

**Peralta Community College District
Annual Program Update Template 2014-2015
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters**

I. Overview			
BI Download:	11/14/2015	Dept. Chair:	Dr. Sedique Popal and Christa Ferrero
Subject/Discipline:	ESL	Dean:	Mr. Jordan
Campus:	College of Alameda		
Mission Statement	<p>It is the Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.</p> <p>The College of Alameda ESL program serves non-native speakers of English who need to learn sufficient English to communicate effectively and overcome their difficulties in reading, writing, speaking and understanding English. Instruction in English is offered to facilitate ESL student's access to degree/transfer programs, academic programs, vocational programs and /or to prepare them for immediate employment. It is the goal of the program that students, upon completion of the program be able to participate meaningfully in American life.</p>		

II. Enrollment/Student Data:

Note: Section A and B are offered concurrently.

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ESL 201A - WRITING 3	12								
ESL 201B - WRITING 4	21								
ESL 205A - VOCAB/IDIOMS 3	27	21	24	20	27	25	14	13	26
ESL 205B - VOCAB/WORD ANALYSIS 4	3		3	3	4	6	6	6	8
ESL 215A - INTERMEDIATE GRAMMAR		36	58		23	52		35	56
ESL 215B - INTERMEDIATE GRAMMAR			26		10	12		15	27
ESL 216A - HIGH INTERMEDIATE GRAMMAR		53	17		57	26		41	20
ESL 216B - HIGH INTERMEDIATE GRAMMAR			11		5	9		11	15
ESL 217A - ADVANCED GRAMMAR		22	29			16			25
ESL 217B - ADVANCED GRAMMAR			7			8			6
ESL 222A - INTERMEDIATE READING & WRITING		40	30		46	59	26	50	69
ESL 222B - INTER READING AND WRITING			24		6	21	7	22	21
ESL 223A - HIGH INTER READING & WRITING		87	27		40	34		40	43
ESL 223B - HIGH INTER READING & WRITING			36		7	20		6	18
ESL 232A - INTER LISTENING & SPEAKING		32	36		23	28		21	33
ESL 232B - INTER LISTENING & SPEAKING			12		8	6		6	5

ESL 233A - HIGH INTER LISTENING & SPEAKIN	46	27		22	19		29	24	
ESL 233B - HIGH INTER LISTENING & SPEAKIN		7		11	8		5	9	
ESL 250A - SPEAKING 1	15								
ESL 250B - SPEAKING 2	9								
ESL 251A - WRITING 1	12								
ESL 251B - WRITING 2	16								
ESL 257A - PRONUNCIATION 3	30	33		31	25		34	29	
ESL 257B - PRONUNCIATION 4				22			17	9	
ESL 258 - CONVERSATION 2	40	29		31	27		31	33	
ESL 283A - HIGH BEG LISTENING & SPEAKING	67			57	25		39	36	
ESL 283B - HIGH BEG LISTENING & SPEAKING				13	10		6	19	
ESL 284A - HIGH BEGINNING GRAMMAR	75	68		48	35		38	46	
ESL 284B - HIGH BEGINNING GRAMMAR		16		24	15		8	11	
ESL 285A - HIGH BEG READING & WRITING	64	72	19	50	44		54	59	
ESL 285B - HIGH BEG READING & WRITING		25	5	16	22		18	25	
ESL 50A - ADV LISTENING AND SPEAKING	18	13			12				
ESL 50B - ORAL COMMUNICATION/ADV ESL	0	4			2				
ESL 52A - ADV READING AND WRITING	32	48	21	42	36		44	39	
ESL 52B - ADV READING AND WRITING		21	5	9	26		9	12	
POSCI 1 - GOVT/POLITICS IN US	92	257	410	79	254	356	113	356	339
POSCI 2 - COMPARATIVE GOVT	23		30			19		20	15
POSCI 26 - US/CA CONSTITUTION			27			15			
POSCI 3 - INTERNATL RELATIONS	33	37		21	35		29	31	
POSCI 32 - LEARNING ORG GOVERNANCE	21								
POSCI 35 - INTRO/COMMUNITY VIOLENCE PREV	31								
POSCI 36 - PRAC VIOLENCE PREV STRATEGIES		14							
POSCI 4 - POLITICAL THEORY	42	28		20	22				21
POSCI 49 - I/S - POLITICAL SCI	4	0							
Grand Total	230	1051	1249	152	927	1075	166	1003	1129

