

**LANEY COLLEGE**  
**Peralta Community College District**  
**Annual Program Update Template 2014-2015**

| <b>I. Overview</b>  |  |              |                |
|---------------------|--|--------------|----------------|
| BI Download:        | 10/24/2014   | Dept. Chair: | David Mitchell |
| Subject/Discipline: | ESL  | Dean:        | Chuen Chan     |
| Campus:             | Laney College  |              |                |
| Mission Statement   | The ESL Department is designed to provide a core program of accelerate English as a Second Language courses including 4 levels of reading and writing, 4 levels of listening and speaking, and 4 levels of grammar. The Department also offers supplemental courses on spelling, and ESL skills relevant to the workplace and CTE. In addition, the Department has an ESL Pathways Cohort that provides additional support for low-level students. The program is also designed to provide opportunities for supplemental instruction for students who need additional ESL support in reading, writing and the use of computer technology. |              |                |

| <b>II. Enrollment</b> |                |                 |              |                |                 |
|-----------------------|----------------|-----------------|--------------|----------------|-----------------|
|                       | <b>Alameda</b> | <b>Berkeley</b> | <b>Laney</b> | <b>Merritt</b> | <b>District</b> |
| Census Enrollment F11 | 794            | 497             | 2,468        | 113            | 3,872           |
| Census Enrollment F12 | 663            | 382             | 2,234        | 73             | 3,352           |
| Census Enrollment F13 | 632            | 415             | 2,154        | 103            | 3,304           |
| Sections F11          | 21             | 15              | 77           | 6              | 119             |
| Sections F12          | 22             | 13              | 78           | 3              | 116             |
| Sections F13          | 20             | 15              | 72           | 4              | 111             |
| Total FTES F11        | 124.50         | 58.53           | 371.44       | 17.63          | 572.1           |
| Total FTES F12        | 100.23         | 52.26           | 335.00       | 9.73           | 497.22          |
| Total FTES F13        | 94.83          | 49.24           | 326.19       | 13.73          | 483.99          |
| Total FTEF F11        | 7.07           | 4.17            | 22.97        | 1.87           | 36.08           |
| Total FTEF F12        | 6.20           | 3.70            | 22.75        | 0.80           | 33.45           |
| Total FTEF F13        | 6.00           | 3.78            | 22.02        | 1.07           | 32.87           |
| FTES/FTEF F11         | 17.60          | 14.05           | 16.17        | 9.45           | 57.27           |
| FTES/FTEF F12         | 16.17          | 14.12           | 14.72        | 12.17          | 57.18           |
| FTES/FTEF F13         | 15.80          | 13.02           | 14.82        | 12.87          | 56.51           |

Note: Attendance Method "X" classes are excluded from the calculations.

**III. Student Success**

|                  | <b>Alameda</b> | <b>Berkeley</b> | <b>Laney</b> | <b>Merritt</b> | <b>District</b> |
|------------------|----------------|-----------------|--------------|----------------|-----------------|
| Total Graded F11 | 775            | 487             | 2,417        | 113            | 3,792           |
| Total Graded F12 | 646            | 377             | 2,195        | 73             | 3,291           |
| Total Graded F13 | 639            | 414             | 2,170        | 106            | 3,329           |
| Success F11      | 646            | 429             | 1,827        | 70             | 2,972           |
| Success F12      | 539            | 313             | 1,696        | 42             | 2,590           |
| Success F13      | 531            | 337             | 1,648        | 52             | 2,568           |
| % Success F11    | 0.83           | 0.88            | 0.76         | 0.62           | 0.78            |
| % Success F12    | 0.83           | 0.83            | 0.77         | 0.58           | 0.79            |
| % Success F13    | 0.83           | 0.81            | 0.76         | 0.49           | 0.77            |
| Withdraw F11     | 60             | 36              | 314          | 19             | 429             |
| Withdraw F12     | 42             | 29              | 262          | 20             | 353             |
| Withdraw F13     | 67             | 34              | 235          | 24             | 360             |
| % Withdraw F11   | 0.08           | 0.07            | 0.13         | 0.17           | 0.11            |
| % Withdraw F12   | 0.07           | 0.08            | 0.12         | 0.27           | 0.11            |
| % Withdraw F13   | 0.10           | 0.08            | 0.11         | 0.23           | 0.11            |

