COLLEGE OF ALAMEDA

ENGLISH AS A SECOND LANGUAGE

PROGRAM REVIEW

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Purposes and Goals of the ESL Program

College of Alameda (COA) is one of four Peralta Community Colleges. The Peralta Community College District was established in 1964 with its roots in the history of public education in Oakland. The name Peralta reflects the Spanish land grant to Sergeant Luis Maria Peralta in August 1820 of Rancho San Antonio, upon which the six cities that comprise the Peralta Community College District are now located. We primarily serve the residents of Alameda, Albany, Berkeley, Emeryville, Oakland and Piedmont.

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

These three themes are:

- Academic Excellence
- Budgetary Competence, and
- Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams! Noting the Community College Movement all over the world emerged out of the American focus upon "community" and "citizenship" in higher education; we draw the meaning of a community college degree as defined for us by California Education Code: Title 5. From this, what you should be able to do with what you learn here is outlined in three general areas that define a comprehensive community college education that prepares students in terms of:

- Foundational Knowledge and Learning - college courses that prepare people for transfer to higher levels of education or simply to understand our place in the world and the world in and of itself
- Critical Thinking and Applied Skills - an overall set oflife "survival" skills necessary to be a productive, employed, and effective citizen including applied learning in the areas of Career and Technical Education (CTE)
- Personal Emichment and Efficacy - college courses that develop the life skill sets for pursuing well being and an enhanced quality of life

At College of Alameda, "ABCs" means we integrate our core values in all we do to help students in their efforts to realize their dreams. How are these crucial success indicators emphasized in service to our learning community?

Academic Excellence means we validate our work based on the assessment of our students' success as defined by our Institutional Learning Outcomes. We seek to meet these goals with a commitment to innovative and integrated curriculum built upon collaborative partnerships within our organization between student services & academic instruction, seeking to

create opportunities for applied learning (such as service learning, civic engagement and cross-discipline learning communities), all within in the context of a psychologically and intellectually safe environment that encourages risk-taking and celebrates our successes.

Budgetary Competence means all our services need to be offered creatively within the real-world constraints of our budget. We are all a part of this process of being responsible stewards for the resources entrusted to us by the community we serve. We strive to not bring ideas to the table without first asking how this fits within our resource limits, seeking to find creative ways to supplement our budget. In this we also seek to find creative ways to do what we want to do within the context of our vision of success - not merely a shrunken vision of what we have always done. We also seek to serve our students with convenient and creative scheduling allowing us to offer courses that are productive, creative & experimental. We look for holistic offerings that complement our existing programs, our sister colleges within the Peralta Community College District, and that play to the unique strengths of College of Alameda.

Community Engagement means we seek to embody a Spirit of Collegiality, actively working towards a student-centered philosophy that embodies a community of scholar practitioners committed to serving our students with professional and collegial competence. We aspire to hold one another accountable to clear standards of success and excellence - as defined by our Institutional Learning Outcomes - utilizing a process of evaluation and assessment, leading to improvement of college programs & services. In this we use, tried and tested models of academic excellence that work! We focus on a holistic collaborative approach to learning; one in which learning happens both in- and out- of the classroom. We recognize our frontline staff members are no less important than our administration and our faculty cannot function without either. We actively promote and support students as equal partners in shared governance through the Associated Students of College of Alameda (ASCOA) and our Campus Life Council. This one team approach, comprised of students, staff and faculty, seeks to de-emphasize distinctions between the stakeholders; we are all learners, each working towards a common goal: student success!

In line with our definition of crucial student success indicators, "Learning at College of Alameda" follows the notion that an Associate's degree from a comprehensive community college should embody, "a coherent and integrated pattern of learning experiences (to) prepare students (as) educated persons with a broad range of knowledge to evaluate and appreciate the physical environment, the culture, and the society in which they live; to be able to examine the values inherent in proposed solutions to major social problems; and to be able to participate effectively in their resolution." Title 5 emphasizes the role of education in preparing "citizens with a broad educational foundation, to develop a populace that can participate effectively in all domains of society: civically, economically, and politically."

Therefore, 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.

Following Title 5, the faculty, staff, and administration at College of Alameda striveto accomplish our mission in a more complex world with challenges unique to living in the 21st Century. We meet these challenges offering courses in three areas of focus: career technical education, liberal arts and sciences, and personal enrichment. It is by being "comprehensive" in this way that College of Alameda offers students critical life skills and tools to live more effectively in the world.

Our job is not to make up anybody's mind, but to make the agony of decision-making so intense you can escape only by thinking.- Fred W. Friendly

The College of Alameda and Peralta Educational Master Plan commits us as a comprehensive learning college to serve people in five general areas:

- We seek to advance student access and success; being sensitive to the diverse and complex realities of the 21st Century World.
- We engage our communities and partners (e.g. with various industries and among non-profit and other educational organizations). We do this to build foundations of learning upon which what is learned
  enables all of us to live with one another in a manner which builds community.
- Through programs of distinction we seek to support students in achieving their life goals what ever they may be (transfer, employment, or personal enrichment). We recognize that for many of the people we serve, they may be the first in their families to attend college and for some this may be their highest level of education. Consequently;
- For all the people who count on us, College of Alameda is committed to provide the highest quality educational experience we can through the creation of a culture of innovation and collaboration.
- As wise stewards of our resources we ensure financial health of the organization and environmentally stainable practices in all our operations.

In meeting all of these commitments, College of Alameda supports student success by empowering students with the values, knowledge, and skills to succeed in becoming engaged global citizens. These qualities enable them to be involved in the creation of a future that is socially just, economically viable, ecologically sound, and promotes a healthy quality oflife and holistic well-being.

We assess the achievement of our goals in the success of our students when they are able to apply what they learn in the classroom to the efforts needed to acheive their academic, professional, and personal aspirations! Therefore, the criteria of success by which we assess ourselves and our mission are found in our Institutional Learning Outcomes.

These meet the vision of a "comprehensive community college education" as put forward in Title 5, and are framed as the answer to a question:

As a result of their learning experiences at College of Alameda, what are students able to do out in the world?:

- Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

Finally, we offer all our services guided by the highest standards of research-based professional practice by evaluating what we do to continuously improve our educational services rooted in the findings of fact.

(The content of the above pages is an excerpt from the College Catalog 2011-2013, pg. 10-12).

ESL Program Description

- **General Description:** 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 students' 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 the completion of the program, be able to participate meaningfully in American life.

- **Educational Purpose:** The major purpose and goal of the ESL program is to provide quality instruction in reading, writing, speaking and critical thinking. The ESL program intends to develop competency in students' understanding and use of the English language so that they may successfully enter and complete either a vocational or college level major and fully participate in the communities in which they live.

Components of the Program Review

- **History:** ESL courses were offered as part of English program before 1990. In the Spring of 1990, in accordance with the recommendation of the English Program Review, one full-time ESL instructor was hired. In 2005 and in 2006, two more full-time instructors were hired. In coordination with the Peralta ESL Advisory Council (PEAC), previously known as ESL Task Force, the curriculum for English as a Second Language was expanded to include six different levels of difficulty and a total of thirty-three courses. In order to meet the special needs of the working ESL population, the Weekend College ESL program was created and eight new ESL courses were offered through this program. All Saturday classes were canceled due to budgetary constraints in the Fall Semester of 2010.