III. Faculty & Staff Demographics Report

retrieved 8/27/2015 from <http://datamart.cccco.edu/Faculty-Staff/Default.aspx>

Full-time/Part-time

		Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014
		Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee C
Alameda Total		158	16.63%	177	17.05%	
	Academic, Tenured/Tenure Track	50	31.65%	56	31.64%	
	Academic, Temporary	108	68.35%	121	68.36%	
Berkeley City Total		203	21.37%	215	20.71%	

	Academic, Tenured/Tenure Track	42	20.69%	50	23.26%
	Academic, Temporary	161	79.31%	165	76.74%
Laney Total		402	42.32%	436	42.00%
	Academic, Tenured/Tenure Track	105	26.12%	113	25.92%
	Academic, Temporary	297	73.88%	323	74.08%
Merritt Total		187	19.68%	210	20.23%
	Academic, Tenured/Tenure Track	66	35.29%	68	32.38%
	Academic, Temporary	121	64.71%	142	67.62%

Age		Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014
		Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee C
Alameda Total		158	16.63%	177	17.05%	
	18 to 34	26	16.46%	21	11.86%	
	35 to 39	9	5.70%	15	8.47%	
	40 to 44	15	9.49%	18	10.17%	
	45 to 49	16	10.13%	21	11.86%	
	50 to 54	15	9.49%	15	8.47%	
	55 to 59	23	14.56%	26	14.69%	
	60 to 64	33	20.89%	30	16.95%	
	65 to 69	13	8.23%	17	9.60%	
	70+	8	5.06%	14	7.91%	
Berkeley City Total		203	21.37%	215	20.71%	
	18 to 34	22	10.84%	23	10.70%	
	35 to 39	20	9.85%	27	12.56%	
	40 to 44	27	13.30%	28	13.02%	
	45 to 49	31	15.27%	32	14.88%	
	50 to 54	18	8.87%	15	6.98%	
	55 to 59	30	14.78%	28	13.02%	
	60 to 64	28	13.79%	29	13.49%	
	65 to 69	17	8.37%	23	10.70%	
	70+	10	4.93%	10	4.65%	
Laney Total		402	42.32%	436	42.00%	
	18 to 34	43	10.70%	45	10.32%	
	35 to 39	33	8.21%	37	8.49%	
	40 to 44	43	10.70%	52	11.93%	
	45 to 49	39	9.70%	45	10.32%	
	50 to 54	44	10.95%	49	11.24%	
	55 to 59	55	13.68%	56	12.84%	
	60 to 64	69	17.16%	68	15.60%	

	65 to 69	45	11.19%	52	11.93%
	70+	31	7.71%	32	7.34%
Merritt Total		187	19.68%	210	20.23%
	18 to 34	12	6.42%	15	7.14%
	35 to 39	15	8.02%	23	10.95%
	40 to 44	26	13.90%	30	14.29%
	45 to 49	15	8.02%	16	7.62%
	50 to 54	18	9.63%	22	10.48%
	55 to 59	26	13.90%	23	10.95%
	60 to 64	34	18.18%	40	19.05%
	65 to 69	24	12.83%	19	9.05%
	70+	17	9.09%	22	10.48%

Ethnicity		Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014
		Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee C
Alameda Total		158	16.63%	177	17.05%	
	African-American	34	21.52%	35	19.77%	
	Asian	25	15.82%	32	18.08%	
	Hispanic	21	13.29%	19	10.73%	
	Multi-Ethnicity		0.00%		0.00%	
	Pacific Islander		0.00%		0.00%	
	Unknown	11	6.96%	12	6.78%	
	White Non-Hispanic	67	42.41%	79	44.63%	
Berkeley City Total		203	21.37%	215	20.71%	
	African-American	16	7.88%	17	7.91%	
	American Indian/Alaskan Native	1	0.49%	1	0.47%	
	Asian	23	11.33%	23	10.70%	
	Hispanic	19	9.36%	22	10.23%	
	Multi-Ethnicity	2	0.99%	3	1.40%	
	Unknown	21	10.34%	23	10.70%	
	White Non-Hispanic	121	59.61%	126	58.60%	
Laney Total		402	42.32%	436	42.00%	
	African-American	77	19.15%	85	19.50%	
	American Indian/Alaskan Native	2	0.50%	2	0.46%	
	Asian	61	15.17%	57	13.07%	
	Hispanic	32	7.96%	35	8.03%	

	Multi-Ethnicity	2	0.50%	4	0.92%
	Unknown	25	6.22%	30	6.88%
	White Non-Hispanic	203	50.50%	223	51.15%
Merritt Total		187	19.68%	210	20.23%
	African-American	52	27.81%	61	29.05%
	American Indian/Alaskan Native		0.00%	1	0.48%
	Asian	12	6.42%	20	9.52%
	Hispanic	14	7.49%	18	8.57%
	Multi-Ethnicity	1	0.53%	3	1.43%
	Unknown	13	6.95%	13	6.19%
	White Non-Hispanic	95	50.80%	94	44.76%

