College of Alameda
2020-21 Program Review – English as a Second Language

Program Overview

Please provide your program's mission statement.

General Description: The College of Alameda ESOL 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 ESOL 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.

List your program faculty and/or staff

Christa Ferrero-Castaneda- Department Co-chair/Full Time Faculty
Didem Ekici –Department Co-chair/Part-time Faculty
Brian Ng- Part-time Faculty
Denise Urdang- Part-time Faculty
Emma Donnelly- Part-time Faculty
Jenny Lemper- Part-time Faculty
Amanda Price- Part-time Faculty
Johanna Esther Carranza- Part-time Faculty
Kim-Shree Maufas- Part-time Faculty
Nora Mitchell- Part-time Faculty
Anna Rodas- Part-time Faculty

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

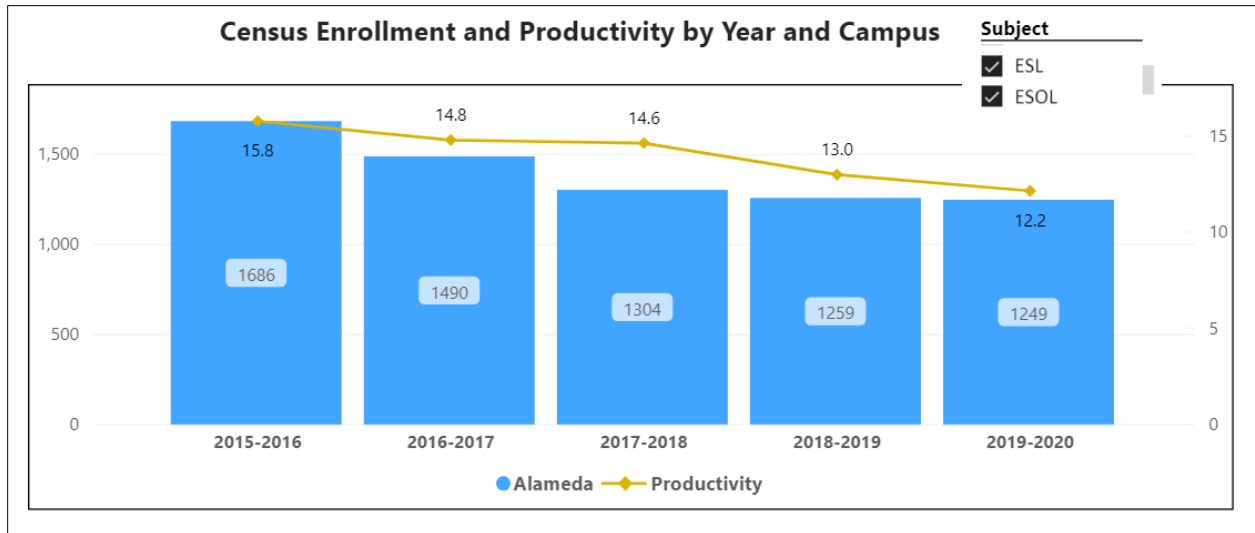| Program Goal	Which college or district goal is aligned with your program goal?

Educational Purpose: The major purpose and goal of the ESOL program is to provide quality instruction in reading, writing, speaking and critical thinking. The ESOL 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.	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. As ESOL program, we help students gain the basic skills in English so that they become engaged learners that seek knowledge as lifelong learners with critical thinking skills.

Describe your current utilization of facilities, including labs and other space

Before COVID, Learning Resource Center (LRC) provided in-person English Language tutoring and workshops for ESOL students in the writing center. Also, ESOL non-credit courses were offered off-site campus location in Fruitvale in Spanish Speaking Citizens Center. Additionally, some of the morning and afternoon ESOL classes were offered in smart classrooms in COA campus.

Due to Shelter in place and Covid 19, all credit and non-credit ESOL courses transferred to synchronous and asynchronous online/remote instruction using Canvas LMS and Zoom videoconferencing. Therefore, none of these facilities were in use in person. LRC provided online tutoring via Zoom. Likewise, non-credit courses that are offered off-site campus location in Fruitvale were offered online during this time.