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In Spring Semester of 2010, because of the budgetary constraints and its pedagogical consequences, PEAC started brainstorming to change the curriculum to respond the growing needs of our ESL population and created an accelerated model for the following reasons:

- Vulnerable to arbitrary class cuts that destroy program integrity based on scheduling, enrolhnent, other factors not in our control
- Lockstep 5-6 levels not responsive enough to individual rates of progress, both faster and slower
- "Cafeteria Model" resulted in students taking too many units at lower levels and getting "stuck," ruuning out of financial aid, not getting enough reading, etc.
- College/career skills not consistently scaffolded through the levels/skill areas

Our new program has the following new features:

- Responds strategically to program cuts by changing unit values to prioritize our core classes while still offering a variety of electives
- Offers a flexible, accelerated progression to better meet individual student needs
- Streamlines pathways to student goals by consolidating course offerings and integrating more reading into the writing classes
- Scaffolds U.S. college/career skills more consistently at all levels

- Charts 4-8 level A/B system for flexible acceleration
- Offers main new classes at each level:
  - Reading & Writing (6 units) (adv level transferable)
  - Listening & Speaking (4 units) (adv level transferable)
  - Grammar (4 units)
- Provides 5 skill strands in addition to language objectives (technology, study skills, US culture, etc.) run through all main courses at all levels
- Includes existing electives (vocabulary, pronunciation, conversation, etc.)
- Allows other new electives (reading topics, U.S. culture, content support, and more) as needed

Here is a complete chart and levels of difficulty of our new accelerate ESL model.

Levels of Difficulty

Courses	High Beginning	Intermediate	High Intermediate	Advanced
Grammar (4 Units)	284AB	215AB	216AB	217AB
Listening & Speaking (4 Units)	283AB	232AB	233AB	50AB
Reading & Writing (6 Units)	285AB	222AB	223AB	52AB
Pronunciation (3 Units)		257A	257B	
Conversation (3 Units)	258A			
Vocabulary (3 Units)		205A	205B	

The New ESL Curriculum SLO's for Reading/Writing Courses

528 (Advanced)

- **Satisfy college freshman level standards for clear and effective, well-organized, well developed, well edited, and logically sound sentences, paragraphs, and essays, and appropriate citation of sources.**

- **Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in college level texts.**

- **Participate in campus and classroom culture at a level required for success as a college freshman.**

52A (Advanced)

- **Satisfy to a limited extent college freshman level standards for clear, effective, well- organized, well developed, well edited, and logically sound sentences, paragraphs, and essays, and appropriate citation of sources.**

- **Apply active reading strategies in order to partially comprehend, critically analyze, and explain ideas in college level texts.**

- **Participate in campus and classroom culture at a level approaching that required for success as a college freshman.**

223B (High Intermediate)

- **Satisfy advanced ESL standards for clear and effective, well-organized, well developed, well edited, and logically sound sentences, paragraphs, and essays, and appropriate citation of sources.**

- **Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in advanced ESL texts.**

- **Participate in campus and classroom culture at a level required for success as an advanced ESL student.**

223A (High Intermediate)

- **Satisfy to a limited extent advanced ESL standards for clear and effective, well- organized, well developed, well edited, and logically sound sentences, paragraphs, and essays, and appropriate citation of sources.**

- **Apply active reading strategies in order to partially comprehend, critically analyze, and explain ideas in advanced ESL texts.**

- **Participate in the campus and classroom culture at a level approaching that required for student success at the advanced ESL level.**

222B (Intermediate)

- **Satisfy high intermediate ESL standards for clear and effective, well-organized, well developed, well edited, and logically sound sentences, paragraphs, and essays, and appropriate citation of sources.**

- **Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in high intermediate ESL texts.**

- **Participate in campus and classroom culture at a level required for success as a high intermediate ESL student.**

222A (Intermediate)

- **Satisfy to a limited extent high intermediate ESL standards for clear and effective, well- organized, well developed, well edited, and logically sound sentences, paragraphs, and essays, and appropriate citation of sources.**

- **Apply active reading strategies in order to partially comprehend, critically analyze, and explain ideas in high intermediate ESL texts.**

- **Participate in the campus and classroom culture at a level approaching that required for student success at the high intermediate ESL level.**

285B (High Beginning)

- **Satisfy intermediate ESL standards for clear and effective, well organized, well developed, well edited, and logically sound sentences and paragraphs.**

- **Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in intermediate ESL texts.**

- **Participate in campus and classroom culture at a level required for success as an**

- **Intermediate ESL students.**

285A (High Beginning)

- **Satisfy, to a limited extent, intermediate ESL standards for clear and effective, well organized, well developed, well edited, and logically sound sentences and paragraphs.**

- **Apply active reading strategies in order to partially comprehend, critically analyze, and explain ideas in intermediate ESL texts.**

- **Participate in campus and classroom culture at a level approaching that required for success as an intermediate ESL students.**

Grammar

ESL 216A/B High Intermediate Grammar
ESL 217A/B Advanced Grammar

1. Use grammatical structures to accurately and effectively express ideas in English.

2. Use grammatical structures to accurately and effectively express ideas in English.

3. Write clear and effective, well-organized, well developed, well edited, and logically sound sentences, paragraphs, and essays, citing sources appropriately

Listening and Speaking

ESL 233 A/B High Intermediate Listening and Speaking
ESL 50A/B Advanced Listening and Speaking

1. Express ideas fluently, accurately, and appropriately in spoken American English.

2. Comprehend and respond appropriately to spoken American English.

3. Demonstrate comprehension of and use American cultural conventions in oral communications

Pronunciation

ESL 257A/B

Use the sound system of American English to understand and accurately and effectively express ideas in oral communication. ESL 257A, ESL 257B

Vocabulary and Idioms

ESL 205A/B

Understand and use appropriate idiomatic expressions and vocabulary in English.

SLO Assessment 12

- **New ESL curriculum was instituted in 2013-14 academic year; SLOs not reported during introductory year 2013-14**
- **SLOs have been assessed in all courses every academic year since**
- **Table below demonstrates the SLO data entered into proprietary software (Taskstream) over the 2014-2017 academic years**

ESL 284A	X	X	--	ESL 257A	X	X	X
ESL 284B	X	X	--	ESL 205A	--	X	X
ESL 283A	--	X	X	ESL 216A	X	X	X
ESL 283B	--	X	X	ESL 216B	X	X	X
ESL 285A	X	X	X	ESL 233A	--	X	X
ESL 285B	--	X	X	ESL 233B	--	X	X
ESL 258	X	X	X	ESL 223A	X	X	--
ESL 215A	--	X	X	ESL 223B	X	X	--
ESL 215B	--	X	X	ESL 257B	X	X	X
ESL 232A	--	X	X	ESL 205B	--	X	X
ESL 232B	--	X	X	ESL 217A	--	X	X
ESL 222A	X	X	X	ESL 217B	--	X	X
ESL 222B	X	X	X	ESL 52A	X	X	--
				ESL 52B	X	X	--

