and common assessment to provide detailed feedback to students on skills demonstrated.

- Instructors help students make connections between classroom instruction and the achievement of their goals by making the objectives of activities and assignments clear.
 - Instructors motivate students by making learning objectives and opportunities for acceleration visible.
 - Faculty conference with students during class and office hours to learn more about them as individual learners and provide individualized instruction.
 - Instructors are teaching active reading strategies to foster meta-cognition.
 - Students are conducting online research to contextualize language learning.
 - Smart classroom technology is being used to keep the focus on learning activities rather than menial tasks (copying on blackboard, etc).
 - Online supplemental instruction is being provided via online course management systems (Engrade and Moodle) and websites developed by textbook publishers.
 - Instructors are providing online access to materials produced in real time in the classroom.
 - Students use a customized network for language skills practice in ESL Writing Workshop (writingworkshopatlaney.ning.com).
 - Instructors are developing and offering hybrid and online courses
 - Grammar 5 was offered both as a hybrid and fully online course by Anne Agard
 - High-Intermediate Grammar is currently being offered as a hybrid course by Steve Zetlan
 - Advanced Reading and Writing is currently being offered as a hybrid course by Sonja Franeta
- b. How does the department maintain the integrity and consistency of academic standards within the discipline?
- Course outlines for the new curriculum include multiple course objectives to communicate standards and create consistency in instruction.
 - Faculty work in level groups to strategically plan lessons, assignments, and assessments that target multiple course objectives.
 - Integrity and consistency of academic standards in ESL is maintained district-wide through active participation in PEAC (Peralta ESL Advisory Council).
 - Laney ESL faculty design their own professional development day each semester to present and participate in faculty-led workshops designed to promote quality instruction.
- c. Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? Identify factors that are affecting enrollments.
- As mentioned in Part II, the closing of the Adult School ESL program offered by Oakland Unified has resulted in a high demand for our high-

beginning courses. In fall 2012, all high-beginning courses had waitlists. As our program was designed to be subsequent to the Adult School program, our course sequence begins at the high-beginning level and therefore does not serve the needs of the many true beginners flooding these classes. We do not have the resources at this time to address this issue by creating a non-credit program, which would serve the needs of these students. Fortunately our new curriculum allows those who make some progress but don't master the level objectives to take a high-beginning B course.

- d. Are courses scheduled in a manner that meets student needs and demand? Please describe the criteria and considerations used in the scheduling process.
- This fall, with fewer levels of ESL to schedule, we are able to offer more sections of each core course at more times in the mornings, afternoons, and evenings. Both students and faculty have appreciated the flexibility created by this change. As previously mentioned, enrollment is highest in the high-beginning courses, partly due to the closing of the adult school, but also due to the fact that fewer sections of these courses are offered at COA and Merritt and none are offered at BCC. It is our goal at Laney to maintain a comprehensive program, so while we have cut a few higher-level course sections to add a few more high-beginning sections for Spring 2013, we are not willing or able to fulfill the need for these courses for the whole district. Since the curriculum is new, we are still learning about the enrollment patterns and will make adjustments as needed and possible in the future.
 - Clearly, ESL students can benefit from the use of the technology in the limited number of smart classrooms here at Laney. For example, students can understand new words, concepts and contexts more readily when supplied with images and video. However, the manner in which the scheduling of these classrooms is currently prioritized, which is by class size, excludes ESL from the use of several smart classrooms as our classes are capped by contract at 30. Clearly, the college needs to come up with a more sophisticated method of maximizing the use of these rooms for student learning.
- Recommendations and priorities.
- Provide professional development around acceleration and assessment in ESL
 - Gain greater access to smart classroom technology to facilitate learning in another language.
 - Supply opportunities for faculty who have developed expertise in the use of instructional technology to share their expertise in ongoing workshops and forums so that other faculty may acquire these skills.
 - Make more training available for integrating reading and writing in the classroom.

