The Comprehensive Instructional Program Review Report

1. College: Laney

Discipline, Department or Program: English to Speakers of Other Languages

Date: October 16, 2015

Members of the Comprehensive Instructional Program Review Team: Rick Robinson, Nikki Ellman, Kathleen Pappert, Lisa Cook, Anne Agard, Barbara Yasue, Suzan Tiemroth-Zavala, Steve Zetlan, Chelsea Cohen, Anna Cortesio and David Mitchell.

Members of the Validation Team:

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2. Narrative Description of the Discipline, Department or Program:
Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

The ESOL Department at Laney College provides the foundation skills in English for a large percentage of our community, addressing the needs of immigrants who live in the Bay Area, international students, and multilingual students who have received most of their education in the U.S. (Generation 1.5). Our program of study directly aligns with the Laney College Mission by providing learner-centered, foundation skills instruction that prepares our culturally-diverse student population for academic studies, work and life in the Bay Area.

Unique Characteristics
The accelerated ESOL core curriculum, developed by the Peralta ESOL 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. Since Fall 2014, a large number of both full-time and
part-time instructors have participated in communities of practice (Acceleration Colleges) in all four of our Reading/Writing levels to plan lessons and contextualize the reading, writing and other skills around a single novel by creating materials, rubrics, assignments and exams together. Instructors are given a stipend for their participation through

Foundation Skills. These communities of practice have helped improve the implementation of our Reading/Writing curriculum by creating a greater consistency in terms of what is taught and how students are graded. Moreover, as a showcase school in the Acceleration in Context Initiative, Laney ESOL is a leader in a network of several colleges with projects in acceleration.

This semester, the ESOL Department has begun to offer Certificates of Proficiency to ESOL students who have completed a certain combination of courses in the department at the intermediate, high intermediate and advanced levels. These certificates are of value to immigrants seeking employment as well as to international students returning to work or study in their native countries.

Trends and Significant Changes
Oakland Unified School District cut its Adult School offerings by 95% in 2010. This reduction has had a significant impact on all immigrant ESL learners in the community. It has also had a major impact on the ESOL program at Laney College. Because the department has seen more low-level students in high-beginning classes – students who lack reading, writing, listening, and speaking skills-- in Fall 2013, we began offering the ESOL Pathways Program for students who test into our program below the High Beginning level--the lowest level of ESOL we offer. Currently, the Pathways Program is three semesters long and consists of Listening/Speaking, Grammar, Reading & Writing, Vocabulary & Spelling, Pronunciation and English for Technology courses.

With AB86 block grant funding, OUSD Adult School is building forward to provide ESL programing that will be bridged to our ESOL course sequence. We have been participating and will continue to work within the Northern Alameda County Regional Consortium for Adult Education (NACRCAE) to design and align the ESL curriculum at OUSD Adult School with the ESOL curriculum at Laney. We are considering designing an ESOL-only pathway that may include non-credit ESOL courses at Laney as well as partnering with Laney CTE programs to provide other pathways for those coming to us from Adult School. These pathways will help ensure a smooth transition for students between our two schools/programs and contribute to the success of beginning English language learners in our community.

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3. Curriculum:
Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here. Attach the Curriculum Review Report or Answer these Questions:

- *Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.*
- *What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?*

- *Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?*

Curriculum Review Report — Laney College

Department: ESOL
Date of Report: September 2015
List Faculty Involved in Developing this Report: Anne Agard

Current Courses
Copy and Paste from the Current Course List

1. Copy the four fields below from the Active Course List				*2. Has this course been updated within the last three years?*		*3. If course has not been updated for three or more years, do you plan to update or deactivate it?*		*4. If course has not been updated for three or more years, complete the two fields below.*	
Discipline	Course Number	Course Name	Date of Last Update	Yes	No	Update	Deactivate	Who will submit an update or deactivation for this course?	When will update or deactivation be submitted?
ESL	050A	Advanced Listening and Speaking	4/10/15	x					
ESL	050B	Oral Communication for Advanced ESL Students	2/3/12	x					
ESL	052A	Advanced Reading and Writing	3/6/15	x					
ESL	052B	Advanced Reading and Writing	3/6/15	x					

ESL	206	Spelling 3: Spelling and the Dictionary	3/7/14	x					
ESL	211	Reading for College Success in the Humanities and Social Sciences	3/20/15	x					
ESL	215A	Intermediate Grammar	3/20/15	x					
ESL	215B	Intermediate Grammar	3/20/15	x					
ESL	216A	High Intermediate Grammar	3/20/15	x					
ESL	216B	High Intermediate Grammar	3/20/15	x					
ESL	217A	Advanced Grammar	3/7/14	x					
ESL	217B	Advanced Grammar	3/20/15	x					
ESL	218A	ESL Writing Workshop	3/20/15	x					
ESL	218B	ESL Writing Workshop	3/20/15	x					
ESL	218C	ESL Writing Workshop	3/20/15	x					
ESL	218D	ESL Writing Workshop	3/20/15	x					
ESL	219A	Applied Grammar and Editing	3/20/15	x					
ESL	219B	Applied	3/20/1	x					

		Grammar and Editing	5						
ESL	222A	Intermediate Reading and Writing	3/6/15	x					
ESL	222B	Intermediate Reading and Writing	3/6/15	x					
ESL	223A	High Intermediate Reading and Writing	3/6/15	x					
ESL	223B	High Intermediate Reading and Writing	3/6/15	x					
ESL	232A	Intermediate Listening and Speaking	4/10/15	x					
ESL	232B	Intermediate Listening and Speaking	4/10/15	x					
ESL	233A	High Intermediate Listening and Speaking	4/10/15	x					
ESL	233B	High Intermediate Listening and Speaking	4/10/15	x					
ESL	256A	Spelling 1: Spelling and Phonics	3/7/14	x					
ESL	266	ESL for Customer Service	4/10/15	x					
ESL	267	ESL For	4/10/1	x					

		Workplace Communication	5						
ESL	283A	High Beginning Listening and Speaking	4/10/15	x					
ESL	283B	High Beginning Listening and Speaking	4/10/15	x					
ESL	284A	High Beginning Grammar	3/20/15	x					
ESL	284B	High Beginning Grammar	3/20/15	x					
ESL	285A	High Beginning Reading and Writing	3/6/15	x					
ESL	050A	Advanced Listening and Speaking	4/10/15	x					
ESL	050B	Oral Communication for Advanced ESL Students	2/3/12		x			Anne Agard	Update in process
ESL	052A	Advanced Reading and Writing	3/6/15	x					
ESL	052B	Advanced Reading and Writing	3/6/15						

Active Programs

5. To complete the field below,	6. To complete this	7. To complete	8. If changes are needed to the

search programs in Curricunet: http://www.curricunet.com/pccd/	*field, view the WR program of study in Curricunet. Check each course in the program for the DE addendum*	*this field, check to be sure each course in the program is active and updated.*	*program, complete the two fields below.*	
Name of Program	What percentage of the units in this program of study can be completed online?	What changes are needed to this program?	Who will submit a modification of this program?	When will the program modification be submitted?
English as a Second Language: Advanced Certificate of Proficiency	100% of courses in the degree have DE addendums, but these courses are not currently offered online and there are no immediate plans to do so.			
English as a Second Language: High Intermediate Certificate of Proficiency	100% of courses in the degree have DE addendums, but these courses are not currently offered online and there are no immediate plans to do so.			
English as a Second Language: Intermediate Certificate of Proficiency	100% of courses in the degree have DE addendums, but these courses are not currently offered online and there are no immediate plans to do so.			