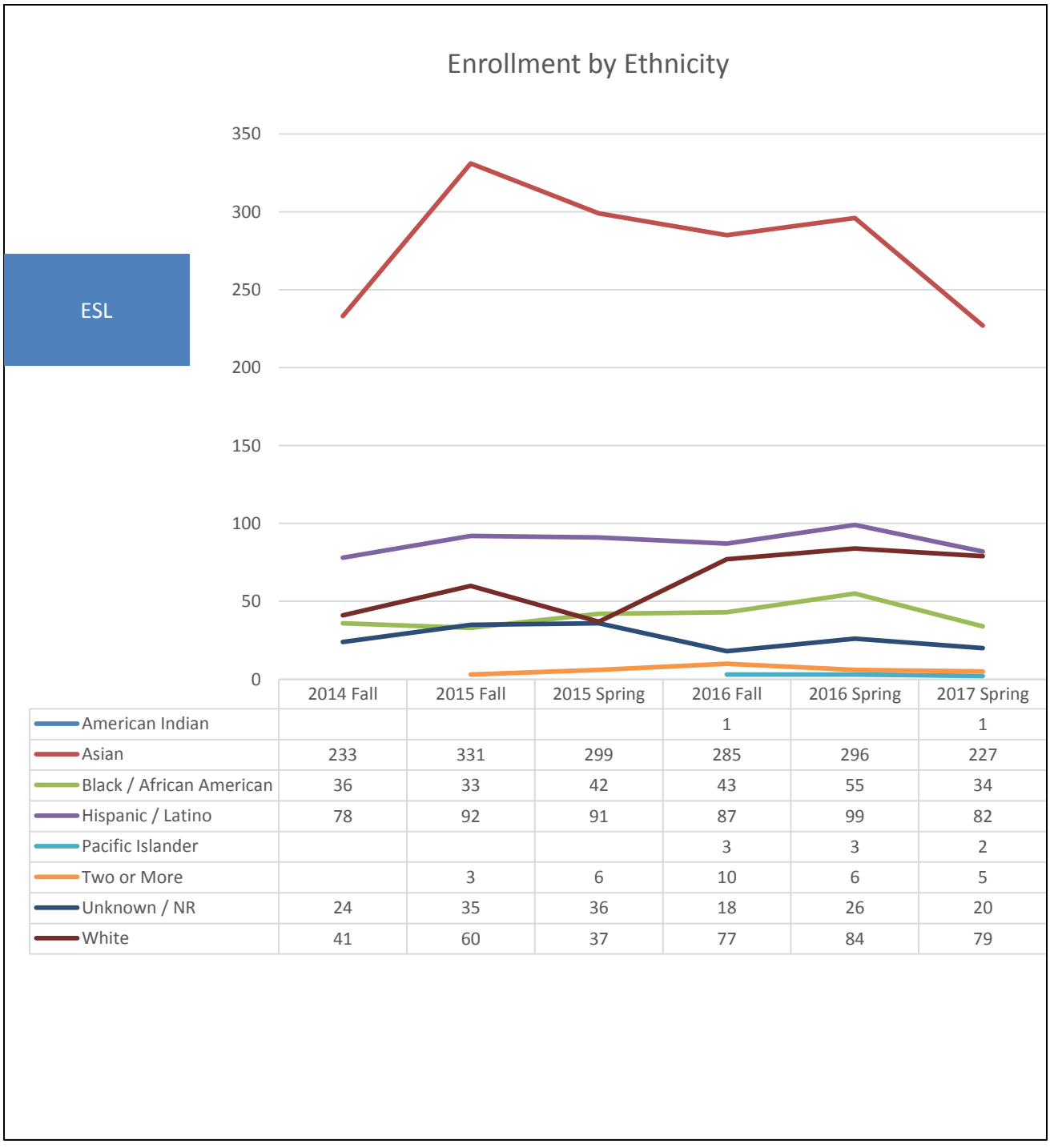
ESL Program Level SLO

Students completing ESL courses will gain skills in English listening, speaking, reading, and/or writing in order to achieve their personal, vocational, and academic goals.

Uniqueness and Strength

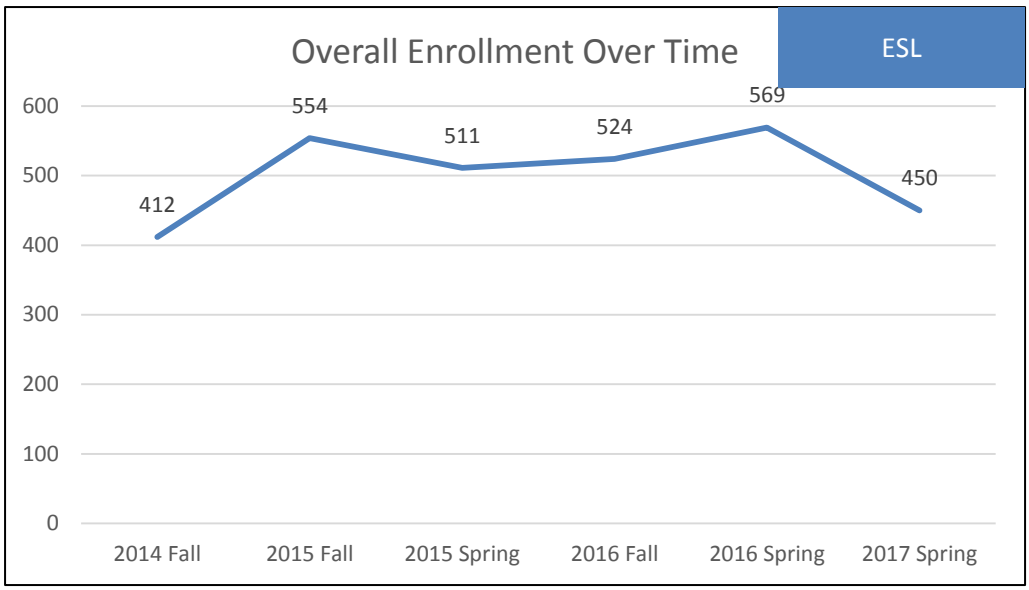
The uniqueness and the strengths of the program are in the following areas:

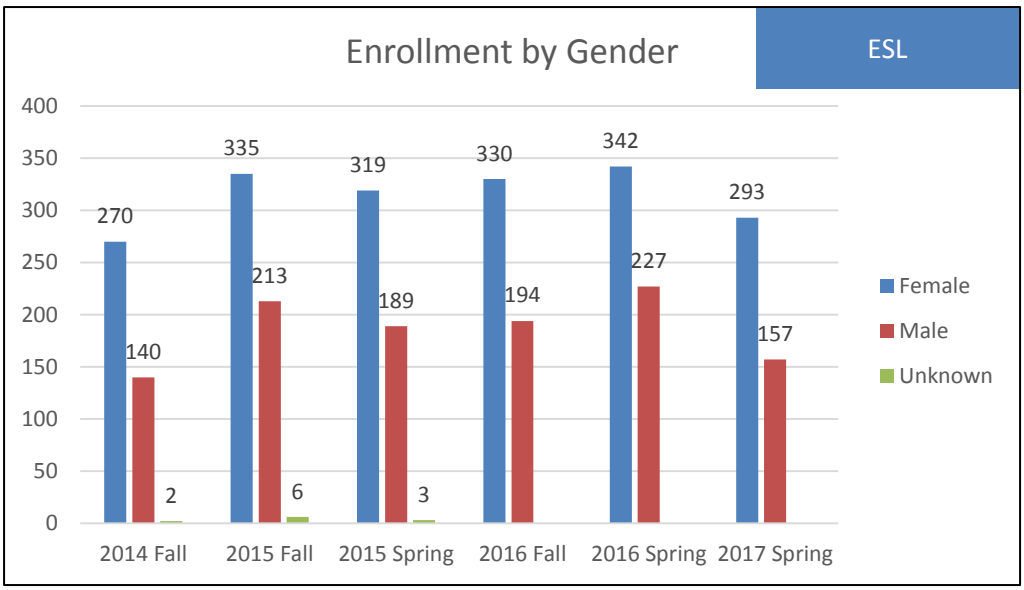
- **Attracting More and Diverse ESL Students:** The strength of the program can be seen through a consistent increase in ESL students population. For example, in the Spring Semester of 2007, we offer about 48 ESL sections/courses in different time slots: in the morning, in the afternoon, and in the evening.

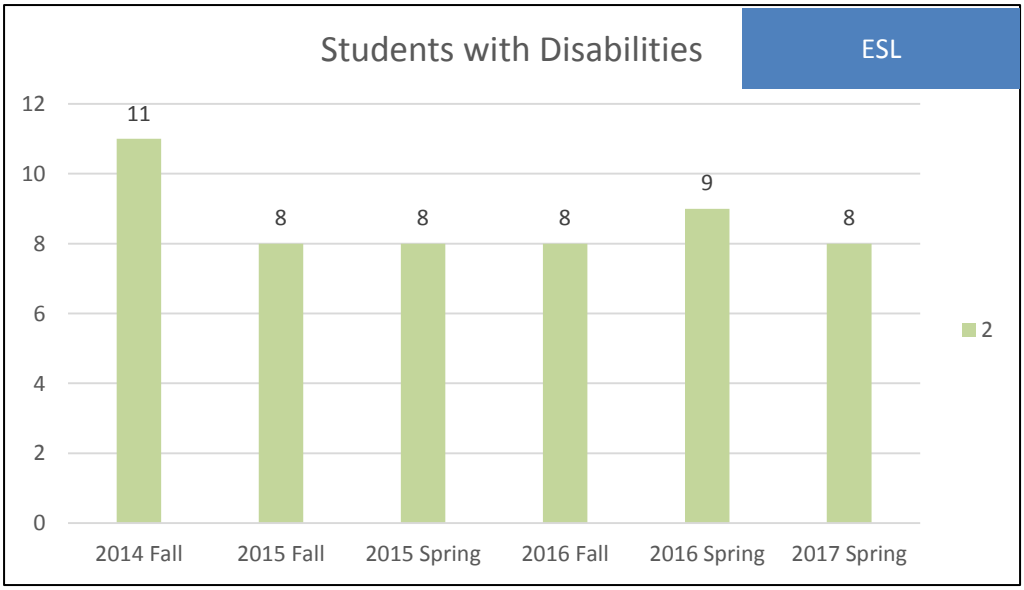


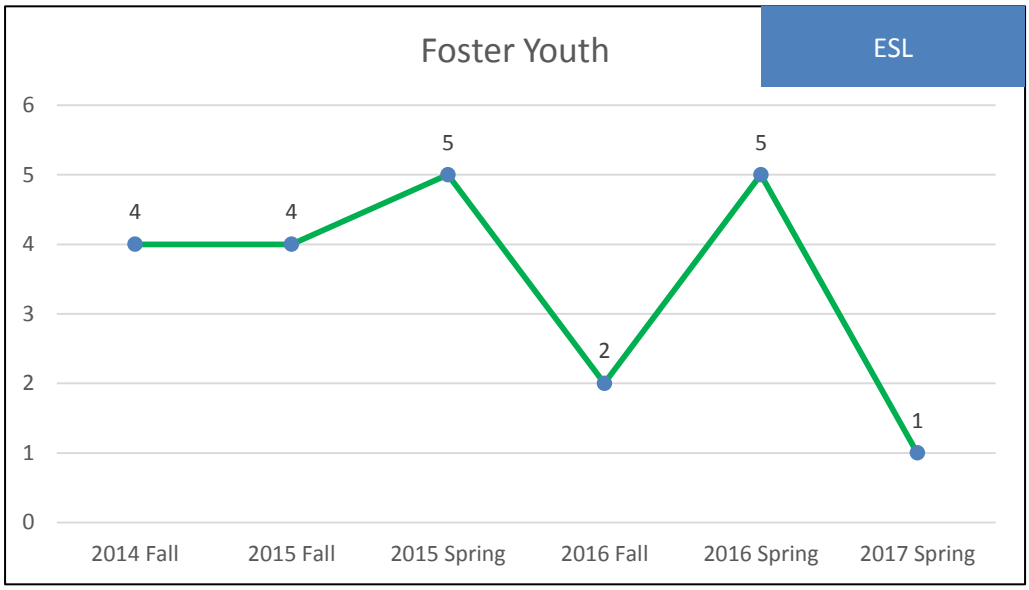
	2014 Fall	2015 Fall	2015 Spring	2016 Fall	2016 Spring	2017 Spring
American Indian				1		1
Asian	233	331	299	285	296	227
Black / African American	36	33	42	43	55	34
Hispanic / Latino	78	92	91	87	99	82
Pacific Islander				3	3	2
Two or More		3	6	10	6	5
Unknown / NR	24	35	36	18	26	20
White	41	60	37	77	84	79