- Continue to have faculty with expertise in the integration of reading and writing provide training for other faculty.
- Seek institutional support for faculty to further participate, and in greater number, in acceleration initiatives across the state.
- Pursue the goal of organizing and hosting an ESL summit on acceleration in conjunction with the Acceleration in Context Initiative

5. Student Success:

- a. *Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?*

The retention rates for ESL are consistently good 8.5% (Fall 2011). Success rate is 76%. The Program does not offer degrees or certificates so we cannot measure completion rates. The persistence rate among ESL students is high and we expect that with our new revised 4-level integrated program, retention and success rates will be higher.

Retention and completion rates are affected by outside factors such as shifts in the economy (more jobs), changes in students' job schedules, and problems in students' personal lives rather than the program itself. This conclusion is not based on quantitative data, but rather on what students report to their instructors. We just transformed the ESL curriculum with more units in some and fewer in others, integrating and combining levels. We hope this will improve our already outstanding retention and completion rates.

In addition, student success has been measured by the number of students who improve their writing if they take Writing Workshop. This continued to be a great improvement for our program. These support workshops have increased to 9 in number. We have also started working with the 5 English Dept. Workshops.

Members of our ESL Department continue to go around the State and appear at the Student Success conferences, showcasing our contextualized and accelerated models. New methodology in acceleration and contextualization has been developed by ESL faculty, and we are being called upon as resources outside of our institution.

- b. *Identify common challenges to learning among your students? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?*

Key Needs of Students That Affect Their Learning	Services Needed To Improve Student Learning
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Contextualized Learning and Acceleration	<ul style="list-style-type: none"> • More accelerated and contextualized learning and learning communities • More classes specifically framed by CTE contexts and linked courses • Professional development throughout the institution on acceleration, contextualization and learning comm.
Instructional Support <ul style="list-style-type: none"> • Study skills instruction • Tutoring at all levels 	<ul style="list-style-type: none"> • Workshops, components of existing classes, and special classes on college study skills • Inclusion in First Year Experience • Training in and access to computers • Add sections of the ESL Writing Workshop especially to CTE programs • Drop-in tutoring overseen by ESL instructors • Study groups both in ESL and other disciplines
More social, psychological, emotional, medical, and legal support	<ul style="list-style-type: none"> • Assistance in navigating college services • Increased Social, psychological, emotional, medical, and legal services
Timely financial assistance, including access to textbook vouchers	<ul style="list-style-type: none"> • Timely financial assistance and access to book vouchers and online materials
Assistance with Learning Disabilities	<ul style="list-style-type: none"> • Testing for non-native speakers • Professional development for ESL in learning disabilities • More bilingual learning specialists
Scheduling of courses to fit students' work schedules	<ul style="list-style-type: none"> • More morning and evening classes • No further cuts in ESL
Orientation, appropriate placement and better acculturation of international students	<ul style="list-style-type: none"> • Coordination of evaluation and information provided by ESL Department, Counseling, Student Services and the District Office of International Affairs • Orientation to American culture class needed
Generation 1.5 students need opportunities to accelerate; more knowledgeable and informed	<ul style="list-style-type: none"> • Assessment, counseling and instruction that takes into account their needs

guidance from counselors familiar with 1.5 needs.	<ul style="list-style-type: none"> • Acceleration opportunities
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c. *Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?*

Assessments at the Course Level

- Each course in the new ESL Curriculum has at least three Student Learning Outcomes. Every outcome in each course is being assessed at least once within a three-year cycle. Assessment methods of student learning include, but are not limited to: summary/responses, essays, research papers, projects, presentations and portfolios, depending on the type of course.

Assessments at the Program and District Level

- Even though ESL is not an official program, we do look at the ESL department as a whole to see how students are faring as they move from level to level within the department, and as they move beyond ESL courses to English 1A and content courses. We did have Program Learning Outcomes for our old curriculum, and we are currently revising them to fit our new curriculum.
- Our records indicate that students do not only take ESL courses at Laney—they take ESL at the other Peralta Colleges as well. Peralta's ESL Departments, through PEAC, have worked together to create similar SLO's for each course in the new curriculum so that we can measure and track students' success district wide. Consequently, we have more data about how our students are learning and succeeding.