Enrollment Trends

Census Enrollment and Productivity by Year and Campus

Subject
☑ ESL
☑ ESOL

Year	Enrollment	Productivity
2015-2016	1686	15.8
2016-2017	1490	14.8
2017-2018	1304	14.6
2018-2019	1259	13.0
2019-2020	1249	12.2

● Alameda   ◆ Productivity

Consider the most recent 3 to 5 years when answering the questions below.

Enrollment Trends Dashboard link

Discuss enrollment trends over the past three years

For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline

Enrollment Trends data shows 12.2 % decrease in the productivity of ESOL classes between 2015-2016 and 2019-2020 academic year. Even though there might be college specific reasons for this decrease, we would like the acknowledge of the issues with the changing visa requirements for the international students. Declining number of international students enrolling in American universities since 2017 has been reported in many research institutes including The Institute for International Education. We believe that COA ESOL program that is based on international student body has also been affected by this nationwide trend. As a result of this decrease in enrollment, we have experienced many class cancellations in the last few years.

In the enrollment dashboard, set the filter to consider whether the time of day each course is offered meets the needs of students.

College	Subject	Year	Time of Day	Census Enrollment	Total FTES	Total FTEF	Productivity
Alameda	ESL	2015-2016	DAY	1302	195.95	11.49	17
Alameda	ESL	2015-2016	EVENING	384	59.33	4.68	12.7
Alameda	ESL	2016-2017	DAY	1234	185.84	11.88	15.6
Alameda	ESL	2016-2017	EVENING	256	40.23	3.4	11.8
Alameda	ESL	2017-2018	DAY	1081	162.71	10.72	15.2
Alameda	ESL	2017-2018	EVENING	223	34.18	2.73	12.5
Alameda	ESOL	2018-2019	DAY	1078	148.93	11.2	13.3
Alameda	ESOL	2018-2019	EVENING	181	25.59	2.23	11.5
Alameda	ESOL	2019-2020	DAY	1110	141.7	11.15	12.7
Alameda	ESOL	2019-2020	EVENING	139	14.85	1.73	8.6

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

Yes, all our course offerings are based on the data from the enrollment rates of the previous semester which includes the evaluation of the impact of days/times on the number of students enrolled. Our courses are offered in the morning and afternoons to meet the needs of student population who generally are parents and whose children are at school during the day time and work in the evenings. The data in the table above, indicates that there is a higher FTEF in day time course offerings than evening courses. Enrollment trends in the day program mimic those of the college. We have seen a slight decrease in enrollment. Enrollment in the evenings has declined significantly so it is no longer feasible to offer.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

COA ESOL program adopts the students centered teaching philosophy since all our classes are skill-based. 33% of ESOL faculty have been enrolled in professional development course offered by the district to adopt equity minded teaching practices. After completing 5-week Peralta Online Equity Training, they revised their course design to offer more inclusive lesson plans. Additionally, after COVID 19 pandemic, majority our faculty members attended many college wide trainings like "Becoming a More Effective Online Educator" to learn skills that are required for online course design. They all have met the requirements of AP 4105 to be able to teach an online class.

How is technology used by the discipline, department?

The majority of our classes are offered in smart classrooms (prior to COVID-19) that include a smart board and a projector. Department chairs helped the faculty members who needed assistance with using this technology.
Moreover, some of our faculty have adopted Open Education Resources in their classes to lower the course book cost for students. They used and shared online materials while using other online software like Padlet, Kahoot, Power Point, YouTube Videos and VoiceThread.

To help students use technology, two of our faculty members provided computer skills workshops for ESOL students where they could learn how to use basic Microsoft 365 tools like power point, word and excel in addition to Canvas.

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?

Each ESOL course has goals that were shared with the students via syllabi. With class activities, course design and lectures, we plan to achieve these goals throughout the semester. All lesson plans, activities and materials are built on these course objectives which we evaluate at the end of the semester. In our department meetings, where all faculty are volunteering their time, we discuss the challenges to achieve our goals that we face to get ideas from our colleagues. Also, we share resources, ideas and practices with each other to create consistency. We always encourage the collaboration between the faculty members that are teaching the sequence of the same skill class.

Curriculum

Please review your course outlines of record in Curriqunet to determine if they have been updated or deactivated in the past three years

https://peralta.curricunet.com/

Specify when your department will update each one, within the next three years.

We have added Reading and Writing Support Courses to be AB705 compliant.
ESOL 253 Reading and Writing has been updated to only be one lever to be AB605 compliant.
ESOL 253B has been deactivated. The previous course was concurrent with level A and B. Similarly, ESOL 52 has been updated to one level.