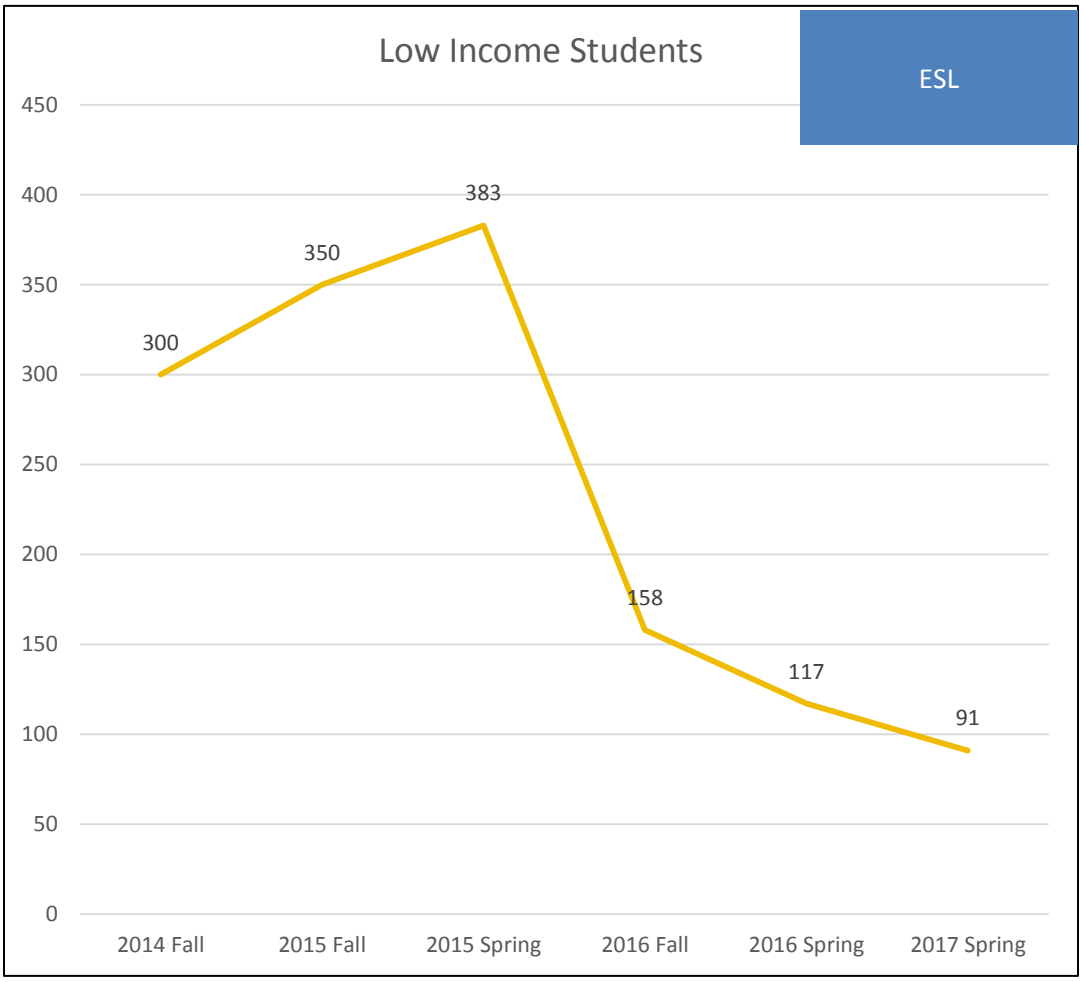
Program: ESL


Overall Enrollment Over Time
ESL
600
500
400
300
200
100
0
412
554
511
524
569
450
2014 Fall
2015 Fall
2015 Spring
2016 Fall
2016 Spring
2017 Spring


Enrollment by Gender
ESL
400
350
300
250
200
150
100
50
0
270
140
2
335
213
6
319
189
3
330
194
342
227
293
157
2014 Fall
2015 Fall
2015 Spring
2016 Fall
2016 Spring
2017 Spring
Female
Male
Unknown

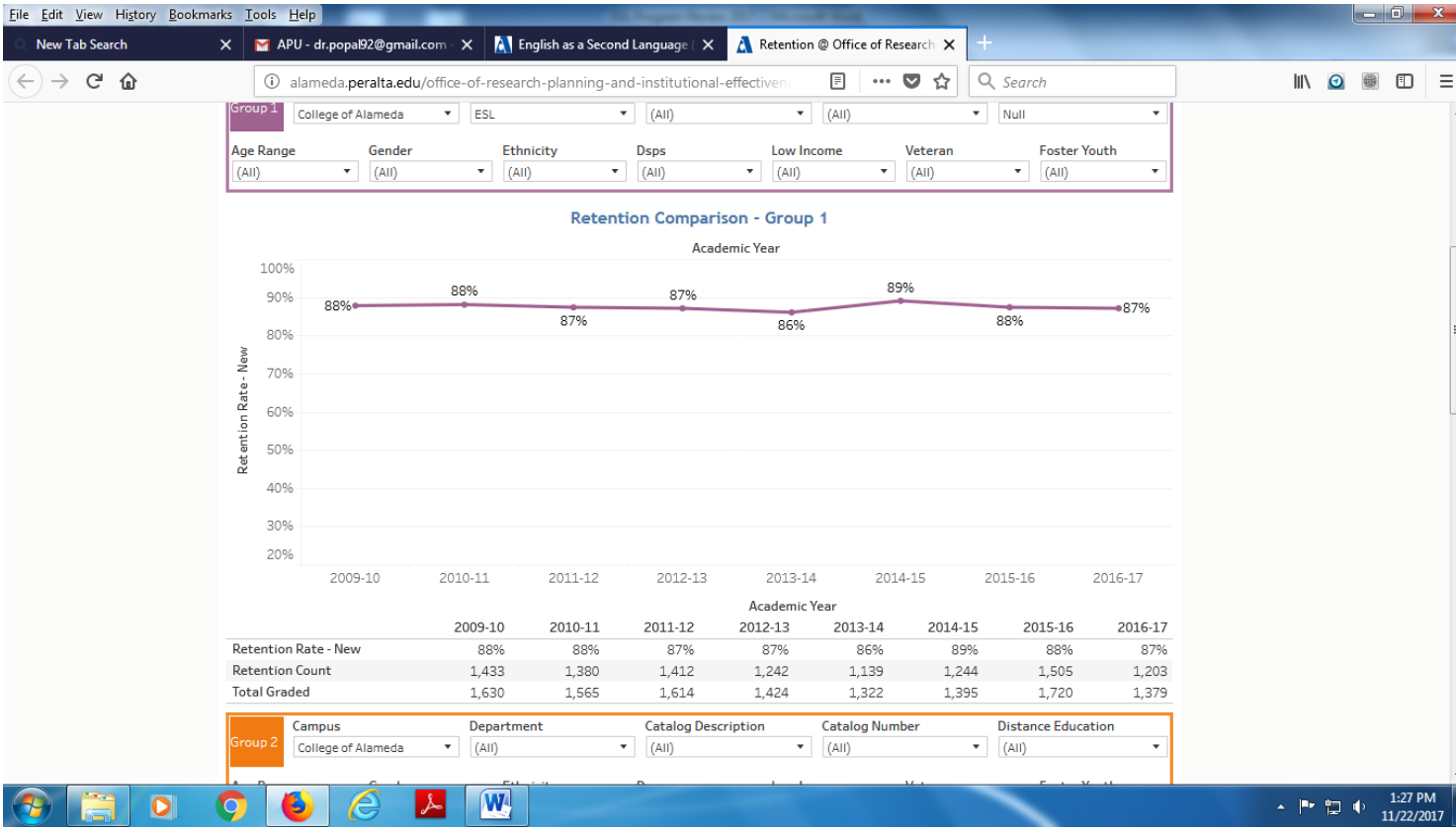

Students with Disabilities
ESL
12
10
8
6
4
2
0
11
8
8
8
9
8
2014 Fall
2015 Fall
2015 Spring
2016 Fall
2016 Spring
2017 Spring
2


Foster Youth
ESL
6
5
4
3
2
1
0
4
4
5
2
5
1
2014 Fall
2015 Fall
2015 Spring
2016 Fall
2016 Spring
2017 Spring

