

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

<b>I. Overview</b>			
BI Download:	10/17/2014 17:41	Dept. Chair:	<b>Dr. Sedique Popal and Christa Ferrero</b>
Subject/Discipline:	ESL	Dean:	<b>Mr. Jordan</b>
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:**

Subject	Term Descr Long	Headcount	Census Enrollment	Course completion	Completion Rate	Retained	Retention Rate
ESL	2008 Fall	467	747	651	87%	673	90%
ESL	2009 Spring	508	777	651	84%	684	88%
ESL	2009 Fall	456	738	612	83%	659	89%
ESL	2010 Spring	556	822	696	85%	735	89%
ESL	2010 Fall	406	701	575	82%	596	85%
ESL	2011 Spring	478	813	704	87%	738	91%
ESL	2011 Fall	473	794	681	86%	715	90%
ESL	2012 Spring	433	741	640	86%	669	90%
ESL	2012 Fall	413	663	566	85%	604	91%
ESL	2013 Spring	445	705	609	86%	637	90%

Subject	Term	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAWAL	WITHDRAWAL RATE
ESL	2008 Fall	734	620	84.50%	61	8%
ESL	2009 Spring	745	612	82.10%	61	8%
ESL	2009 Fall	718	574	79.90%	59	8%
ESL	2010 Spring	799	678	84.90%	64	8%
ESL	2010 Fall	666	545	81.80%	70	11%
ESL	2011 Spring	782	672	85.90%	44	6%
ESL	2011 Fall	775	646	83.40%	60	8%
ESL	2012 Spring	723	608	84.10%	54	7%
ESL	2012 Fall	646	539	83.40%	42	7%
ESL	2013 Spring	705	572	81.10%	68	10%

<b>III. Faculty</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Contract FTEF F10	3.23	1.63	7.03	2.85	14.74
Contract FTEF F11	2.76	1.12	9.52	1.87	15.27
Contract FTEF F12	2.48	0.7	9.92	0.8	13.9
TEMP FTEF F10	2.47	3.13	17.92	0.67	24.19
TEMP FTEF F11	3.65	3.02	13.15	0	19.82
TEMP FTEF F12	2.8	3	12.61	0	18.41
Extra Service FTEF F10	0.57	0	0.23	0.22	1.02
Extra Service FTEF F11	0.65	0.03	0.28	0	0.96
Extra Service FTEF F12	0.92	0	0.23	0	1.15
Total FTEF F10	6.26	4.76	25.18	3.73	39.93
Total FTEF F11	7.07	4.16	22.95	1.87	36.05
Total FTEF F12	6.2	3.7	22.76	0.8	33.46
% Contract/Total F10	0.52	0.34	0.28	0.76	0.3691
% Contract/Total F11	0.39	0.27	0.41	1	0.4236
% Contract/Total F12	0.4	0.19	0.44	1	0.4154

#### 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**

	Fall 2014
Number of active courses in your discipline	29
Number with SLOs	29
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	25
% Assessed/SLOs	77%
Describe types of assessment methods you are using <b>Exit exam which includes multiple choice, cloze, in-class writing (paragraphs and essays), oral presentation, and oral interviews.</b>	
Describe results of your SLO assessment progress <b>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.</b>	
Describe how assessment results and reflection on those results have led to improvements. <b>Results indicate that the program is successful and has integrity.</b>	

**VI. Program Learning Outcomes and Assessment**

	Fall 2014
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. <b>N/A</b>	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. Click here to enter text. <b>N/A</b>	

## 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 an infomercial (video) , giving presentations, and distributing brochures, multi-lingual flyers and other marketing materials throughout 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's student ambassadors and counselors. College of Alameda's 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.**