

Peralta Community College District Annual Program Update Template 2011-2012

I. Overview	
Date Submitted:	October 18, 2011
Data Download Date:	09/19/11
Discipline:	ESL
Campus:	Laney
Dean:	Marco Menendez
Department Chair:	Lisa Cook/Suzan Tiemroth-Zavala
Mission Statement:	The ESL Department is designed to provide a full program of English as a Second Language courses including 6 levels of writing, 5 levels of reading, grammar and speaking as well as classes on listening, conversation, pronunciation, vocabulary, spelling, and ESL skills relevant to workplace and CTE. The program is also designed to provide supplemental instruction for students who need additional ESL support in reading, writing and the use of computer technology.

II. Student Data			
	Fall 2009	Fall 2010	Fall 2011
Enrollment			
Census Enrollment (duplicated)	2904	2619	2510
Sections (master sections)	98	86	77
Total FTES	415.9	391.07	376.84
Total FTEF	27.93	25.33	22.84
FTES/FTEF	14.89	15.44	16.5
Retention			
Enrolled	2904	2619	N/A
Retained	2402	2303	N/A
% Retained	86	90	N/A
Success			
Total Graded	2782	2546	N/A
Success	2113	2006	N/A
% Success	75	78	N/A
Withdraw	380	243	N/A
% Withdraw	13	9	N/A

III. Faculty Data	
	Fall 2011
Contract FTEF	9.64
Hourly FTEF	13.03
Extra Service FTEF	0.17
Total FTEF	22.84
% Contract/Total	42.21

IV. Faculty Data Comparables F2011				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	3.09	1.15	9.63	1.87
Hourly FTEF	2.86	3.02	13.02	0
Extra Service FTEF	0.7	0	0.17	0
Total FTEF	6.66	4.16	22.82	1.87
% Contract/Total	46.44	27.59	42.21	100

V. Accomplishments and Goals - Course SLOs and Assessment	
Number of active courses in your discipline	38
Number with SLOs	30
% SLOs/Active Courses	79
Number with SLOs that have been assessed	18
% Assessed/SLOs	47
Describe assessment methods you are using	We are using direct assessment in most cases. This includes exam questions, quizzes, individual and group oral reports and presentations, paragraph, essay and summary writing.
Describe results of your SLO assessment progress	We began assessing our core courses (Reading, Writing, Speaking, Grammar) in 2007 and continued to assess the SLO's in those courses fairly regularly for several years. However, we've been assessing those courses with less regularity over the last semester or two because we're drastically changing our curriculum and most of our current courses will no longer be taught after Spring 2012. Our assessment results in our Reading and Writing courses helped us come to the conclusion that we needed to change our curriculum, especially around those two skills, so the SLO assessment we've done has been quite relevant and useful to the ESL Department.

VI. Accomplishments and Goals - Program Outcomes and Assessment	
Number of degrees and certificates in your discipline	0
Number with Program Learning Outcomes	Click here to enter text.
Number assessed	Click here to enter text.
% Assessed	Click here to enter text.
% Assessed/SLOs	Click here to enter text.
Describe assessment methods you are using	Click here to enter text.
Describe results of assessment progress	Click here to enter text.