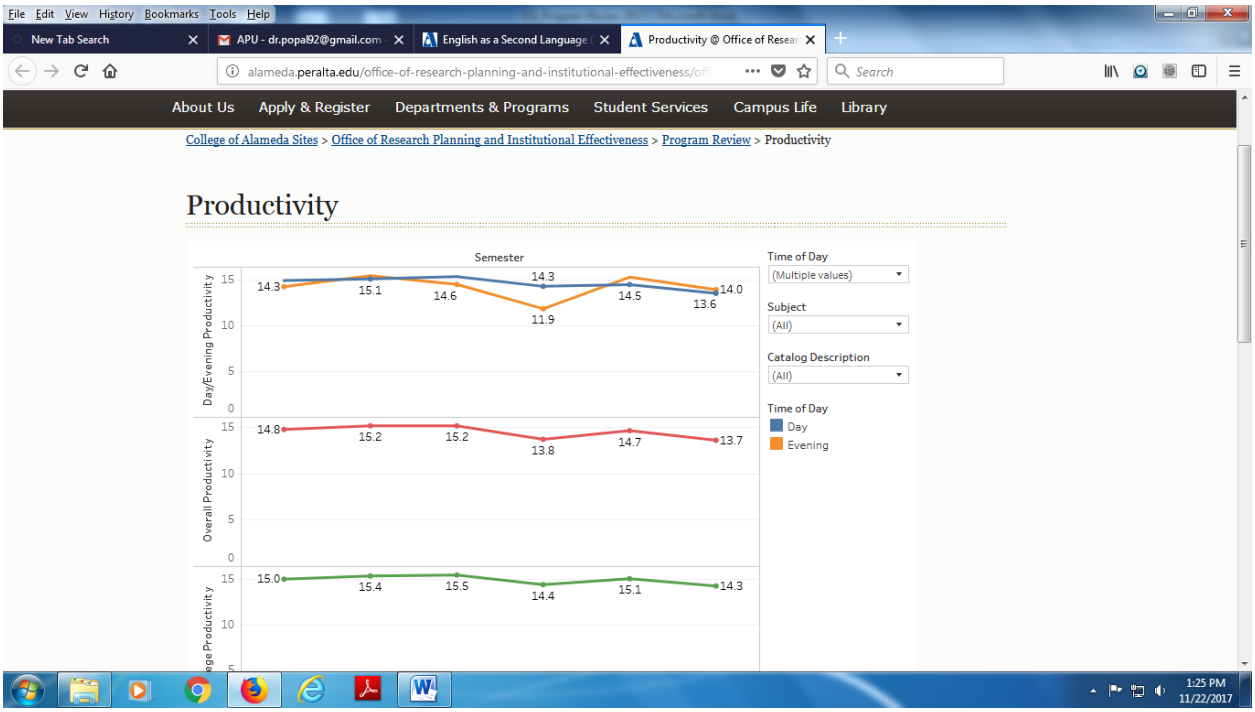

Low Income Students
ESL
450
400
350
300
250
200
150
100
50
0
300
350
383
158
117
91
2014 Fall
2015 Fall
2015 Spring
2016 Fall
2016 Spring
2017 Spring

Veterans
ESL
6
5
4
3
2
1
0
4
2
5
1
2
1
2014 Fall
2015 Fall
2015 Spring
2016 Fall
2016 Spring
2017 Spring

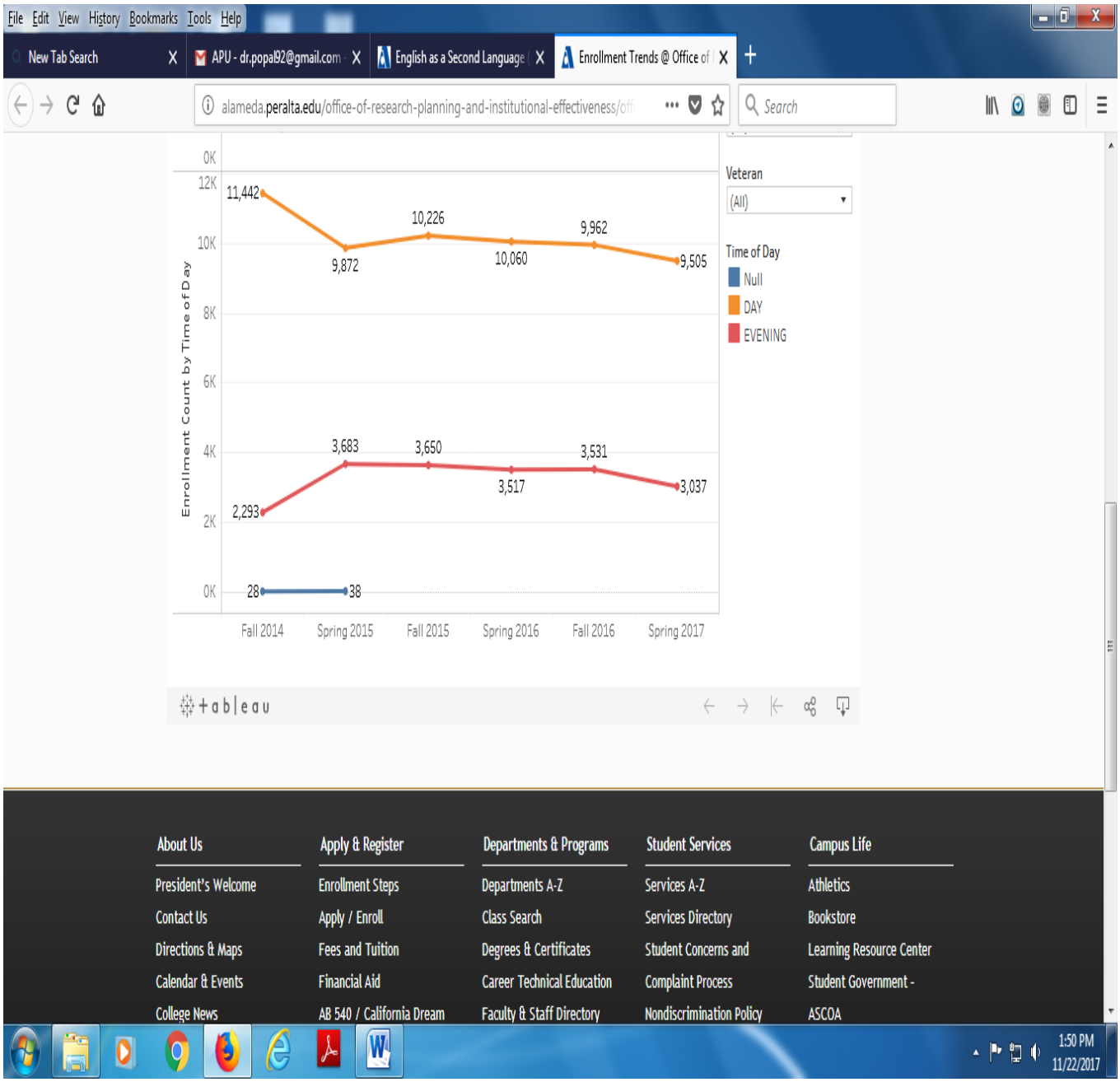
Retention Information



Productivity Information



Enrollment Trends 18



- **Using the ESL faculty for ESL assessment:** ESL assessments are administered. by ESL faculty. Three ESL instructors are assigned for each ESL assessment session which includes the following components: 1) ESL Writing Placement Test (A 30 minute test to respond to a writing prompt in paragraph or essay format), 2) CELSA Test (A Reading Comprehension and Grammar Test), 3) An Oral Examination (A five to ten minute oral interview). A copy of ESL Assessment Schedule for the Fall Semester of2007 is attached.