9. To respond to question in the field below, a) conduct conversations with faculty in your department and b) refer to course and programs that your program already has in process in Curricunet.

What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?
1. The three certificate programs have not yet been actually offered because we have not yet organized the logistics for awarding them. We plan to do this within the next month.

2. The department is developing and offering a cohort for lower level ESOL students who

require extra guidance and support to succeed in the High Beginning courses. Three new courses for this cohort are in process and will be offered beginning in Spring 2016:

- ESL 287A and 287B English Language Skills for Technology
- ESL 254A Vocabulary and Spelling of American English
- ESL 286A Basic Pronunciation

3. New courses are being developed to support Intermediate and Advanced students as they make the transition to college transfer courses:

- ESL 205A Vocabulary and Idioms in Context
- ESL 205B Vocabulary and Word Analysis in Context

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4. Assessment:
Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years. Please review the "At a Glance" reports and answer the following questions.

Questions:
How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

Course SLOs are included in the syllabi that instructors distribute to students during the first week of classes every semester. The Program Learning Outcomes for the Intermediate, High Intermediate and Advanced Certificates of Proficiency are published in the Laney College Catalog. All outcomes (both course and program) are published on links on the official ESOL Department Wordpress site:

> http://www.laney.edu/wp/esl/
> http://www.laney.edu/wp/esl/course-student-learning-outcomes/
> http://www.laney.edu/wp/esl/program-learning-outcomes-for-esol-certificates/

We also have posters of the ILOs in all of the instructor offices on the fourth floor of the Tower.

*Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.*

> **Improvement #1.** We implemented a community of practice (Acceleration College) at each level of our reading/writing courses because we wanted instructors to work collaboratively to accelerate student learning through the

design of contextualized learning experiences to introduce and build upon meaningful practices rather than teaching stacked, discrete skills. We also wanted to create compelling contexts in which students and teachers interact with rich texts (instead of textbooks) and engage students in learning practices that require them to synthesize, analyze and criticize at all levels of the reading/writing sequence. Below is an excerpt from the Action Plan in Taskstream from Intermediate Reading/Writing (ESL 222) in 2012-2013 that shows why the community of practice was needed.

> *Aside from those teachers using the same textbook, there was little to no coordination across the whole level (8 sections) until just before the midterm, when four different readings were used to various degrees of difficulty. Also, a couple of teachers were unaware of plans to use a summary and response until a week or two before the exam and had to scramble to teach students how to do this. Furthermore, up until the time of our norming session, where teachers came together to evaluate midterms other than their own, there was disagreement on how the rubric should be used. Thus, precious time was spent reading the various texts and trying to come to an agreement on the use of the rubric and the logistics of evaluating the exam instead of standardizing our evaluations.*

> *Because the results showed 95% of the students receiving C or better, the grades appear to be inflated. A more precise rubric could reduce this inflation. The current rubric included only four categories of evaluation including "completely" "mostly" "sometimes" "almost never" to represent A, B, C, D. Five categories to include an "F" grade would make the choices more precise and language such as "Almost always" "mostly" for A and B, and "sometimes" "almost never" for D and F, may result in more Ds and Fs. (This would make a "sometimes" a D rather than a "C.")*

> *In the future, at least the reading and the means of evaluation (ie summary and response) should be agreed upon no later than the third week of the semester. If possible, a rubric, midterm exam duties, and logistics should also be spelled out at least two weeks before the norming session so that the norming session could focus primarily on norming.*

Improvement #2. In Fall 2013, we began the ESL Pathways Cohort to help students in the High Beginning level who didn't have the English listening, speaking, reading, writing and grammar skills to succeed in our High Beginning courses. The cohort classes pair a High Beginning Grammar class with a High Beginning Listening/Speaking class and a writing/technology support class for students who test in below the High Beginning level. We now have a three-semester pathway of this cohort, with the final semester combining High Beginning Reading/Writing, Intermediate Grammar and a Writing Workshop. This cohort will help prepare low-level ESOL students for our regular courses. Below are the Action Plans in Taskstream from ESL 285 (High Beginning

Reading/Writing) that indicate how students at our high beginning level were struggling and why we needed to create the ESL Pathways Cohort.

- *2012-2013: It was observed that many students who did not achieve the SLO failed to accurately interpret the writing prompt.On the basis of this finding, instructors will include specific practice in comprehension of question forms and interpreting the kinds of questions commonly used as writing prompts.*

- *2013-2014: When students are writing summaries or responding to questions about a reading, they tend to copy phrases or sentences verbatim rather than paraphrasing. The main reason they do this is because they lack the vocabulary and knowledge of sentence structure to use their own words. Because the ability to summarize is an important part of our new curriculum, we need to start teaching students strategies for paraphrasing at the beginning of the semester and continue building on these skills throughout the term.*

Improvement 3. This semester, in two sections of our High Beginning and Intermediate Listening and Speaking classes, we chose to pilot a culturally relevant text that many American elementary school students read called, *The Island of the Blue Dolphins*. By listening to this book, students are given a glimpse into California history through the life of the native population during Spanish colonization as well as the the opportunity to understand and explore the foundations of California as we know it. Within the story itself, we have studied various pragmatic mechanisms that occur between characters and apply them to real life scenarios. For example, we have studied greetings, leave-takings, negotiations and polite and impolite language. We have also been connecting themes in the story to current events and practicing summary and response skills to facilitate discussion. The classes will also visit the Oakland Museum where they will tour the California History exhibit and gain more exposure to California culture over time while continuing to build connections to the novel as well as their own lives. We are hoping that a culturally rich text with contextualized speaking and listening activities will resolve some of the issues revealed through our SLO assessment of "American cultural conventions in oral communications." Below are the findings and actions for ESL 232 (Intermediate Listening & Speaking) from 2014-2015 that the above pilot grew out of.

> *Findings: Students were having problems in their face-to-face conversations with making eye*
> *contact, expressing interest in their conversation partner and asking questions and*
> *follow-up questions.*

> *Actions:*
> *1. Observe/examine more texts that incorporate American cultural norms and practices.*
> *2. Expose students to various cultural contexts so that they gain more distinct exposure and familiarity with American culture.*

*Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.*

Plan 1. Contextualize Listening and Speaking courses at all levels (Action Plan, ESL 232, 2014-2015)

By using a culturally relevant context in our listening and speaking classes, students not only develop extensive knowledge of the topic, but also the grammar and vocabulary to speak about the topic in depth. The goal is for students to be able to engage with native speakers in a meaningful way, in both academic and informal contexts. We believe contextualized speaking and listening classes afford students this opportunity (See Action Plan above for ESL 232, 2014-2015).