Likewise, all our courses have been updated based on the DE Addendum in the Curriqunet.

Please summarize curriculum plans and improvements for your discipline, department and or program of study.

In an effort to increase enrollment and provide more opportunities for Non-Credit students, the department plans to mirror all levels of ESOL.

In order to adhere to AB705 legislation, the department plans to offer support courses for all levels of reading and writing. These courses have already received state approval.

Post COVID-19, the department would like to offer hybrid courses to provide more flexibility and options for our students. Prior to COVID-19, the program was strictly face to face. COVID-19 forced our department to offer remote instructions asynchronously and synchronously.

Student Learning Outcomes Assessment

List your Student Learning Outcomes

ESOL Curriculum SLOs for Grammar Course

Course Name	Level Corresponds to Old Courses	Prerequisites for New Course	New Course SLO's
284A **High** Beginning Grammar	ESL252A (Grammar 1) and part of ESL 252B (Grammar2)	Multiple measures placement	• Demonstrate accurate aural comprehension of high beginning English grammatical structures. • Demonstrate accurate reading comprehension of high beginning English grammatical structures. • Use high beginning English grammatical structures to accurately and effectively express ideas at the sentence level.
284B High Beginning Grammar		ESL284A	• Demonstrate accurate aural comprehension of low intermediate English grammatical structures. • Demonstrate accurate reading comprehension of low intermediate English grammatical structures. • Use low intermediate English grammatical structures to accurately and effectively express ideas in sustained written discourse.
215A Intermediate Grammar	Part of ESL 252B (Grammar2) and part of ESL 202A (Grammar3)	ESL284B **OR** OldESL252B (Grammar2) **OR** Multiple measures placement	• Demonstrate accurate aural comprehension of intermediate English grammatical structures. • Demonstrate accurate reading comprehension of intermediate English grammatical structures. • Use intermediate English grammatical structures to accurately and effectively express ideas at the sentence level.
215B Intermediate Grammar		215A	• Demonstrate accurate aural comprehension of high intermediate English grammatical structures. • Demonstrate accurate reading comprehension of high intermediate English grammatical structures. • Use high intermediate English grammatical structures to accurately and effectively express ideas in sustained written discourse.
216A High Intermediate Grammar	Part of ESL 202A (Grammar3) and part of ESL	ESL215B **OR** ESL203A (Grammar 3)	• Demonstrate accurate aural comprehension of low advanced English grammatical structures.

	202B (Grammar4)	OR Multiple measures placement	• Demonstrate accurate reading comprehension of low advanced English grammatical structures. ▪ Use low advanced English grammatical structures to accurately and effectively express ideas at the sentence level.
216B High Intermediate Grammar		216A	• Demonstrate accurate aural comprehension of advanced English grammatical structures. • Demonstrate accurate reading comprehension of advanced English grammatical structures. • Use advanced English grammatical structures to accurately and effectively express ideas in sustained written discourse.
217A Advanced Grammar	Part of ESL 202B (Grammar4) and ESL202C (Grammar 5)	ESL216B OR ESL 202B (old Grammar4) OR Multiple measures placement	• Demonstrate accurate aural comprehension of high advanced English grammatical structures. ▪ Demonstrate accurate reading comprehension of high advanced English grammatical structures. • Use high advanced English grammatical structures to accurately and effectively express ideas at the sentence level.
217B Advanced Grammar		217A	▪ Demonstrate accurate aural comprehension of college level English grammatical structures. •• Demonstrate accurate reading comprehension of college level English grammatical structures. • Use college level English grammatical structures to accurately and effectively express ideas in sustained written discourse.