VII. Accomplishments and Goals – Strategic Planning	
Advance Student Access, Success, & Equity	Curriculum designed to improve English language skills for access, equity and success
Engage our Communities & Partners	High enrollment from local communities (approximately 70% Asian and 20% Latino)
Build Programs of Distinction	<ul style="list-style-type: none"> • Laney ESL Writing Workshop and Carpenteria Fina models recognized state-wide • Carpenteria Fina received an Excelencia in Education award in Spring 2011
Create a Culture of Innovation & Collaboration	<ul style="list-style-type: none"> • Supplemental instruction (ESL 218 A-D Writing Workshop) supports reading and writing skills for non-native speakers across the college curriculum • Use of new technologies including online tools such as Ning social networks, Moodle course management system, Vidler and Voicethread to provide web-enhanced and hybrid instruction as well as an ESL faculty network • Accelerated curriculum designed Spring, Summer, Fall 2011 with Peralta ESL Advisory Committee to be implemented at all 4 colleges Fall 2012 (4 levels of core courses rather than 5 or 6, and integrated reading and writing) • Two department members serving as ESL core of Acceleration in Context team. (Acceleration in Context is a comprehensive new initiative funded by the Walter S. Johnson Foundation with the central aim of introducing accelerated curriculum and pedagogy into a broad cross-section of disciplines and programs across the state, even potentially the nation) • ESL cohort offered in the APASS program integrating counseling and supplemental instruction with ESL Writing 5 and 6 courses
Develop Resources to Advance & Sustain Mission	Laney ESL Writing Workshop model included in APASS program.

VIII. Accomplishments and Goals – Strategic Plan Relevance	
New Programs Under Development	The Laney College ESL program is currently undergoing major revision by the four colleges (PEAC).
Programs Integral to Overall College Strategy	In Fall 2011, 85.7% of 1851 non-international ESL students and 96.3% of 286 international ESL students at Laney College are taking CTE, certificate or transfer courses (source: BI Tool)
Programs Essential for Transfer	See box above.
Programs that Serve a Community Niche	ESL cohort in APASS Program ESL for Wood Technology and ESL for Customer Service included in Carpenteria Fina Program
Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc.	Click here to enter text.

IX. Accomplishments and Goals - CTE, Transfer, Basic Skills	
CTE and Vocational: 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.	Working with CTE students continues to be very productive and needed by the CTE programs. Full-timers involved in this aspect of our work have discussed the necessity of continuing to help both basic skills and ESL students with workplace soft skills as a great way to support these classes. This includes teaching resume writing, report writing, workplace language, applications, interviewing, and computer usage at work. We would like to see this expanded in this way: that there be offerings for both foundation skills students and ESL students who want to use the context of CTE to learn English in separate classes. Other specialized classes, such as ESL for Cosmetology and ESL for Skilled Trades have been deactivated. We want to continue to utilize Workplace Communication, Writing for CTE, and Reading for CTE as essential supplemental, support classes for CTE programs as well as the general student population. These are skills the community college should supply the students. Workshops on special topics (possibly a LRNE .5 unit class) such as reading the textbook and shop math are being proposed as experiments for next semester under the support of CAA. Finally, Sonja Franeta is working with the Chair of Wood Technology on rewriting the Carpinteria Fina program to fold it into the Wood Tech majors program with a supplemental class. We would like to continue to urge the CTE programs to add 2 unit supplemental classes from ESL and other departments to help their students leave Laney with better foundational skills.