Using Assessment Results for Improvement

- We used the assessment results we had in our speaking, grammar, reading and writing courses from 2008 to 2010 to help us completely revamp our curriculum in the ESL Department. The major changes in our new curriculum that were based on student assessments were combining the reading and writing classes and the speaking and listening classes.
- Our assessment data from the higher-level writing courses (ESL 21A and 21B) showed that students had difficulty reading, and the SLO's for those courses didn't include reading skills. In our writing courses, students were required to write about general topics they had read about, but writing classes at all levels had absolutely no required reading instruction, so students found it hard to summarize a reading or find support in readings for the claims they made in their writing because they couldn't understand

what they read. Our assessments of students informed us that we needed to combine our reading and writing courses at every level.

- Our enrollment trends in the old curriculum also showed students were taking the writing courses and avoiding the reading courses. This was another reason to combine reading and writing into one course.
- In several of our grammar courses, students were doing poorly on SLO assessments because they couldn't read the directions on the assessment tool (quiz, exam) or couldn't understand the examples given. Here's another reason to combine the reading and writing courses so that students get the reading instruction and practice they need to succeed in academia.
- In our speaking courses in the old curriculum, students got some listening practice, but not enough. Our assessments showed that students' listening skills needed improvement, but our curriculum/speaking courses didn't provide enough time for listening instruction or practice. Therefore, combining speaking and listening into one course seemed like an obvious move for our new curriculum.

d. Recommendations and priorities.

In order for ESL students to become even more successful than they already are, we make the following recommendations:

- Contextualize foundation skills courses across the curriculum and district wide.
- Accelerate all foundation skills courses so those students who can accelerate have the opportunity to do so, and those who need more time can progress more slowly.
- Increase support for ESL students through more workshops and tutoring availability.
- Obtain Title 3 funding and other types of funding to increase the amount of professional development for both full-time and part-time faculty. This grant will also help us with innovative work ESL faculty are doing with Foundation Skills Committee and reforming the Bridge Program
- Pay part-time instructors for their work with and support for learning communities and tutoring of students.

6. Human and Physical Resources (including equipment and facilities)

a. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

The ESL Department has eleven full-time contract instructors and, in Fall 2012, employs 22 part-time instructors. In terms of head count, the department is made up of 69% part-time instructors. The department does not have classified staff or any work-study students.

b. Describe your current utilization of facilities and equipment.

2 Eagle Village portable units
Classroom use: 32
Smart classroom use: 10 rooms currently in use
Writing Workshop, B261 and B262.
Computer lab (F170)
AV department: Multiple LCDs and OHPs
(2) ESL department LCD projectors
3 desktop copiers
Library computer lab

c. Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department? What are your key staffing and facilities needs for the next three years? Why?

The human and physical resources are not adequate to support

- Department chair responsibilities
- Curriculum development
- The new accelerated ESL curriculum
- Technology needs of the new curriculum
- Assessment and administration of SLOs
- Development and instruction of ESL hybrid and online courses
- Professional development

It is clear that any department that staffs 69% of its positions with adjunct faculty and only 31% with full-time contract faculty lacks adequate human resources. The ESL Department prides itself on its efforts to run a quality program, but it is becoming increasingly obvious that it is stretched too thin, particularly with the demands of the new, accelerated curriculum and our goal of integrating more technology into our instruction. Full time instructors also take on important assignments such as tutoring coordinator and SLO coordinator, and this takes away from their teaching time. In addition, the chair release time for our department has been reduced from .8 to .4.

Technology for our students and faculty are in great demand and the district does not provide enough support in this. Also, every serious community college ESL program of our size should have a language lab.

Key staffing needs

- Three full-time instructors over the next three years
- Restoration of .8-release time for program coordination for ESL Chair
- One student administrative assistant

The past three program reviews have recommended that the department increase full time contract faculty. Despite submitting justifications for new positions every year, we have only been able to hire replacements for instructors who have retired. We have not hired anyone since 2008.

Key facility needs

- A telephone and dedicated phone number for every full-time and part-time faculty member.
- An up-to-date laptop or desktop computer for every full-time faculty member.
- 3 more desktop computers for use by part-time faculty members.
- More smart classrooms
- Classrooms with movable desks or tables and chairs
- More portable chalkboards available for instructor needs.
- A language lab

Every course in our new accelerated curriculum incorporates a technology strand. ALL ESL instructors are required to utilize technology to deliver course content and show students how to conduct research and access information related to language learning via the Internet. We lack adequate access to smart classrooms that support this component of our program.