ESL Curriculum SLO's for Speaking/Listening Courses

New Course	Level Corresponds to Old Courses	Prerequisites for New Course	New Course SLO's
283A High Beginning Listening/Speaking	ESL250A (Speaking 1) and part of ESL250B (Speaking 2)	Multiple measures placement	• Express ideas fluently, accurately, and appropriately in spoken American English at a high beginning ESL level. • Comprehend and respond appropriately to spoken American English at a high beginning ESL level • Demonstrate high beginning ESL knowledge and use of American cultural conventions in oral communications.
283B High Beginning Listening/Speaking		ESL283A	• Express ideas fluently, accurately, and appropriately in spoken American English at a low intermediate ESL level. • Comprehend and respond appropriately to spoken American English at a low intermediate ESL level • Demonstrate low intermediate ESL knowledge and use of American cultural conventions in oral communications.
ESL232A Intermediate Listening/Speaking	Part of ESL 250B (Speaking 2) and part of ESL200A (Speaking 3)	ESL283B OR ESL250B (old Speaking 2) OR Multiple measures	• Express ideas fluently, accurately, and appropriately in spoken American English at an intermediate ESL level. • Comprehend and respond appropriately to spoken

		placement	American English at an intermediate ESL level • Demonstrate intermediate ESL knowledge and use of American cultural conventions in oral communications.
ESL232B Intermediate Listening/Speaking		ESL232A	• Express ideas fluently, accurately, and appropriately in spoken American English at a high intermediate ESL level. • Comprehend and respond appropriately to spoken American English at a high intermediate ESL level • Demonstrate high intermediate ESL knowledge and use of American cultural conventions in oral communications.
ESL233A High Intermediate Listening/Speaking	Part of ESL 200A (Grammar3) and part of ESL209B (Speaking 4)	ESL232B OR ESL200A (old Speaking 3) OR Multiple measures placement	• Express ideas fluently, accurately, and appropriately in spoken American English at a low advanced ESL level. • Comprehend and respond appropriately to spoken American English at a low advanced ESL level • Demonstrate low advanced ESL knowledge and use of American cultural conventions in oral communications.
ESL233B High Intermediate Listening/Speaking		ESL223A	• Express ideas fluently, accurately, and appropriately in spoken American English at an advanced ESL level.

			• Comprehend and respond appropriately to spoken American English at an advanced ESL level • Demonstrate advanced ESL knowledge and use of American cultural conventions in oral communications
ESLSOA Oral Communication for Advanced ESL Students	Part of ESL 200B (Speaking 4) andESL200C (Speaking 5) Completion of SOB represents a higher level of competence than existing 200C	ESL233B **OR** ESL200B (old Speaking 4) **OR** Multiple measures placement	• Express ideas fluently, accurately, and appropriately in spoken American English at a level approaching that required first-year college courses. • Comprehend and respond appropriately to spoken American English at a level approaching that required in first-year college courses. • Demonstrate knowledge of and use American cultural conventions in oral communications at a level approaching that required in first-year college courses.
ESL SOB Oral Communication for Advanced ESL Students		ESLSOA	• Express ideas fluently, accurately, and appropriately in spoken American English as required in first-year college courses. • Comprehend and respond appropriately to spoken American English as required in first-year college courses. • Demonstrate knowledge of and use American cultural conventions in oral communications as required in first-year college courses.

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.
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- 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 student

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

> The ESOL Department supports SLO assessment and is overall very cooperative. There were no major obstacles during assessment.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program

> Each semester 33% of our SLO's are assessed. The ESOL Department has a Semester-by-Semester Assessment Plan which helps faculty keep track of which SLO needs to be assessed each semester.

How has your dept worked together on assessment (planning together)? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Planning Process

> All SLO tests are discussed at our department meetings prior to the next round. Instructors report their results in Curricunet. The majority of the department collaborate.

Collaboration

> The majority of the department collaborates in the SLO assessment. The ESOL Department has a shared document that all faculty have access to. This document contains the SLO assessment schedule and method of assessment. The following semester the faculty review the data. Based on this data, we make decisions and recommendations regarding our curriculum and methods of instruction.

Leadership Roles

> Christa Ferrero-Castaneda, ESOL Instructor, ESOL Co-Chair
> Didem Ekici, ESOL Instructor, ESOL Co-Chair
> Amanda Price SLO Liaison

Data Analysis

> Data analysis occurs at the flex day meeting where all results are aggregated and discussed.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

> From previous assessments, we learned that we should change all SLO statements and SLO tests for effective and better fit to the current ILO's of CoA. The ESOL Department plans on analyzing the departmental SLO's to align with the college's ILO's.

Does your department participate in the assessment of multidisciplinary programs? If Yes, describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

> N/A

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

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

How does your department participate in assessing the Institutional Learning Outcomes (ILOs)? If your department has not participated, how will you plan to incorporate these outcomes within your department?