**IV. Faculty**

|                        | <b>Alameda</b> | <b>Berkeley</b> | <b>Laney</b> | <b>Merritt</b> | <b>District</b> |
|------------------------|----------------|-----------------|--------------|----------------|-----------------|
| Contract FTEF F11      | 2.76           | 1.12            | 9.52         | 1.87           | 15.27           |
| Contract FTEF F12      | 2.48           | 0.70            | 9.92         | 0.80           | 13.9            |
| Contract FTEF F13      | 2.57           | 0.85            | 8.04         | 1.07           | 12.53           |
| TEMP FTEF F11          | 3.65           | 3.02            | 13.15        | 0.00           | 19.82           |
| TEMP FTEF F12          | 2.80           | 3.00            | 12.61        | 0.00           | 18.41           |
| TEMP FTEF F13          | 2.87           | 2.93            | 13.14        | 0.00           | 18.94           |
| Extra Service FTEF F11 | 0.65           | 0.03            | 0.28         | 0.00           | 0.96            |
| Extra Service FTEF F12 | 0.92           | 0.00            | 0.23         | 0.00           | 1.15            |
| Extra Service FTEF F13 | 0.57           | 0.00            | 0.85         | 0.00           | 1.42            |
| Total FTEF F11         | 7.07           | 4.16            | 22.95        | 1.87           | 36.05           |
| Total FTEF F12         | 6.20           | 3.70            | 22.76        | 0.80           | 33.46           |
| Total FTEF F13         | 6.00           | 3.78            | 22.02        | 1.07           | 32.87           |
| % Contract/Total F11   | 0.39           | 0.27            | 0.41         | 1.00           | 0.4236          |
| % Contract/Total F12   | 0.40           | 0.19            | 0.44         | 1.00           | 0.4154          |
| % Contract/Total F13   | 0.43           | 0.22            | 0.36         | 1.00           | 0.3812          |

## V. Qualitative Assessments

|  |  |
|--|--|
| <p><b>CTE and Vocational:</b> Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p> | <p>There has been a decrease in the number of ESL course offerings designed to support CET student needs. This is primarily due to difficulties on incorporating the courses into the schedules of CTE programs and coordinating enrollment efforts with the division dean. Current offerings include ESL for Customer Service and ESL for Workplace Communication, both of which are well enrolled. These outlines have been updated.</p>   |
| <p><b>Transfer and Basic Skills:</b> Describe how your course offerings address transfer, basic skills, and program completion.</p>  | <p>The ESL Department supports development of English Skills for transfer, certificate, and AA degree completion. The curriculum includes 4 levels of reading and writing, listening and speaking, and grammar. In the development of these course outlines, careful attention was paid the skills needed in transfer level course. Five skill strands were identified and incorporated in the course objectives for each course: critical thinking, information literacy, intercultural communication and U.S. culture, sentence level accuracy, and comprehension and production. The Department provides supplemental instruction (ESL Writing Workshop) to support English language learners across the curriculum to meet the reading and writing demands of courses both within and outside of the ESL sequence. In the past year, an increasing number of ESL instructors have received training in and are making use of course management systems, and customized networks to enhance instruction. The Department also currently offers one hybrid course in reading and writing with increasing interest on the part of the ESL student population. In the 6th semester of this offering, it is becoming increasingly popular. In addition, instructors are requiring computer use in many of their courses. Using computers and technology in all aspects of the Department's courses is rapidly increasing as students are taking advantage of these tools to succeed in all of their courses. Moreover, the ESL Department is active on the Foundation Skills Committee and has been funded by the Committee to provide extended professional development in reading and writing and instructional technology to faculty across the curriculum. The ESL Department has also expanded the ESL Pathways Cohort Program with a total of three cohort groups to support the success of students who test below the high beginning level in ESL. The Cohort consists of three coordinated classes that students take to build a foundation for success in entry level ESL courses. The students are better integrated into the ESL Department and the college.</p> |