Plan 2. Assess the ESOL Certificates of Proficiency.

We have three new Certificates of Proficiency at the Intermediate, High Intermediate and Advanced ESOL levels. Our department has never offered certificates before, and Fall 2015 is the first semester we will be awarding them, so we plan to begin assessing these programs/certificates (the PLOs) on a regular basis beginning in 2016.

Plan 3. Implement a Pronunciation course for more advanced students (ESL 50, Advanced Listening & Speaking)

In our speaking and listening classes, students have to participate in group debates and give individual
and group presentations and speeches. In our assessments of these students, we often find that many
students are incomprehensible to their audience (usually classmates and instructor). We'd like to create and implement a new course that would focus on pronunciation for students at the higher levels. Please see the Action Plans for ESL 50 (Advanced Listening & Speaking) below.

- *2012-2013: We believe that an increase in the amount of class time spent on speaking activities would be beneficial. Students had the content (ideas) and vocabulary to address the topics given in the assessment, but speech flow and pronunciation could be improved.*

- *2013-2014: Several students didn't meet the standard in the presentation because of pronunciation problems, grammar problems that interfered with comprehensibility, and lack of confidence. So, in the future, in order to get more*

students to meet this high standard, we need to focus more on pronunciation of mostly vowel sounds, and maybe even teach the IPA to meet this end.

Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

Not applicable. No DE courses offered.

Describe assessment results for courses with multiple sections. Are there similar results in each section?

A majority of the courses we offer in the ESOL Department have more than one section and the results of the various sections within a course typically are similar to each other. One of the reasons we began the communities of practice in the Reading/Writing courses is so that the assessment results among the sections would become even more similar. In the TaskStream records we keep, we input results for all the sections combined, not separately.

Describe your discipline, department or program participation in assessment of <u>institutional level</u> outcomes (ILOs).

In Spring, 2014 we assessed ILO #4 (Global Awareness & Civic Responsibility) mainly during Earth week at Laney College between April 22-25. ESOL instructors had their students go to the Peralta Ecology/Sustainability Festival or other Earth week events in the community to interview some of the participants and report back and reflect on the wider significance of the festival.

In Fall, 2014 we assessed ILO #1 (Communication) in our classes by simultaneously assessing our SLO that deals with campus and classroom culture. We assessed how students communicate while working in groups during class both at the beginning of the semester and at the end of the semester to gauge how much they improved in their interpersonal academic communication. This SLO linked directly to the communication ILO.

How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

All of our courses are mapped to the Communication ILO and several are mapped to the Global
Awareness, Ethics and Civic Responsibility ILO. Goal Alignment Summary attached.

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5. Instruction:
Describe effective and innovative strategies used by faculty to involve students in the learning process.

All students engage in classroom assignments that incorporate the strands of the new curriculum: information literacy; computer skills and research; intercultural communication and U.S. culture; sentence level accuracy; critical thinking; comprehension (Reading and Listening) and production (Speaking and Writing). These strands are practiced and expanded upon in all classes at all levels.

ESL Pathways Program
The ESL Pathways Program is now in its third year. In Fall 2013, The ESL Pathways Program was implemented for first-year ESL students assessing lower than the cut-off score for high-beginning ESL to build a foundation in the vocabulary, grammar, reading, writing, listening and speaking skills; knowledge of U.S. College Culture; and familiarity with English as a Second Language instruction required for further participation in and eventual completion of the ESOL program at Laney College. Students learn the same curriculum as non-cohort students, but with extra support**.** The core instructors contextualize and accelerate learning in ESL 283A and 284A (the first semester cohort) and 283B and 284B (the second semester cohort). The program also offers support for students as they navigate Laney College services and support programs and as they learn to self-advocate. Students complete assignments in which they learn about the resources at Laney College and publish the information they've learned in brochures and guides for future students. Students in the new third semester (ESL 285 A/B, ESL 215A, and ESL 218) have successfully completed the High Beginning Grammar level and are, thus, prepared to begin High Beginning Reading and Writing, a course that students who score very low on assessment have struggled with. The instructor collaborates with the instructors and tutors of the ESL 218 Writing Workshop course to target the specific learning needs of the students and support their use of instructional technology.

ESL Acceleration Colleges (Community of Practice)
In Fall 2014, Laney College ESL Department embarked on a professional development project to train and support instructors to apply accelerated teaching practices in the classroom. Although the new accelerated curriculum is entering its third year of implementation, instructors have an ongoing need for support to learn how to effectively teach the curriculum. In 2014-2015, the Intermediate (ESL 222A/B) and High Intermediate (223A/B) levels participated in the Colleges and in Fall 2015, the Acceleration Colleges expanded to include High Beginning (285A/B) and Advanced (52A/B). Most instructors at all four levels have now been trained. This training impacts a large number of students as Laney College has 29 sections of 30 students each per semester. The focus of the Colleges is to train instructors and support them as they implement accelerated teaching in the classrooms. Groups of instructors meet often during the semester (with a trained coordinator for each level) and suggest activities, projects, lesson plans, and content; responding to student goals and economical use of class time are also taught and connection to objectives on course outlines and student learning outcomes are emphasized. Contextualized language study based on high-interest content is an important concept. The new accelerated curriculum employs activities based on higher order of thinking skills, such as critical thinking and research, and complex tasks are begun at the High Beginning level with appropriate support. Data collection to measure student engagement, satisfaction, and self-evaluation of how well skills are

internalized is an important factor of the project. In addition, a shared folder of activities and weekly reflection of the teaching experience is ongoing.

How has new technology been used by the discipline, department or program to improve student learning?

- The new curriculum, which has been in use since Fall 2012, includes a technology strand for each course. This means that students are introduced to using technology at the lowest level, High Beginning, and this becomes more complex as they move up through the program.

- In all the reading and writing classes, students conduct online research to contextualize learning.

- Smart classroom technology is being used to keep the focus on learning activities rather than on menial tasks (copying on blackboard, etc).

- Online supplemental instruction is being provided via online course management systems (Engrade and Moodle) and websites such as Wordpress and Canvas.

- Instructors are providing online access to materials produced in real time in the classroom.

- Students use a customized network for language skills practice in the ESL 218, Writing Workshop.

- We currently offer just one hybrid course in ESL 52, Advanced Reading and Writing, but instructors in the past have taught High Intermediate, ESL 216, and Advanced Grammar, ESL 217, as hybrid courses.

- Instructors are using VoiceThread and Google Voice in some of the Listening/Speaking classes.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

- Ever since the new accelerated curriculum was implemented in 2012, there has been a high degree of collaboration among instructors teaching the same course.

- Instructors in all courses use a common midterm to determine which students should accelerate to the next level. Midterms for the reading/writing classes are normed and read holistically using a common departmental rubric. Many reading/writing instructors use a common final also.
- Participants in the Acceleration Colleges work together closely to develop materials. Both contract and adjunct faculty are given stipends that come from grants and Foundation Skills funds. Compensating adjunct faculty for the extra

work required to be part of the these groups helps foster a greater sense of investment and involvement because they feel that their time and expertise is valued.