ESOL department plans on analyzing the SLOs to align with ILOs

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

The ESOL Department needs continued funding such as stipends for adjunct faculty to enter SLO data. Additionally, the department needs more curriculum training for our faculty.
A designated SLO liaison to offer support, training and guidance to faculty.

Course Completion
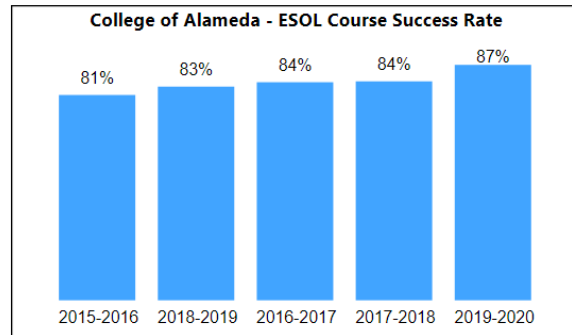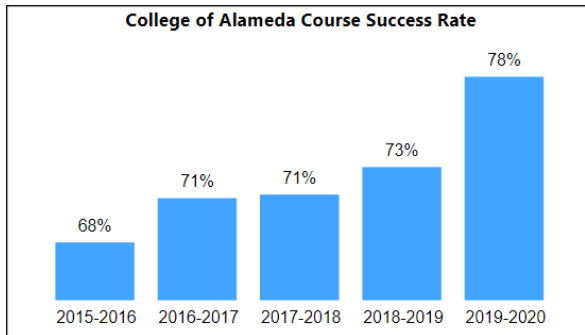
Consider your course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

Course Completion Dashboard link

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion of **67%**?

Over the last three years, the success rate of ESOL students was consistently higher than the college average. This can be attributed to various reasons such as smaller class size, interculturally competent faculty, and skill based formative assessments.

How do the department's Hybrid course completion rates compare to the college course completion standard? Use the course completion dashboard to disaggregate.

N/A

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

Prior to COVID 19, COA ESOL department did not offer any fully online or hybrid courses. Due to the pandemic, the department was forced to transition to online instruction in March 2020.

Are there substantial differences in course completion rates between courses taught during the day compared to evening course? If so, how does the discipline, department, or program address this?

As of 2019-2020 there has been a substantial decline in FTEF and productivity in the evening courses. Thus, the ESOL department no longer offers any evening classes

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

N/A

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?
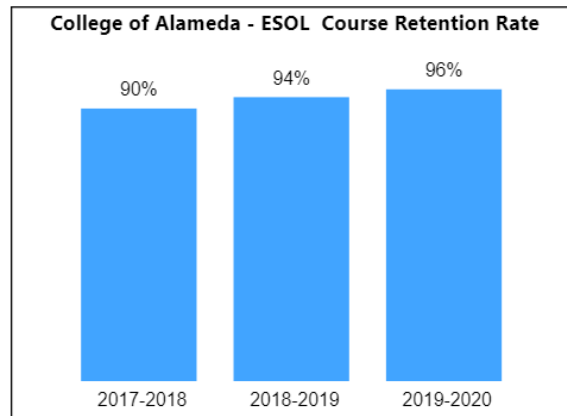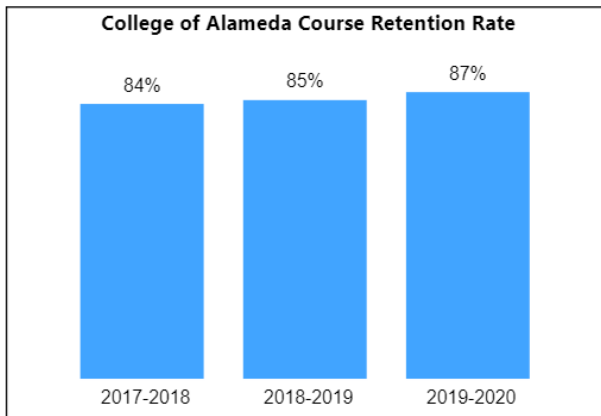
Over the past three years, ESOL student retention rate has been consistently higher than the college average. This can be attributed to various reasons such as smaller class size, interculturally competent faculty, and skill based formative assessments. In addition, faculty provide students with mid semester course progress reports and coordinate with counselors to advise students in selecting the appropriate course for the following semester.