- **Using the ESL faculty for Marketing the ESL program:** The ESL faculty distribute ESL brochures, multilingual flyers, and other marketing materials to businesses, refugee resettlement agencies, educational institutions, and in community events. Multilingual flyers in Spanish, Chinese, Vietnamese, Korean, and Arabic. Copies of the ESL brochure and multilingual flyers are attached.

- **Enhanced Communication:** The ESL faculty regularly meets on the second Friday of the month and sometimes twice a month. Our part-time instructors are also encouraged to meet at least once a month with the full-time instructors. Marketing, administrative, curriculum, pedagogical, and assessment issues are discussed in these meetings.

- **Offering off Campus ESL Courses (Contract Education): We used to offer one of our ESL courses, Accent Reduction and Listening Comprehension, to a group of computer software engineers in Mosiac, a computer engineering firm in Alameda. With the assistance of our Global and International Education Program, we plan to offer two Online ESL writing classes in Korea and China in the Spring of 2018.**

- **Offering a Special Multilingual Orientation for our ESL Students: In the special orientation session, the college administrators, counselors, and ESL faculty take part and welcome students to College of Alameda. Information on different college services, the US educational system and other topics is provided in English, Vietnamese, Spanish, Cantonese, Mandarin, Russian, Dari, etc.**

- **Offering a Flexible Schedule: In order to meet the needs of our ESL students and help them learn English, we offer a variety of different courses at different levels of difficulty in the morning, afternoon, evening, and on the weekends. We also offer short-term summer and intersession courses.**

A. Curriculum:

1. **In the fall semester of 2016, PEAC (Peralta ESL Advisory Council) unanimously agreed to change the name of ESL (English as a Second Language) program to ESOL (English to Speakers of Other Languages). Therefore, all 29 ESL/ESOL. The following chart shows the old and new names and numbers for our ESOL courses which were all approved by COA curriculum committee this semester and are forwarded to the district CIPD committee for approval:**

Chart: Old/New Numbering System (see below for wording for Curricunet changes)

Class	Current level	Current Course #	New Course #
Reading and Writing 1	High Beginning	ESL 285A/B	ESOL 251A/B
Reading and Writing 2	Intermediate	ESL 222A/B	ESOL 252A/B
Reading and Writing 3	High Intermediate	ESL 223A/B	ESOL 253A/B
Reading and Writing 4	Advanced	ESL 52A/B	ESOL 52A/B
Grammar 1	High Beginning	ESL 284	ESOL 271A/B
Grammar 2	Intermediate	ESL 215	ESOL 272A/B
Grammar 3	High Intermediate	ESL 216	ESOL 273A/B
Grammar 4	Advanced	ESL 217	ESOL 274A/B
Grammar 5	Grammar for Editing	ESL 219	ESOL 275A/B
Listening and Speaking 1	High Beginning	ESL 283	ESOL 261A/B
Listening and Speaking 2	Intermediate	ESL 232	ESOL 262A/B
Listening and Speaking 3	High Intermediate	ESL 233	ESOL 263A/B
Listening and Speaking 4	Advanced	ESL 50	ESOL 50A/B?
Vocabulary 1	High Beginning	ESL 254A	ESOL 275
Vocabulary 2	Intermediate	ESL 205A	ESOL 276
Vocabulary 3	High Intermediate	ESL 205B	ESOL 277
Vocabulary 4	Advanced	ESL 205C	ESOL 278
Spelling	Beginning	ESL 256A	ESOL 279
Pronunciation 1	High Beginning	ESL 286A	ESOL 265
Pronunciation 2	Intermediate		ESOL 266
Pronunciation 3	High Intermediate		ESOL 267

Pronunciation 4	Advanced		ESOL 268
Writing Workshop		218	ESOL 255 A/B/C/D
Grammar Workshop		220	ESOL 276 A/B/C/D
English through Business			ESOL 280
English through US Culture			ESOL 281
English through US Govt			ESOL 282
English through US History			ESOL 283
English for Tech 1	Beginning	287A	ESOL 284
English for Tech 2	Beginning	287B	ESOL 285
ESL for Workplace Communication	Beginning	267	ESOL 286
ESL for Customer Service	Beginning	266	ESOL 287

The discipline name is being changed from ESL to ESOL following a decision by PEAC in the spring of 2014. ESOL is a more accurate term that is increasingly preferred in the field for programs like Peralta's. For a more complete explanation of this transition in terminology, see http://www.brown.edu/Departments/Swearer_Center/Literacy_Resources/esol.html

Course numbering system is changed to reflect correct designation of Basic Skills courses.

Coding has been corrected.
Textbooks have been updated.
Requisites and content review have been updated to match the new course numbering system

Course numbering system for the new ESOL courses is being changed by PEAC in order to correctly identify basic skills courses.

2. **In the fall of 2010, PEAC started to replace the old program with a new accelerated model. PEAC designed courses, wrote SLO's for each course, did peer review sessions, presented to curriculum committees of each sister college, and finally got the approval of CIP. Here is a list of our prerequisite for the initial phase of the new accelerated model**:

Prerequisites for New Reading/Writing

New course	Prerequisite
52B Advanced B	52A Advanced A
52A Advanced A	216 A High Intermediate B or 21A (Writing 5) or Multiple Measures placement
223 High Intermediate B	223A High Intermediate A
223 High Intermediate A	222B Intermediate B or 201A (Writing 3) or Multiple Measures placement
222 Intermediate B	222A Intermediate A
222 Intermediate A	285B High Beginning B or 201A (Writing 2) or Multiple Measures olacement
285 High Beginning B	285A High Beginning A
285 High Beginning A	Multiple Measures placement

Prerequisites for New Listening/Speaking

New course	Prerequisite
233 Oral Communication B	Oral Communication A
233 Oral Communication A	233B High Intermediate B or 2008 (Spkeaking 4) or Multiple Measures placement
233 High Intermediate B	233A High Intermediate A
232 High Intermediate A	232B Intermediate B or 200A (Speaking 3) or Multiple Measure placement
232 Intermediate B	232A Intermediate A
232 Intermediate A	283B High Beg B or 2508 (Speaking 2) or Multiple Measures placement
283 High Beginning B	283A High Beginning A
283 High Beginning A	Multiple Measure placement

Prerequisites for New Grammar

New course	prerequisite
217 Advanced B	217A Advanced A
217 Advanced A	216B High Intermediate B or 2028 (Grammar 4)
216 High Intermediate B	216A High Intermediate A
216 High Intermediate A	215B Intermediate B or 202A (Grammar 3)
215 Intermediate B	215A Intermediate A
215 Intermediate A	284B High Beginning B or 2528 (Grammar 2)
284 High Beginning B	284A High Beginning A
284 High Beginning A	Multiple Measures placement

3. The ESL/ESOL courses support the general education or other instructional programs as follows:

- ESL courses at the College of Alameda support general education and other instructional programs. The newly designed and implemented ESL accelerated model four A/B levels-High Beginning, Intermediate, High Intermediate, and Advanced levels.
- The High Beginning and Intermediate level courses are for the students who are limited in English and cannot take mainstream English or other college level courses.
- The High Intermediate and Advanced ESL courses prepare students to enter degree and certificate programs and they also be used as part of General Education elective courses.
- The Transfer Level ESL courses enable the students to fulfill the lntersegmental General Education Curriculum (IGETC) for transfer in English composition.