- Common midterms and norming have allowed for a stricter correlation between course outlines and syllabi.

- The instructor who teaches the Advanced Reading/Writing hybrid course works closely with other ESL 52 instructors to ensure that they are all covering the same material.

- Each ESL Pathway cohort has a dedicated ESL Workshop attached to it. The instructors work together to ensure that students get the kind of practice and reinforcement they need in the workshop to help them with their coursework. They also begin to develop computer skills. Starting in Spring 2016, students in the cohort will take the new English in Technology course instead of the ESL Workshop as well as a Spelling and Vocabulary course developed for the cohort. In Fall 2016, cohort students will take a new Pronunciation course.

- Integrity and consistency of academic standards in ESL is maintained district-wide through active participation in PEAC (Peralta ESL Advisory Council).

- Laney ESL faculty regularly present and participate in faculty-led workshops designed to promote quality instruction.

How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

- The department does not offer any fully online courses. One hybrid course is being taught this semester.

Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

Overall enrollment trends in the past three years:

Overall enrollment trends have fluctuated slightly with a drop of 136 students between Fall 2012 and Fall 2014, but they have begun to rise again. A noticeable increase has occurred in Summer School with a rise of 50 students in the same two-year period. This may be due to the fact that the ESL Department has begun to add summer school classes in the afternoons as funding has increased for new sections.

ESOL Enrollment

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	133	1,343	1,327	170	1,264	1,214	187	1,207	1,227

An explanation of student demand (or lack thereof) for specific courses:

The demand for all levels of Reading and Writing remains strong. Classes are overfull, in many cases, and wait lists are long. We have had a hybrid Advanced Reading and Writing class for several semesters to see if this can help us serve more students. High Beginning and Intermediate Grammar and Listening/Speaking courses are also in high demand. Some of the higher level classes, however, have experienced less demand. High Intermediate Listening Speaking courses have been cancelled at night and during the day. There is no clear indication of why this is happening; the listening and speaking sequence needs to be looked at, ideally with a re-written course outline for 50 A/B so that Advanced Listening and Speaking becomes transferable and articulated as the Speech/Communications required course for the California State University system. This course is already being offered at BCC.

Productivity for the discipline, department, or program compared to the college productivity rate.

All ESL courses are limited to 35 students, with Reading and Writing courses capped at 30 students. This has been the case for many years. This does affect our productivity rates in comparison to the rest of the college. Most students, however, finish the semester successfully.

ESOL Productivity

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	13.86	14.72	15.46	12.44	14.82	13.38	11.55	14.23	14.86

Laney College Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

Salient factors, if known, affecting the enrollment and productivity trends you mention above.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Since the new curriculum was implemented in Fall 2012, we have been able to offer more sections of each core course at more times in the mornings, afternoons, and evenings. At least one section of each of the core courses (Reading and Writing, Listening and Speaking, and Grammar) is offered at night, so night students can always find an ESL class. The evening classes typically have lower enrollment than the day classes. We need to poll evening students to find out which courses or scheduling would best meet their needs.

Recommendations and priorities.

- Poll the night population to survey demand for additional classes and cohorts.

- Provide more convenient tech access (smart classrooms and laptop carts rather than smart carts)

- Procure funding for more learning communities – expand into Listening/Speaking and Grammar classes

- Adopt ESL 50 Advanced Listening/Speaking transferable class from BCC

- Align Grammar and Reading/Writing classes so the grammar is contextualized.

- Research efficacy of recently implemented curricula and learning and teaching communities

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6. Student Success:

Describe course completion rates (% of students that earned a grade "C" or better or "Credit") in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

ESL Student Success

Success%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	70.68%	77.27%	77.96%	85.87%	76.76%	76.55%	80.86%	80.07%	78.64%

Laney College Completion Standard

Success%	Term								
	2012 Summer	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
Total	74.07%	68.7%	66.3%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

ESOL Department/Discipline Course Completion Rates

Success	Term								
Course	**2012 Summer**	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
ESL 202A - GRAMMAR 3	52.00%	NA	NA	NA	NA	NA	NA	NA	NA
ESL 202B - GRAMMAR 4	89.66%	NA	NA	NA	NA	NA	NA	NA	NA
ESL 202C - GRAMMAR 5	81.82%	NA	NA	NA	NA	NA	NA	NA	NA
ESL 211 - READING FOR COLLEGE	NA	NA	NA	NA	NA	NA	NA	69.23%	NA
ESL 214 - TECH READING/CAREER TECH	NA	75.86%	NA	NA	NA	NA	NA	NA	NA
ESL 215A - INTERMEDIATE GRAMMAR	NA	85.96%	79.71%	93.75%	79.59%	81.82%	81.82%	82.93%	68.04%
ESL 215B - INTERMEDIATE GRAMMAR	NA	NA	77.78%	87.50%	87.50%	79.07%	100.00%	80.49%	89.74%
ESL 216A - HIGH INTERMEDIATE GRAMMAR	NA	73.48%	80.51%	100.00%	77.05%	78.76%	85.19%	82.24%	59.72%
ESL 216B - HIGH INTERMEDIATE GRAMMAR	NA	NA	76.19%	60.00%	73.33%	84.38%	100.00%	91.18%	88.24%
ESL 217A - ADVANCED GRAMMAR	NA	78.90%	80.23%	84.62%	80.00%	79.75%	90.32%	79.55%	66.10%
ESL 217B - ADVANCED GRAMMAR	NA	NA	71.43%	50.00%	76.47%	58.82%	66.67%	92.31%	93.10%
ESL 218A - ESL WRITING WORKSHOP	NA	NA	NA	NA	84.43%	NA	NA	NA	NA
ESL 218B - ESL WRITING WORKSHOP	NA	NA	NA	NA	NA	81.03%	NA	NA	NA
ESL 218C - ESL WRITING WORKSHOP	NA	81.82%	NA	NA	NA	NA	NA	87.30%	NA
ESL 218D - ESL WRITING WORKSHOP	NA	NA	81.48%	NA	NA	NA	NA	NA	88.12%