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). When disaggregating course success rates, are there any groups whose course completion rate falls more than 3 percentage points below the discipline average? If so, identify them and explain what your department is doing to address the disproportionate impact for the group.

Note: The following tables reflected use 2018-19 program data to calculate DI. Groups with 10 students or less are excluded from the analysis.

Ethnicity and Gender

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
Asian - Female	465	429	92.3	15.16	-3.43
Asian - Male	175	145	82.9	0.03	-5.59
Black / African American - Female	51	42	82.4	-0.50	-10.35
Black / African American - Male	22	16	72.7	-11.31	-15.76
Hispanic / Latina - Female	225	164	72.9	-13.49	-4.93
Hispanic / Latino - Male	91	52	57.1	-27.74	-7.75
Unknown / NR - Female	22	16	72.7	-10.29	-15.76
White- Female	136	131	96.3	15.17	-6.34
White - Male	42	23	54.8	-26.39	-11.40

When we look at the course completion & retention rates of ESOL, we see that male students who identified themselves as Hispanic/Latino or White are below the average success rate which is 71%.

One of the ESOL part faculty member, Johanna Carranza worked in the HSI (Hispanic-Serving Institutions Grant) grant committee which aims to serve the needs of Hispanic/Latinx student population. ESOL department provided digital skills workshops for ESOL Hispanic students using some funding from this grant.

Students with Disabilities (DSPS), First Generation, Foster Youth, Low Income or Veterans

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
DSPS/SAS	28	12	42.9	-45.33	-12.29
First Gen	636	563	88.5	1.86	-2.58
Low Income	939	826	88.0	1.37	-2.12

According to the data presented in this table, it can be said that the success rate for students with disabilities in the ESOL program is below the average success rate (71%). ESOL department is working with DSPS personnel and the counselors to make the accommodations for the students with special needs.

Age Range

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
16-18	19	16	84.2	1.36	-16.94
19-24	251	201	80.1	-3.48	-4.66
25-29	203	156	76.8	-7.18	-5.18
30-34	239	210	87.9	6.15	-4.78
35-54	471	403	85.6	4.28	-3.40
55-64	65	55	84.6	1.84	-9.16
65 & Above	19	9	47.4	-36.05	-16.94

The "Age Range" table demonstrates that students who are 65 or above are way below the average success rate (71%). ESOL faculty are creating inclusive environment for students from diverse backgrounds to create a sense of belonging. Most of the faculty provide individual support for the elderly students during the office hours.

What has the discipline, department, or program done to improve course completion and retention rates?

The faculty collaborate to strategize instructional practices to improve course completion and retention rates. Faculty provide students with mid-semester course progress reports and coordinate with counselors to advise students in selecting the appropriate course for the following semester.

Degrees & Certificates Conferred

Academic Year	College	Subject	Description	Degree Type	Award Counts
2019-2020	Alameda	ESL	Bridge to Credit ESOL	Certificate of Competency	6
2019-2020	Alameda	ESL	ESOL Advanced	Certificate of Proficiency	7
2019-2020	Alameda	ESL	ESOL High Beginning	Certificate of Proficiency	5
2019-2020	Alameda	ESL	ESOL High Intermediate	Certificate of Proficiency	5
2019-2020	Alameda	ESL	ESOL Intermediate	Certificate of Proficiency	3

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

The ESOL Department has been very intentional and has optimized its schedule to ensure that students complete the program with the time allotted by AB 705. Our program does not offer any degrees, and we just started offering certificates for the students who complete three same level courses (e.g., three classes from Level 2) last semester. However, it will take at least 2-3 semesters to complete the sequence of level classes, so we don't have any data for the certification completion rates so far.

For more information on awards: **Degrees & Certificates Dashboard link**

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Over the next three years the ESOL department will attempt to increase the number of certificates awarded. But at the same time the department must focus on implementing AB705 which is a state mandate resulting in a total realignment of CoA's ESOL program.

Engagement

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.