## VI. Course SLOs and Assessment

|  |    |
|--|----|
|  |    |
| Number of active courses in your discipline  | 17 |
| Number with student learning outcomes (SLOs) | 17 |

|  |       |
|--|-------|
| Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):  | 14    |
| Percent of courses that have assessed at least one SLO last year, 2013-2014:<br><i>Calculating your percentage: Number of courses assessed divided by total active courses in your discipline.</i>   | 82.3% |
| Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):  | 100%  |
| If the percent of courses you plan to assess is not 100%, explain why here.  |       |
| <p>Briefly describe the general types of assessment methods you are using. (For example: common test questions, student papers evaluated with a rubric, student projects evaluated with a rubric, safety observation checklists, etc.)</p> <p>In the ESL Department, we use research papers, essays and other types of writing evaluated with a common rubric, presentations evaluated with a common rubric, projects evaluated with a common rubric, common test questions, and student opinion surveys.</p>  |       |
| <p>List two examples of the <b>most important plans for changes and improvements</b> as a result of what you learned during the course SLO assessment process in the past academic year (Fall 2013- Spring 2014). State the course number for each example so that the details of the assessment findings and action plans can be located in TaskStream. *</p> <p>* This will be verified by checking in TaskStream.</p> <p><b>Example:</b> Chem 30A, Departmental safety policies need to be revised and all instructors need to be made aware of new policies. Lab techs to start monitoring lab safety.</p> <ol style="list-style-type: none"> <li>1. As a result of assessing our High Beginning level courses (ESL 284, 285, Action Plans, years 2012-2013 and 2013-2014) we are going to begin more cohorts of classes at the High Beginning level that are specifically tailored to students whose English is at a lower level than our usual High Beginning students. These cohorts will begin in the 2014-2015 school year.</li> <li>2. Also as a result of course assessment (ESL 222, Action Plan, year 2012-2013), we would like to begin having groups of instructors work together in our reading/writing courses (ESL 52, 222, 223, 285) that plan the course together around a novel or two—creating all of the reading, writing, grammar, sentence structure and vocabulary-building materials and activities around the chosen novel(s). The novel would create a single context for all these aspects of language teaching and learning. And having instructors work together would give the course a level of coordination and standardization it has been lacking.</li> </ol> |       |
| <p>List two examples of the <b>most significant changes/improvements your department has made</b> as a response to assessment results in the past academic year (Fall 2013-Spring 2014). State the course number and the academic year it was assessed for each example so that the details of the assessment findings, action plan and status report can be located in TaskStream. *</p> <p>(* This will be verified by checking in TaskStream.)<br/>(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)</p>   |       |

**Example:** ESL 283, assessed Fall 2012. In Fall 2013, projects were made an integral part of this High Beginning Speaking/Listening course to engage students more deeply in the target language.

1. We have added two new cohorts at High Beginning level this year (See action plans in TaskStream for ESL 284 and 285, years 2012-2013 and 2013-2014.) In Fall 2014, we added an additional listening/speaking (ESL 283), grammar (ESL 284) and writing workshop (ESL 218) cohort due to popular demand for the original cohort. In Spring 2015, we began a brand new cohort that includes reading/writing (ESL 285), grammar (ESL 284) and writing workshop (ESL 218). The cohort of classes are taught by the same instructors with the same students registered in all three classes. These cohorts of High Beginning classes are designed to serve students whose English is not quite at the High Beginning level; therefore, we are supporting and serving a population of students that would have either dropped out of or failed our regular High Beginning classes in the past.

2. In Fall 2014, we began the ESOL Acceleration College in the Intermediate Reading/Writing course (ESL 222). The college is a group of colleagues (instructors) planning, creating materials for and teaching ESL 222 around a single novel. Instructors work closely together, observe each others' classes, support one another and get professional guidance from lead instructors. In Spring 2015, a second Acceleration College was started with the High Intermediate Reading/Writing course (ESL 223). We hope that planning and teaching the courses around a single text across many of the sections of these reading/writing courses will provide some standardization—students will get the same level of instruction no matter which section they're in. With instructors coordinated, using the same texts, materials, assignments, grading rubrics in the courses, we expect students' reading/writing skills to be positively impacted.

## VII. Program Learning Outcomes and Assessment

|   | Fall 2014 |
|---|-----------|
| Number of degrees and certificates in your discipline<br>(If your department doesn't offer any degrees or certificates, you don't have to answer the rest of the questions regarding program assessment.)   | N/A       |
| Number of degrees and certificates with PLOs entered into TaskStream:<br>(* This will be verified by checking in TaskStream.)   | N/A       |
| Number of degrees/certificates that have assessed at least one PLO in the past year:  | N/A       |
| If less than 100% of your programs have assessed at least one PLO last year, what is your plan for assessing program outcomes for all degrees and certificates?   | N/A       |
| List two examples of the most important plans for changes and improvements as a result of what you learned during the program (PLO) assessment process in the past academic year (Fall 2013- Spring 2014). State the program name for each example so that the details of the Assessment Findings and Action Plan can be located in TaskStream. *<br>(* This will be verified by checking in TaskStream.) |           |

List two examples of the **most significant changes/improvements your department has made** as a response to program (PLO) assessment. State the program name and assessment cycle for each example so that the details of the Assessment Findings, Action Plan and Status Report can be located in TaskStream. \*

(\* This will be verified by checking in TaskStream.)