Course									
ESL 219A - APPLIED GRAMMAR AND EDITING	NA	73.33%	70.59%	NA	NA	81.25%	NA	77.78%	78.57%
ESL 219B - APPLIED GRAMMAR AND EDITING	NA	NA	NA	NA	NA	NA	NA	100.00%	60.00%
ESL 222A - INTERMEDIATE READING & WRITING	NA	83.16%	76.19%	NA	73.45%	65.22%	NA	76.74%	63.54%
ESL 222B - INTER READING AND WRITING	NA	NA	80.00%	NA	81.58%	82.14%	NA	86.89%	95.70%
ESL 223A - HIGH INTER READING & WRITING	NA	79.07%	77.55%	NA	80.28%	78.95%	NA	79.33%	72.58%
ESL 223B - HIGH INTER READING & WRITING	NA	NA	81.63%	NA	88.89%	74.36%	NA	78.57%	85.90%
ESL 224 - WRITING/CAREER TECH STUDENTS	NA	78.13%	NA	NA	NA	NA	NA	NA	NA
ESL 232A - INTER LISTENING & SPEAKING	NA	72.22%	82.08%	80.00%	78.95%	80.23%	85.19%	77.78%	73.17%
ESL 232B - INTER LISTENING & SPEAKING	NA	NA	94.12%	0.00%	85.19%	86.96%	80.00%	87.50%	90.74%
ESL 233A - HIGH INTER LISTENING & SPEAKIN	NA	82.18%	77.78%	NA	75.76%	82.69%	NA	85.51%	62.50%
ESL 233B - HIGH INTER LISTENING & SPEAKIN	NA	NA	94.12%	NA	90.91%	71.43%	NA	80.00%	86.67%
ESL 252A - GRAMMAR 1	48.15%	NA	NA	NA	NA	NA	NA	NA	NA
ESL 252B - GRAMMAR 2	80.00%	NA	NA	NA	NA	NA	NA	NA	NA
ESL 256A - SPELLING 1: SPELLINGPHONICS	NA	80.00%	77.78%	100.00%	66.67%	90.63%	100.00%	80.00%	85.19%
ESL 266 - ESL/CUSTOMER SERVICE	NA	86.96%	93.10%	NA	61.90%	82.61%	NA	93.75%	88.57%
ESL 267 - WORKPLACE COMMUNICTN	NA	78.79%	94.29%	NA	84.85%	71.88%	NA	77.42%	90.63%
ESL 275 - ESL FOR WOOD TECHNOLOGY	NA	56.25%	NA	NA	NA	NA	NA	NA	NA
ESL 283A - HIGH BEG LISTENING & SPEAKING	NA	67.47%	77.31%	84.62%	68.79%	74.04%	67.74%	79.85%	79.05%
ESL 283B - HIGH BEG LISTENING & SPEAKING	NA	NA	83.02%	70.00%	79.55%	84.21%	81.82%	86.15%	90.24%
ESL 284A - HIGH BEGINNING GRAMMAR	NA	56.96%	59.86%	75.00%	63.31%	65.03%	47.06%	75.56%	65.22%
ESL 284B - HIGH BEGINNING	NA	NA	89.58%	100.00%	77.19%	77.97%	85.71%	76.36%	88.17%

GRAMMAR									
ESL 285A - HIGH BEG READING & WRITING	NA	82.19%	61.67%	NA	68.29%	66.87%	NA	65.90%	62.04%
ESL 285B - HIGH BEG READING & WRITING	NA	NA	80.65%	NA	80.88%	79.10%	NA	77.78%	93.41%
ESL 50A - ADV LISTENING AND SPEAKING	NA	81.25%	96.43%	NA	71.88%	84.62%	NA	73.08%	68.75%
ESL 50B - ORAL COMMUNICATION/ ADV ESL	NA	NA	100.00%	NA	NA	71.43%	NA	60.00%	91.67%
ESL 52A - ADV READING AND WRITING	NA	77.84%	80.00%	NA	82.07%	78.83%	NA	85.71%	62.11%
ESL 52B - ADV READING AND WRITING	NA	NA	93.10%	NA	64.71%	82.05%	NA	78.57%	85.29%
Grand Total	**70.68%**	**77.27%**	**77.96%**	**85.87%**	**76.76%**	**76.55%**	**80.86%**	**80.07%**	**78.64%**

Discussion: The ESL completion rates are higher than the Laney College completion rates. While the college completion rates hover between 66% to 74%, ESL completion rates range from 70% to 85%. If we take out Summer 2012 rates, which reflect the old curriculum, the rates range from 76% to 85%, approximately 10% higher than college-wide rates.

*Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?*

No ESL DE courses have been offered between Summer 2012 and Spring 2015.

Discussion:

*Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?*

ESL Hybrid Courses

Success		Term						

Hybrid	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
ESL	**82.98%**	**84.91%**	**76.92%**	**79.25%**	**90.20%**	**44.19%**
ESL 216A - HIGH INTERMEDIATE GRAMMAR	83.33%	82.14%	75.00%	73.33%	93.55%	38.89%
ESL 52A - ADV READING AND WRITING	82.61%	88.00%	81.82%	86.96%	85.00%	48.00%
Grand Total	**82.98%**	**84.91%**	**76.92%**	**79.25%**	**90.20%**	**44.19%**

Laney College Hybrid Student Success

	2012 Summer	2012 Fall 58.81%	2013 Spring 68.39%	2013 Summer	2013 Fall 58.44%	2014 Spring 55.12%	2014 Summer	2014 Fall 62.05%	2015 Spring 61.76%
Grand Total	**60.54%**			**68.33%**			**68.27%**		

Like the face-to-face courses in ESL, the completion rates for hybrid courses, in general, are higher than the college completion rates. While the college rates range range from 50% to 60%, the ESL department courses generally range from 76% to 90%, significantly higher. However, this is not considering an anomalous 44% in the Spring of 2015. It's unclear why the completion rates in this semester are much lower or if they will continue to be so. Even so, if we average the Spring 2015 semester completion rates with the rest of the completion rates, the average completion rate still comes out to be 76.41%, which is 10% to 20% higher than the rest of the college.

There has been no ESL 216A hybrid course offered since Spring 2013 so the 38.89% in Spring 2015 success figure and the other figures in previous semesters are in error. We have contacted Eun Rhee at the District, and she is making corrections to reflect that we didn't have these hybrid courses during those semesters.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

The hybrid course completion rates are on par with the face to face courses.

Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

ESL Retention Rates

Retention%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	93.23%	88.06%	87.79%	91.30%	90.13%	87.32%	95.22%	89.08%	88.15%

Laney College Retention Standard

Retention%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

Discussion: The ESL retention rates are approximately 10% higher than the college retention rates. While the college rates range from 79% to 84%, the ESL retention rates range from 87% to 95%.

Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

The most significant change in the ESL department has undertaken over the past three years is a revamping of the curriculum, allowing students to accelerate through their sequence of courses at a faster rate. Although this new model has more impact on the rate at which students complete a sequence of ESL courses on their way to getting their degrees and certificates outside of the department, certainly the accelerated curriculum can impact students' motivation toward completion and retention because students have the potential to reach their goals in a shorter period of time.

Furthermore, an acceleration college has been instituted among cohorts of instructors across levels, who share best practices, materials, and ideas. In addition, instructors are collaborating on midterm exams in addition to SLO assessment.

Most of the efforts toward instructional changes in conjunction with the new curriculum have been concentrated on the reading and writing curriculum. However, further collaborative efforts for other courses are planned for the next three years.

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

While ESL does not award degrees, it has instituted certificates. It is still too soon to track numbers for this as we are still in the process of developing a procedure for awarding these certificates.

7. Human, Technological, and Physical Resources (including equipment and facilities):
Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.
Full-time faculty headcount l____12__(9.65 FTEF)_____l
Part-time faculty headcount l____30__(13.59 FTEF)____l
Total FTEF faculty for the discipline, department, or program l____23.24 FTEF____l
Full-time/part-time faculty ratio __1 : 1.4__ (9.65 full-time FTEF to 13.59 hourly FTEF) by FTEF (1:2.5 by headcount)____
Classified staff headcount l____0____l

Describe your current utilization of facilities and equipment.