Gender

		Fall 2012 Employee Count	Fall 2012 Employee Count (%)	Fall 2013 Employee Count	Fall 2013 Employee Count (%)
		Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Alameda Total		158	16.63%	177	17.63%
	Male	76	48.10%	88	49.72%
	Female	82	51.90%	89	50.28%
Berkeley City Total		203	21.37%	215	22.50%
	Male	98	48.28%	102	47.44%
	Female	105	51.72%	113	52.56%
Laney Total		402	42.32%	436	45.80%
	Male	179	44.53%	203	46.56%
	Female	223	55.47%	233	53.44%
Merritt Total		187	19.68%	210	21.88%
	Male	79	42.25%	88	41.90%
	Female	108	57.75%	122	58.10%

IV. Qualitative Assessments

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.

The ESL program serves as a strong feeder program to other programs at College of Alameda. In school-wide enrollment, there is a large of students who move from the ESL program into business, dental assisting, automotive, English, and other vocational and degree programs. According to the 2008 ARC report, approximately 50% of ESL students in our program go on to take a transferrable class, relative to the Basic Skills students, who show only 40% taking a transferrable class.

No Change- Refer to 2012 Program Review
Or

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

The ESL department meets the needs of Basic Skills students by its very nature, starting from initial assessment, where a number of skills are considered. All instructors use student-centered pedagogical approaches and instructional materials to accommodate different learning styles and levels in the classroom

No Change- Refer to 2012 Program Review
Or

V. Course SLOs and Assessment	
	Spring 2015
Number of active courses in your discipline	27
Number with SLOs	27
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	17
% Assessed/SLOs	62%
Describe types of assessment methods you are using Exit/final exam which includes multiple choice, cloze, in-class writing (paragraphs and essays), oral presentation, and oral interviews.	
Describe results of your SLO assessment progress The average score of randomly selected students/classes was over 70%. Since the SLO scores exceeded success criteria by 10%, there is no need to change or create an action plan.	
Describe how assessment results and reflection on those results have led to improvements. Results indicate that the program is successful and has integrity.	

VI. Program Learning Outcomes and Assessment	
	Fall 2015
Number of degrees and certificates in your discipline	N/A
Number with Program Learning Outcomes	N/A
Number assessed	N/A
% Assessed	N/A
Describe assessment methods you are using Click here to enter text. N/A	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. Click here to enter text. N/A	

VII. Strategic Planning Goals

Check all that apply.

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

Describe how goal applies to your program.

No Change- Refer to 2012 Program Review

Or

[Click here to enter text.](#)

VIII. College Strategic Plan Relevance

Check all that apply

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

[Click here to enter text.](#)

IX. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). 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.

In order to expand the ESL program and promote productivity, the ESL department will continue to cooperatively market the program by offering online ESL courses, creating an IEP (Intensive English Program) within the ESL department, an infomercial (video), giving presentations, and distributing brochures, multi-lingual flyers and other marketing materials and sending them to the neighboring organizations such as high schools, adult schools, and employment development offices, visiting future off-site locations for classes, and enlisting the assistance of the college student ambassadors and counselors, and College of Alameda ESL program website that has facilitated worldwide recruitment into our program. Our goal is to hire an office assistant for the ESL department who can continuously add and update that website. In addition, we hope to develop an “ESL Center” in which our students can be individually assessed and advised into our classes. This center will also serve as an instructional center for classes and individual instruction/tutoring, as well as a library/resource center for our instructors. It is our goal that the uniqueness of this center’s identity and services will attract students from around the Bay Area. College of Alameda ESL Department is planning to start an IEP (Intensive English Program) to serve international students that our district’s Global and International Education program brings to our district.

X. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

- 1. One full-time Faculty Position**
- 2. Permanent classified employee to update the ESL website and to assist in clerical duties for the department.**

Please describe and prioritize any **equipment, material, and supply** needs.

- Equipment needed:**
- 1 all-in-one copier, fax, scanner, printer;**
- 2 LCD projector**
- 3 compact disc players**
- Materials / Supplies such as whiteboard markers, transparencies, and copy paper**

Please describe and prioritize any **facilities** needs.

College of Alameda’s ESL department requests designated departmental office space to house the ESL library and recruiting/outreach materials, and to serve as an assessment center for students and a resource center and workplace for part time ESL instructors. We would like to request one large lockable cabinet for department supplies and equipment.