We need an adequate supply of portable chalkboards because some teachers have medically documented allergies to whiteboard markers.

Students need a state-of-the-art language lab in which they can access the latest technology to improve their listening, grammar, reading and pronunciation skills. This is a desperate need of our department and would help augment the tutoring and workshop support we give them. There is no plan at the present time to have a language lab.

ESL instructors are trying to use technology to meet the requirements of the new accelerated curriculum and its technology strand, but are stymied by a lack of access to smart classrooms because of the great demand for them campus wide. In addition, instructors require more frequent and improved training to incorporate the technologies available in the smart classrooms into their lessons.

d. If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.

The number of sections of ESL courses dropped from 98 in Fall 2009 to 77 in Fall 2011. The number decreased further (data not available) in Spring 2012. At this time, we are left primarily with the core classes of reading, writing, grammar and speaking and are no longer able to offer most of our non-core classes, like pronunciation and conversation, for example. Because of current budgetary constraints, we are only able to offer core courses in our new accelerated curriculum, as well as 3 CTE classes and one spelling class. Our plan for the new curriculum includes development of low-unit value supplementary

courses that target certain skills for transfer and employment, but we cannot offer these without cutting sections of the core curriculum.

Despite these constraints, the department continues to deliver top-notch instruction because of the dedication of our highly skilled faculty. Most important, department chair release time has been reduced from .8 to .4, and this is currently split between two co-chairs. Even for one chair, this is not enough time to run such a huge department, and in particular, take the helm in implementing the new curriculum, including development of supplemental courses and especially the professional development needed to train faculty.

e. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?

One thing the department has been able to do is increase the number of sections of the ESL Workshop that we offer. We currently have nine sections (including one offered through the APASS program) serving approximately 400 students. In addition, we are fortunate to have an amazing group of highly committed instructors, both fulltime and adjunct, who have been working overtime to implement the new curriculum. This includes frequent level meetings to plan lessons, coordinate midterm and final exams, and train each other, as well as assessing SLOs for all the new courses. This is workable for the short-term, but in the long-term, the department is going to need more support from the College, especially in the area of technology instruction.

f. What does the department recommend that the college do to maintain quality educational programs and services?

- Hire three full-time ESL instructors in the next three years.
 - Restore chair department release time from .4 to .8.
 - Increase the number of smart classrooms.
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7. Community Outreach and Articulation

For Career and Technical Education Programs:

- a. Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How are you assessing this?
- b. Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?
- c. What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

What are the employment projections (numbers of replacement and new positions) for these job titles over the next 10 years using the California Employment Development Department Labor Market Information? (<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1004> , and <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/> for the Laney College Educational Master Plan, Chapter II, pps. 18-30.)

- d. What industry trends are most critical for the future viability of the program? What are the implications of these trends for curriculum development and improvement?

For transfer programs:

- e. Describe the department's efforts in meeting with and collaborating with local 4-year institutions. How is the program preparing students for upper division course work?
- f. Has there been a Transfer Model Curriculum identified for your program? Has it been implemented? If not, what are the plans to do so?

For all instructional programs:

- g. Describe the department's efforts to ensure that the curriculum responds to the needs of the constituencies that it serves.
The ESL curriculum was completely redesigned after reviewing information collected through the following:

- Focus groups of students
- Student surveys
- SLO assessment data
- Student voice videos
- Informal interviews with students in the ESL Writing Workshop

We will continue to gather information about the needs of students and the impact of the program in these ways as well as through a student voice video project currently underway in conjunction with the Laney College Reel Club.

- h. Please indicate how many of the full and part time faculty have been evaluated in the last three years. For faculty that have not been evaluated in the last three years, what are your plans to become current?
- All full time faculty who need to be evaluated are in process. They have been observed and although there is some outstanding paperwork, we are up-to-date. Part-time faculty who need to be observed are on the rotation to be observed for Spring 2013.
- i. Recommendations and priorities.
- None at this time.