Among the 142 classrooms at Laney College, only twenty-five qualify as "smart classrooms". Each semester, instructors from every discipline must vie among their colleagues to be assigned to teach in those room. This semester, Fall 2015, only a handful of ESL classes were assigned to only eight of these 25 rooms, A-233, B-153, D-107, E-207, F-200, D-20, E-200, and TH-426.

Of the seventy-three ESL classes being offered this semester, most are taught in rooms with no permanent multi-media equipment.

At the beginning of Spring Semester 2015, Laney purchased twenty-five "Smart Carts," portable racks equipped with a laptop, a projector, a DVD player, speakers and a document reader. There have been problems in developing a system for how to assign and deliver these Smart Carts to the rooms where instructors are teaching.

Full-time instructors have been issued personal computers or laptop computers to use in work-related activities. Part-time instructors, however, share aging desktop computers in a common office space T413.

The condition of classroom and bathroom facilities has declined in recent years. They are no longer cleaned properly and are in need of general maintenance and repair.

What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.
Need #1: Hire from five to eight full-time instructors within the next three years.
Justification: The following factors support this projected number:
- Currently, of our twelve full-time faculty members, three (Lisa Cook, Anne Agard and Suzan Tiemroth-Zavala) have been assigned release time to play important roles in programs and on committees in other areas of the campus. This is not unusual and occurs with varying numbers of full-time instructors every semester. It is a positive thing for the department for instructors to be involved in projects outside of the ESL Department, however, their absence obviously decreases the number of hours that full-time instructors are in the classroom.

- As was pointed out in our 2012-13 Action Plan and again in our APU of Spring 2015, with the advent of our new curriculum, more time and commitment are required from full-time instructors in order to coordinate, plan and implement our new courses. A major goal is to improve student results on course SLOs as well as to increase the number of students who accelerate and, eventually, become successful completers. This coordination among faculty requires a level of commitment that part-time instructors are often not willing or able to make.
- The number of our full-time instructors may diminish further, for as many as four of our full-time ESL instructors may be ready to retire within the next three years. This is a difficult number to predict, but it is a circumstance that our staff members need to consider and that the college ought to prepare for.
- The fact that the ratio of part-time versus full-time staffing is **1 : 1.4** is of concern to us. Assembly Bill 1725, enacted by State legislature and signed into law by Governor George Deukmejian in 1988, directs community colleges to limit part-time faculty to no more than 25 per cent of the instructional load. Certainly, community colleges all over the state are out of compliance with this directive, and Laney College is no different, but to add just five full-time instructors to our current ESL staffing would bring our full-time to hourly ratio equal, which would be but a small step in the right direction.
-

Need #2: The ESOL department chairperson be given additional release time, to .6 or .7 FTE.

Justification: The following factors support this claim:
- Administrators have historically designated .6 or .7 of the ESOL chairperson's contracted hours as compensation for performing departmental duties.
- The current chairperson has been assigned only .4 release time, a situation which presents real challenges to his accomplishing everything that someone in charge of a 40-plus department needs to accomplish.
- The precedent set by reducing the amount of release time to .4 creates no inducement to another instructor who might otherwise be willing to serve as department chair in the future.

What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

Need # 1: Provide new and upgraded computers and printers for hourly instructors.
Justification: Although all full-instructors have been issued personal laptop or desktop computers to use for school-related work, hourly instructors continue to have insufficient access to computers and printers for their own use.

Need # 2: Increase of "smart classrooms," i.e. multimedia rooms, from 25 to at least 100.
Justification: Laney College lags behind in the area of technology. The following factors support our need for this increase in "smart classrooms":
- In its APU (Annual Program Update) of Spring 2015, the ESOL Department requested as a "high priority" that an additional 100 classrooms across the campus

be equipped with multimedia boards, including document readers, projectors, smart boards, computers, and DVD players.

- Although Laney's computer tech people have been attempting to update classrooms with wi-fi routers, the wireless reception college-wide has, so far this semester, been spotty and inconsistent, and some rooms still lack wi-fi access.

Need # 3: More Smart Carts, with Apple laptops and laptop carts with class sets of Chromebooks, technological support for smart classrooms and smart carts, and a well-thought-out system for assigning, checking out and delivering Smart Carts.

- College administrators made arrangements to store Smart Carts in various buildings throughout the campus, and instructors have been allowed to sign up to use them on a first-come, first-served basis. Unfortunately, there have, until now, been problems with the logistics of how to fairly and reliably make Smart Carts available to instructors.
- Teachers report that the Smart Carts are difficult to use for several reasons:
  - Not all of our classrooms have projection screens or even whiteboards on which to project images, leaving individuals to project images onto whatever wall space they can find.
  - In order to correct for parallactic distortion and to make the projected image large enough to be seen, students must move their desks in already overcrowded rooms to the side of the classroom so that the Smart Cart is in the middle of it, creating a situation in which both students and instructors risk tripping over electrical cords.
- Since most of our instructors are familiar with Apple Mac computers and laptops, it has been difficult for them to adapt to IBM laptops, which use Windows as an operating system. Apple laptops and Apple Smart Carts would serve our instructors needs better.

Need #4: Training in instructional technology

Justification: With the innovation of new software and learning management systems such as Engrade, Moodle, VoiceThread, Canvas Course Management System and WordPress, it is necessary that ongoing technology training be made available to our instructors. A large portion of Professional Development Day activities could be devoted to this, and ongoing training could be provided throughout the year with staff development funding.

What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.
Need #1: Improved maintenance of classrooms and of the campus in general
Need #2: Repair and upgrading of existing classrooms and bathrooms
Justification: The poor condition of classrooms is difficult to ignore and embarrassing to try to explain to students and visitors. Additionally, many of our classrooms are missing basic items, such as projection screens, maps and pencil sharpeners, and many of the blinds have been damaged or torn from the windows. The bathrooms need to have

running water in all of the sinks and to have any broken towel and toilet paper dispensers repaired.

Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

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8. Community, Institutional, and Professional Engagement and Partnerships:

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Several ESOL instructors are involved in institutional committees.

Anne Agard	Co-Chair, Laney Curriculum Committee
Lisa Cook	President, Laney Faculty Senate
	Vice President, District Academic Senate
	Co-chair, District Education Committee
	ESOL Program Area Chair, NACRCAE
	Foundation Skills Coordinator
	Co-Chair Foundation Skills Committee
	Member, Peralta Scholars Program Workgroup (Summer 2015)
	Co-Chair Institutional Effectiveness Committee
	Member and former Co-chair, Budget Advisory Committee
	Member, Student Equity Workgroup (2014-2015)
	Member, Faculty Senate Subcommittee on Student Equity
	Chair, Standard I (Institutional Mission and Effectiveness) for the Laney College Institutional Self-Evaluation submitted to the ACCJC, September, 2013-January, 2015
Nikki Ellman	Member, SSSP Committee
David Mitchell	Member and past Co-Chair of the Learning Assessment Committee

Jill Neely	Faculty Senate Representative (ESOL)
Suzan Tiemroth-Zavala	Secretary, Laney Faculty Senate
	Member, Foundation Skills Committee
Institutional Self-Evaluation	Co-chair, Standard IV for the Laney College
	submitted to the ACCJC, September, 2013-January,
2015	Chair, Faculty Senate Subcommittee on Review of
the Senate Constitution	
	Member, Student Equity Workgroup (2014-2015)
Barbara Yasue	Faculty Senate Representative (ESOL)
	Member, Subcommittee on 1st Year Experience for
newly tenure	
	track instructors
Steve Zetlan	Member, Curriculum Committee

Lisa Cook and Suzan Tiemroth-Zavala Co-chaired the Laney College ESL Summit on Acceleration in ESL, on November 15, 2013. ESL instructors from over 50 California Community Colleges were in attendance.