(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)

## VIII. Strategic Planning Goals

Check all that apply.

- X Advance Student Access, Success & Equity
- X Engage our Communities & Partners
- X Build Programs of Distinction
- X Create a Culture of Innovation & Collaboration
- X Develop Resources to Advance & Sustain Mission

Describe how goal applies to your program.

The new accelerated ESL curriculum is designed to increase student success and better prepare students to succeed in college courses. There is a new focus on reading skills and the use of technology in the classroom. Students who are able can take the accelerated strand of courses thereby finishing ESL in as few as four semesters and increasing their skills for college courses. The possibility for acceleration ensures that faculty participate in common assessment, students demonstrating mastery of skills are identified and mechanisms for advancement are in place. In terms of equity, any student demonstrating mastery of skills at a particular level is promoted to the next level.

The Peralta ESL accelerated core curriculum is the first of its kind in the state of California. We are in the third year of its implementation. Two of the full-time ESL faculty members serve as the ESL experts for the Acceleration in Context Initiative.

We have implemented the Laney ESL Acceleration College to further student success in the ESL Department. This college is a group of instructors planning, creating materials for and teaching the same course around a single novel/context. We hope this high level of coordination and support among instructors will advance our students' success in our reading/writing courses.

The Laney ESL Department is a member of PEAC (Peralta ESL Advisory Council), thereby actively collaborating with the ESL Departments district-wide on a regular basis.

We are also working with PEAC and within the Northern Alameda County Regional Consortium for Adult Education (NACRCAE) to develop non-credit ESL courses that would be taken in conjunction with a CTE program, such as cooking, baking and early childhood education.

## IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Program where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

## X. Action Plan

Please describe changes in your program since your last program review or annual program update that requires additional resources not addressed in your last program review or annual program update. If additional resources are need, please reference data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). In describing changes, consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans, goals and specific action steps for the coming year.

- Continue to grow the Acceleration College, a comprehensive professional development program for ESL instructors in conjunction with Foundation Skills, beyond the two levels of reading/writing that we currently have. We hope that this semester-long program will have a great impact on classroom instruction. We want to offer the Acceleration College to instructors at all four levels of our reading/writing courses with funding from Foundation Skills and a grant.
- Implement our 2- and 3- unit support courses to accommodate specific needs of ESL students. The first course, Reading for College Success in the Humanities and Social Sciences was offered in Fall 2014. We have written new pronunciation and vocabulary courses that we hope to offer in Fall, 2015.
- We have level certificates that have been approved at the Intermediate level, the High Intermediate level, and the Advanced level. These certificates were passed by CIPD and we will begin offering them to students who complete all courses at a given level. The plan is to find a way to begin. As the Counseling Department has not accepted any role in the certificate program, the ESL Department will have to come up with plan to do so on its own.
- Enrollment in evening courses has dropped in the last couple of years. The Department is aware that another college in Alameda County has built evening enrollment by starting classes at 7 pm. The Department needs to explore if making this change will help increase evening enrollment.
- Work with PEAC and within the Northern Alameda County Regional Consortium for Adult Education (NACRCAE) to develop non-credit ESL courses that would be taken in conjunction with a CTE program, such as cooking, baking and early childhood education.

|                  |  |
|------------------|--|
|                  | <b>XI. Resource Needs: Using the Excel Spreadsheet (separate document)</b>   |
| <b>FORM A</b>    | Please describe the need and prioritize any NEW faculty requests.  |
| <b>FORM B</b>    | Please describe and prioritize any NEW <b>equipment, material, and supply</b> needs. For Instructional Equipment & Library Material (including instructional equipment repairs). |
| <b>FORM C</b>    | Please describe and prioritize any NEW facilities needs using Form C.  |
| <b>FORM D</b>    | Please describe the need and prioritize any NEW classified and student worker requests.  |
| <b>TECH FORM</b> | Laney College Technology Equipment Request Form: Please list your computer and other technology needs in this form.  |