4. The following procedures are being used to ensure that current curriculum is adequately meeting the needs of students:

As part of ESL assessment and placement, which includes a 30 minute writing component (students are asked to respond to a writing prompt which was locally developed and then validated), a 45 minute grammar and reading test, and a short oral interview, students are asked what they want to study and what their ultimate educational goal is. Then considering their educational goal and their proficiency and competence in English, they are advised to take or choose one or more courses from the 29 different courses that we offer.

The ESL program also honors and positively responds to special requests and needs of the community. For example, in the Fall Semester of2001 and Spring Semester of 2002, we offered Pre-Basic and Basic Level courses to the unemployed and displaced clients of the Oakland Private Industry Council (Oakland PIC). We served 500 duplicated students in that program in two semesters. Another example of meeting the community's and students' needs is offering ESL courses in the workplace. We offered our Accent Reduction course for the Mosiac (a computer software company in Alameda) several times. Due to students' growing needs, more recently, we have offered ESL Citizenship courses, Online ESL Writing courses, and Service Learning.

In the Fall Semester of 2012, in order to meet the budgetary constraints of the district and to provide a flexible accelerated program, College of Alameda implemented the PEAC's designed accelerated model.

In fall semester of 2018, we plan to offer a VESL (Vocational English as a Second Language) course for our Aviation Certificate Program students who have limited English proficiency and need extra English language assistance to succeed in their program. .

B. Instruction:

1. **The following methods are used to assess whether the goals are met or not:**

- ESL course outlines list the goals for student learning for each course. The course outlines and their goals are updated and reviewed by Peralta ESL Advisory Council regularly.

- Assessment of students' success and progress varies according to the level of the course. ESL instructors use a variety of assessment methods such as multiple choice tests, true false tests, cloze tests, sentence completion exercises, transformation exercises, filling in blank spaces, matching exercises, oral presentations, short and long paragraphs and essays, in-class essays/paragraphs, achievements tests, midterm exams, and final exams.

2. **To maintain the integrity of academic standards and achieve consistency within the discipline, the following steps are taken:**

- Peralta ESL Advisory Council (PEAC) has met once a month for the past 26 years and has reviewed and revised the course outlines in order to affirm uniformity of goals, content, and methods throughout the district's ESL programs.

- Peralta ESL Advisory Council (PEAC) as part of its main mission ensures consistency and uniformity throughout the district's ESL programs in the followings areas:

  - Textbook selection
  - Assessment and Placement Tests
  - Course outlines
  - Training Readers/Proctors for ESL Assessment Sessions

3. **The Program encourages the use of successful and innovative teaching methodologies/instructional strategies that involve students in learning process as follows:**

- The program encourages the use of communicative, innovative and successful methodologies and approaches through in-service training, staff development programs, and encouraging attendance and participation in state, national, and international conferences such as CATESOL (California Teachers of English to Speakers of Other Languages) State Conference, CATESOL Regional Conference, and TESOL (Teachers of English to Speakers of Other Languages) national/international conference.

- The course outlines recommend the use of student-centered approaches such as cooperative group work and peer editing.

- ESL students are also strongly encouraged to use our ESL/Basic Skills lab where they have the opportunity to use different computer assisted programs.

- Most of our ESL teachers use an eclectic approach in which they utilize techniques and procedures from some of the following ESL/EFL methods/approaches and models:

    - **Total Physical Response**
    - **Desuggestopedia**
    - **The Cooperative Learning Principles**
    - **The Direct Method**
    - **The Natural Approach**
    - **The Automaticity Model**
    - **The Audiolingual Approach**
    - **The Silent Way**
    - **The Cognitive Code Approach**
    - **The Situational Approach**
    - **The Communicative Approach**
    - **The Language Experience Approach**
    - **The Whole Language Approach**
    - **The Multiple Intelligences**
    - **etc.**

4. All of our ESL instructors use the available classroom technology as follows:

- Many ESL instructors use overhead projectors, video projectors, LCD Projectors, audio materials, and computers in order to activate different learning modalities and deliver their presentations using a multi-sensory approach.

- Many writing instructors encourage students to use computers/computer (writing) labs in writing their papers.

- Some instructors who teach advanced ESL writing courses encourage/require their students to use Internet research and documentation.

- Some of the ESL courses in the morning, afternoon, and evening are offered in "Smart Classrooms".

5. The following instructional initiatives have been used to increase the Program's FTES:

- We offer courses in the morning, in the afternoon, and in the evening, on Saturday, and online. We offer our courses in block scheduling format
- In our new accelerated model some of our courses can be offered as hybrid or fully online.
- We offer Contract Education to our international students.

D: Staffing, Facilities (classrooms) & Resources:

1. Classrooms:

Each classroom at College of Alameda has at least one blackboard and/or whiteboard, an overhead projector, pull-down screen, and a TV/VCR. In addition, instructors can obtain LCD projectors, cassette tape players and recorders, and CD players. These items are readily available in the offices of the three full-time faculty which the adjunct faculty can use.

Most classrooms at College of Alameda comfortably accommodate the average ESL class, both in terms of room size and of seating type (movable chairs with tablet desks) and capacity

Some of the ESL courses are offered in "smart classroom' which have every imaginable educational technology, including access to internet.

The College has many computer labs with both Macintosh and PC computers, which allows ESL instructors to integrate computer skills such as word processing and internet research into their teaching and course requirements. Students can access the labs throughout the day and evening.

Facilities for part-time instructors, including office space or work space, telephone access, and computer and internet access. They share computers and telephone in the faculty area of the Division office. Part-time faculty must use public spaces when meeting with students unless they make special arrangements to borrow a full-time instructor's office.

2. Faculty:

There are fourteen instructors. Only two of them are full-time. There twelve part-time instructors. This is one area that the program needs to improve. We need to hire at least 3 more full-time instructors.

RECOMMENDATIONS:

- **Hire 3 to 4 full-time ESL faculty.**
- **Provide all ESL faculty with clean office or work space where they can meet with students.**
- **Ensure that the hours the Writing Center and Basic Skills/ESL Lab are open coincide with the hours listed in the Class Schedule.**
- **Communicate regularly with Admissions advisors in order to familiarize them with the validity of the ESL placement test and course prerequisites. Encourage the advisors not to override these placement procedures.**