Lisa Cook, Chelsea Cohen, Anna Cortesio, Amy Loewen and Suzan Tiemroth-Zavala presented "Teach with a Reach: Teaching to Accelerate Students through the ESOL Course Sequence" at the Conference on Acceleration in Developmental Education in Costa Mesa, CA, on June, 2015 and at the Strengthening Student Success Conference put on by the RP Group in Oakland, CA on October 8, 2015. Cook and Tiemroth-Zavala's other recent presentations on acceleration in ESL include:

- "Deep Learning: Experiencing Acceleration in Context", Post-Conference Workshop, Strengthening Student Success Conference, RP Group, October, San Francisco, CA, 2013
- "Transforming the ESL Sequence: A Report from the First Year", Strengthening Student Success Conference, RP Group, San Francisco, CA, October 2013

ESOL Instructor Barbara Yasue presented *Stories of Vietnamese Immigrant Women* at the 2014 APAHE Conference in San Francisco. Barbara was also a keynote speaker at the 2015 opening of Laney Professional Development Days in August, 2015. Her presentation of her research into the lives of ESOL students entitled, *Transitions: Stories of Immigrant Students* as they try to pursue and education led many instructors to want to know about our students, where they come from, their histories, and the challenges they face.

In the summer of 2015, the Learning Assessment Committee with significant support from the ESOL Department held a five-day institute with interested Laney faculty to discuss the teaching of reading and writing across the disciplines. Facilitators and participants were paid a stipend to attend. Eighteen instructors from a variety of disciplines across the college participated. The institute was successful and there were plans to hold similar institutes to meet instructor needs for training in the teaching of reading and writing within their disciplines.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations

Since 2013, Lisa Cook has represented the Peralta ESL Advisory Council and partnered with leaders from the Peralta Colleges, adult schools, and community-based organizations as ESL Program Area Chair to create and implement the AB 86 North Alameda County Regional Consortium for Adult Education Regional Comprehensive Plan. Other Laney ESOL faculty have participated in the planning process, including Suzan Tiemroth-Zavala, David Mitchell, Anne Agard and David Gorman.

As the ESL Leaders of the Acceleration in Context Initiative, funded by the Walter S. Johnson Foundation and administered by Chabot College, Lisa Cook and Suzan Tiemroth-Zavala led workshops and institutes at community colleges across the state, including El Camino Community College, Santa Barbara City College, Cosumnes River College, Coastline Community College, Chabot College, Contra Costa College, Sierra College. Suzan Tiemroth-Zavala coordinated and led a panel discussion on acceleration in ESL at Sierra College in spring 2015; then part-time faculty members Chelsea Cohen and Anna Cortesio were panelists (they have since been hired full time).

Twenty-five instructors, both full-time and part-time, have participated in the ESOL Acceleration Colleges over the past three semesters.

During the last few years, five new ESOL instructors have participated in the Faculty Diversity Internship Program and have been mentored by full-time faculty members.

Announcements of upcoming CATESOL regional and statewide conferences and the annual national TESOL conference are posted on the Laney ESOL listserv and all instructors are urged to
use professional development funds to attend.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty are an important part of the ESOL Department. All meetings are open to adjunct faculty and their opinions are solicited and valued. Adjunct

faculty played a major role in the design and implementation of the new ESOL curriculum instituted in 20l2. Adjuncts have also played a significant role in our communities of practice (Acceleration College) by collaborating with colleagues, developing course materials, exams, essay prompts and rubrics for Reading/Writing courses. Adjunct faculty also participate in reading placement tests and leading orientations for incoming ESOL students.

The Laney ESOL Department also has a very active listserv in which all instructors share ideas, pose questions, make recommendations. According to several part-time instructors, the department is very welcoming and inclusive, especially when compared to other local community colleges.

9. Professional Development:

Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

Need 1: To continue outreach to the Laney faculty through trainings like the weeklong 2015 Summer ILO Institute to help instructors build strategies for the teaching of reading and writing in other disciplines. To guarantee a large number of participants, the administration must commit to offering a stipend to participants and facilitators.

Need 2: To offer professional development activities which help department members and faculty across the disciplines have a deeper understanding of the changing demographics of the students in our classrooms and the best ways to support them in their efforts to get a quality education. Currently, the most challenging population in our department in terms of written English are the peoples from East Africa. How best can we support them?

Need 3: Ongoing technology training for faculty that includes classroom management programs, Google Docs and VoiceThread.

Need 4: A Teaching and Learning Center is an absolute necessity at Laney College. Such a center, common at California community colleges and already in place at Berkeley City College, would reflect the institution's commitment to professional growth and teacher excellence.

Need 5: Training in research-based principles of language instruction and assessment.

Need 6: Resumption of peer-led ESOL workshops during Professional Development days or at other times during the semester.

Need 7: Ongoing training and support for faculty in understanding and supporting students from diverse cultural and educational backgrounds. Given the changing demographics within our department and at the college as a whole, we would benefit from training in how to support students who have experienced war, trauma and forced displacement.

How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

One of the instructors who is currently teaching an online (hybrid) course has completed all six of the EDT courses offered through Peralta and has an online teaching certificate. Another has taken all courses but had not completed them when she first started teaching online. One of the instructors has taken some of the courses, but not all but is not currently teaching any online courses. One of the instructors has given a course assessment which she developed to her students, one has not, and the third cannot remember if he gave an assessment. It is difficult to say whether the training that these instructors had is sufficient without having course assessments from the students. Without such evidence, it would seem that, if the EDT courses are of value, then completion of all of the EDT courses should be a requirement for teaching online to assure that instructors are familiar with all aspects of online teaching, including student engagement and assessment.

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10. **Discipline, Department or Program Goals and Activities:**

Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

Goal 1. Curriculum

Activities and Rationale:
- Make determinations about development of non-credit courses to accomplish instructional goals not currently offered by Laney or Oakland Adult Schools. Rationale: The addition of non-credit curriculum affords Laney ESOL an opportunity to serve new populations without duplicating initiatives at Oakland Adult or existing Laney courses.
- Participate in the NACRCAE (Northern Alameda County Regional Consortium for Adult Education) ESL design team for ESL Curriculum to align and bridge OUSD Adult School ESL to Laney ESOL curriculum. Rationale: With an appropriate bridge between OUSD Adult school and Laney College we can do more to ensure a smooth transition, as well as the continued success and persistence of students beginning classes in the college environment.
- Collaborate with a CTE pathway upon request. Rationale: The ESL department would like to facilitate student success in any CTE department addressing foundation skills.