<p>Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion</p>	<p>The ESL Department supports the development of English skills for transfer, certificate, and AA degree completion. The curriculum includes 5 levels of core skills courses in Reading, Grammar, Speaking and 6 levels in Writing. Courses in pronunciation, spelling, conversation, and listening can address other barriers to success, but are not currently offered due to budget reductions. Moreover, the Dept. provides supplemental instruction (ESL Writing Workshop) to support English Language learners across the curriculum to meet the writing and reading demands of course both within and outside the ESI sequence. A rapidly increasing number of ESL Instructors are receiving training and making use of new technologies such as course management systems and customized networks to enhance instruction or even offer it online as well as increase contact with course material and instructors. ESL students on the whole are becoming more familiar with learning using the computer as a learning tool to succeed in their courses.</p>
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<p>X. Action Plans and data sources (indicate which data sources used)</p>	
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<p>Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.</p>	<ul style="list-style-type: none"> ● Continue with our plan to revise the ESL curriculum. All course outlines for the core classes (Reading and Writing) as well as the support classes of Listening and Speaking are in Curricunet now and will be launched by the end of October. They will go to the Laney curriculum committee for the November meeting and to CIPD in December. ● Continue working with the other colleges through PEAC to design district-wide SLO's for the new ESL curriculum and provide assessment plans for each course (Fall 2011). ● Develop a comprehensive professional development program to train instructors in the new curriculum (Fall 2011) and implement it (Spring 2012). ● Pilot books for the new curriculum (Spring 2012). ● Collaborate with CTE and other departments to integrate support for ESL students into as many college programs as possible. This includes not only planning and providing convenient ESL courses related to program content but also working with instructors to strengthen Basic Skills Instruction, including sharing and designing models for acceleration. The ESL faculty has developed some expertise in Web-enhanced and hybrid instruction (Moodle) and web-supported textbooks, which could lead to new possibilities in collaboration (ongoing). ● Increase and improve supplemental instruction in ESL to better support ESL students to meet the technological, reading and writing demands of ESL and other college courses. Revise the ESL 270, ESL Computer Lab, course outline. Change unit value to 2 and name to ESL Through Technology, and develop four levels, A-D, which focus on learning ESL through technology and the technological skills currently necessary for success in ESL and other courses (Spring 2012). ● Offer more sections of ESL 218 Writing Workshop and continue to expand our customized learning network (writingworkshopatlaney.ning.com) to increase opportunities for English skills practice, instructor and tutor contact, the formation of online study/support groups and community building (ongoing). ● Expand the use of our customized network (laneyesl.ning.com) to streamline ESL Department communication and collaboration, and continue to provide necessary training and support for faculty utilization (ongoing). ● Advocate for more full-time faculty as they are crucial to accomplishing our goals. In the Fall of 2011 the department has 11 full-time instructors and 34 part-time instructors. It is essential to
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	the program's vitality to have enough full time faculty to accomplish the goals and fulfill the tasks of the department. All the goals listed above depend on full-time faculty. Without more full-time instructors, the department struggles to accomplish itsl goals and meet demands for curriculum revision and SLO assessment.
Data Source – Assessment Findings	Click here to enter text.
Data Source – BI Data	Click here to enter text.
Data Source – Institutional Goals	Click here to enter text.
Other Data Sources	Click here to enter text.

XI. Needs and data sources (indicate which data sources used) Please prioritize in each category, with highest priority first.	
Please describe any equipment, material and supply needs.	Computers with the latest operating systems and software capability (at least MS Office 2010) at each workstation in EV6 and EV8 (ESL Desks).
Please describe any faculty/classified/student assistant needs.	<ol style="list-style-type: none"> 1. Full-time faculty: increase the ratio of full-time to part-time faculty from 42% to 60%. 2. Tutors: Provide 4 tutors per section of supplemental instruction (ESL 218). 3. Three tutors for each hour the Writing Center is open for drop-in tutoring. Tutors will now be logging students into a SARS dummy class so that faculty can be provided with data that shows the number of hours students in each course access tutoring. Tutroing is critical to the siuccess of our students.
Please describe any facilities needs.	A larger computer lab space to accommodate the large Writing Workshop (ESL 218) classes*.
Please describe any technology needs.	<ol style="list-style-type: none"> 1. Computers with the latest operating systems and software capability (at least MS Office 2010) at each workstation in EV6 and EV8 (ESL Desks). 2. Access to current "smart classrooms" and more "smart classrooms" that are at least equipped so instructors can bring their computers and project with LCD projectors installed into classrooms. 3. State-of-the-art language lab.
Data Source – Assessment Findings	Click here to enter text.
Data Source – BI Data	Click here to enter text.
Data Source – Institutional Goals	Click here to enter text.
Other Data Sources	<p>*Passport Enrollment for ESL 218A Writing Workshop:</p> <ul style="list-style-type: none"> ● Section 43782: 32 ● Section 43784: 38 ● Section 43786: 27 ● Section 43788: 32 ● Section 43790: 27