- Implement procedure for awarding certificates. Rationale: Certificates have been approved but a process for communicating their availability, supporting and tracking students as they work towards completion, and distributing the certificates in a timely manner upon completion has not been established.
- Determine how to offer ESL Pathway at night. Rationale: The reason that we implemented the Pathway in the first place is that there are students in our classes who are too low for high-beginning reading/writing. The same situation exists for those students who are not able to attend school during the day.In addition, both the nighttime instructors and students have less support since offices and services are generally not available in the evenings.
- Determine appropriate expansion of hybrid courses and feasibility of distance education courses. Rationale: The ESL department must recognize the level of technology and language skills necessary for English language learners to succeed in hybrid and distance education courses before planning any expansion.

Goal 2. Assessment

Activities and Rationale:
- Maintain 85% yearly course assessment rate. Rationale: The department is one of the largest on campus in terms of course offerings, and must maintain a high yearly assessment rate to keep up with required assessments.
- Update Program Learning Outcomes in Taskstream and begin assessing them for Certificates of Proficiency. Rationale: Certificates are assessed to ensure that students are gaining the required skills at each level, meeting Program Learning Outcomes, and that the department remains in compliance with ACCJC standards.
- Create and assess Program Learning Outcomes for ESL Pathways Cohort.
- Work with PEAC to determine placement testing for Fall 2016. Rationale: Compass testing ends in Summer 2016 and a new placement test must be developed and acquired.

Goal 3. Instruction

Activities and Rationale:
- Research success of new programs: Communities of Practice, Acceleration of Students, ESL Pathways. Rationale: Document the success of new programs, ESL Pathways, Acceleration Colleges (communities of practice), and the Accelerated Curriculum
- Technology: language lab, additional Smart Classrooms, laptop carts. Rationale: Integrating technology into ESL student learning experiences would make them more successful not only in other content courses, but also in 21st century workplaces. Furthermore, ESL students need a lab to further their skills in speaking, listening and writing English.
- Embedded tutoring. Rationale: With embedded tutors, ESL students will get more assistance in the classroom; thus, they will be more successful.

Goal 4. Student Success

Activities and Rationale:
- Maintain high completion and retention rates. Rationale: Student Success.
- Acceleration: Is the acceleration system working with regard to student success and student satisfaction? Rationale: This acceleration system is now four years old and needs to be assessed.
  Are we meeting students' needs and expectations?

Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships

Activities and Rationale:
- Designated day(s) for Professional Development each semester, other than flex days. Rationale: During flex days instructors are preparing their courses and attending district, college, division, departmental, union, committee and tenure meetings. On top of that, many ESL instructors attend meetings of their Acceleration College and Pathway groups.
- Make a determination regarding the contextualization of listening and speaking courses. Rationale: Instructors and students are enthusiastic about the contextualization of reading and writing courses, and the department faculty believe that contextualization of listening and speaking courses would bring similar benefits, including the ability to share materials and ideas among colleagues, and more realistic texts.
- More coordination among instructors teaching different levels of the same course. Rationale: Instructors would like to understand exactly what each level's expectations are to help in preparation for each course.
- More coordination between Reading and Writing courses and Grammar courses. Rationale: Grammar issues that students have come up again and again in reading/writing courses.
- How to develop a syllabus from a course outline. Rationale: In making sure all instructors are teaching to the course outline, a workshop in developing syllabi would be beneficial.
- Ongoing technology training. Rationale: Technology is changing so rapidly, workshops are consistently needed so all instructors can continue to use the latest technology and not fall behind.
- Teaching and learning center for all faculty. Rationale: Key for the professional development and technology training of all Laney faculty.

Appendix A
Comprehensive Instructional Program Review
Prioritized Resource Requests Summary for Additional (New) Resources

College: LANEY COLLEGE

Discipline, Department or Program: ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Contact Person: David Mitchell

Date: October 16, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	Five additional full time faculty members, additional release time for Department Chair (0.7), secure release time for the coordinator of the ESL Pathways Program,			see pages 21, 28
Human Resources: Classified	Institutional researcher to monitor the efficacy of our new curriculum, teaching and learning communities			see page 29
Human Resources: Student Workers	Student worker to assist instructors with clerical tasks, embedded tutors for the ESL Pathways courses			see pages 22, 29
Technology	Smart classrooms			see page 22
Equipment	4 Laptop carts with 35 Chromebooks each		Chromebooks are approx. $150 each, laptop carts are approx. $500 each	see page 22
Supplies	Copy paper and toner for printers			
Facilities	Improved cleanliness of			see page 23

	classrooms, more frequent garbage pick-up, removal of excess furniture, stabilize the temperature in the classrooms, space for Center for Excellence in Teaching and Learning			
Professional Development	Technology training for faculty (Classroom Management Programs, Google Docs, VoiceThread), Center for Excellence in Teaching and Learning, continued support for communities of practice (mentoring, collaboration), ongoing support for faculty in understanding students' backgrounds and how to best support students from different backgrounds, training in how to interact students who have experienced trauma, war, forced displacement and other severe hardships. Additional compensation for meetings that involve a lot of extra			

	time on the part of faculty. Stipend for facilitation and participation in interdepartmental professional development.			
Other (specify)				

Appendix B
PCCD Program Review
Alignment of Goals Template

College: LANEY COLLEGE

Discipline, Department or Program: ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Contact Person: David Mitchell

Date: October 16, 2015

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. **Curriculum Goals (summary):** Promote ESOL Certificates, look into developing non-credit, hybrid and DE courses.	Student success	Advance student access, equity and success, engage and leverage partners.
2. **Assessment Goals (summary):** Maintain high level of courses assessed, assess certificates, institute new placement exams	Assessment, accreditation	Advance student access, equity and success.
3. **Instruction Goals (summary):** Evaluate success of new programs and adapt accordingly, increase/update classroom technology, build a language lab.	Student success, assessment, resources	Advance student access, equity and success, build programs of distinction, strengthen innovation, develop and manage resources to advance our mission.
4. **Student Success Goals (summary):** Maintain high completion and retention rates, evaluate acceleration program.	Student success, assessment.	Advance student access, equity and success
5. **Professional Development Goals (summary):** Contextualize speaking/listening courses, institute regular technology training, create a Lan faculty teaching/learning center.	Student success, resources.	Advance student access, equity and success, develop and manage resources to advance our mission, strengthen innovation and collaboration.

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☐ 1. The narrative information is complete and all elements of the program review are addressed.	
☐ 2. The analysis of data is thorough.	
☐ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
☐ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.	
☐ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
▣ 1. Accepted. ▣ 2. Conditionally Accepted. ▣ 3. Not Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction. 2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair. 3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____
_____
Print Name   Signature
                    Date

Discipline, Department or Program Chair

_____   _____
_____
Print Name   Signature
                    Date

Received by Vice President of Instruction

_____   _____
_____
Print Name   Signature
                    Date