PEAC – Peralta ESOL Advisory Committee: Christa Ferrero, Didem Ekici
COA SSI Committee – Christa Ferrero
AB705 District Committee – Brian Ng
COA OBT – On-Boarding Team Chair: Brian Ng
COA OBT – On-boarding Team members: Jenny Lemper, Didem Ekici, Johanna Carranza
District Distance Education Committee Chair: Didem Ekici
District Academic Affairs and Student Services Committee Member: Didem Ekici
District Technology Committee Member: Didem Ekici
Distance Education Coach for Faculty: Christa Ferrero, Didem Ekici, Johanna Carranza
Non-credit Planning Committee: Christa Ferrero, Amanda Price
March 2020 Flex Day Presentation: Didem Ekici
August 2020 Flex Day Presentation: Didem Ekici
October 2020 COA Flex Day Workshop: Emma Donnely & Johanna Carranza
January 2021 COA Flex Day Workshop: Jenny Lemper
January 2021 District Flex Day Workshop: Didem Ekici
Online Equity Trainer: Didem Ekici
HSI Grant Member– Johanna Carranza

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

Reading and Writing Support Courses
LRC Tutoring
Non-Credit Classes in collaboration with community partner Spanish Speaking Citizen Foundation
Non-Credit Community Partnerships with Spanish Speaking Citizen Foundation

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

Adjunct faculty members are encouraged to participate in departmental activities and training. They are encouraged to take on leadership roles in the department. Adjunct faculty have received stipends for AB705 planning committees and on-boarding.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost

Personnel: Classified Staff	Help with ESOL department projects, LRC coordination, ESOL web site maintenance and student OER resources, and to assist with other clerical duties for the department.			Need assistance from Dean or VPI
Personnel: Student Worker	Embedded tutors for new support courses and other courses in our department			Need assistance from Dean or VPI
Personnel: Part Time Faculty	A dedicated counselor (5-10 hours a week) focused on helping students in support classes that would result in more collaboration with student services for students required to take the support courses. Faculty to update ESOL Website			Need assistance from Dean or VPI
Personnel: Full Time Faculty	We are requesting two full-time faculty members. Currently we have one full-time faculty member to 10 adjuncts. We would like to replace one retiree and another full-time faculty member who transferred to another discipline. Currently, we offer 21 courses in our department. In order to fulfill chair work and department workload to better serve the department, the co-chair			Need assistance from Dean or VPI

	position is shared with an adjunct faculty member. Over the last three years, the demands and needs of the department, instructors, and students have increased because of AB705 state mandate. We have had to provide adjunct faculty with stipends to share the department workload with the one full-time faculty member to comply with AB705. Such projects have included developing the self-guided placement tool, updating the course outlines, recruitment and outreach, faculty training, and attending district wide committee meetings.			

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Faculty Stipends for SLO Training. Online Teaching Training Regional and State Conferences AB705 implementation Guided Pathways Developing non-credit courses to be offered	$3,000-$5,000
Professional Development: Personal/Individual PD needed	CATESOL Conferences	$1,000-$1,500

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Some instructional software tools for online classes are necessary for an effective online instruction. Some of them are Padlet, Canva, screencastomatic, adobe spark, English language apps that require subscription etc.	$500-$900
Supplies: Books, Magazines, and/or Periodicals	ESOL program needs some books and magazines written specifically for students who speak English as their additional language. For example, English to English dictionaries with visuals, bilingual books and dictionaries, English grammar books etc.	$300-$700
Supplies: Instructional Supplies	Face to Face Instruction: White board markers, easel board, sticky notes, pens, folders Remote Instruction: ear pods, headset, whiteboard, document scanner	$1,500-$2,000
Supplies: Non-Instructional Supplies	Copy paper, cartridge, printer hardware tools (mouse, keyboard, usb hub, speaker, flash drive etx.)	$1,500-$2,000
Supplies: Library Collections	CD and DVDs that include videos and audios to improve listening and speaking skills for language learners, story books in different proficiency levels (beginner, intermediate, upper intermediate, advanced), books for high stake exams like TOEFL, IELTS etc.	$700-$1,000

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	IPads (tablets) for faculty to use Notability and other applications for grading online writing assignments	$4,000-$5,000
Technology & Equipment: Replacement	Update laptops for ESOL faculty, (consider purchasing Mac Book Pros), printer/scanner for department	$5,000-$6,000

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	Smart classrooms that are conducive to ESOL teaching Document projector	$1,000-$2,000
Facilities: Offices	Dedicated office space is needed for adjunct faculty. Currently more than 10-part timers share one space. Copy machine and scanner in the office space.	$3,000-$5,000
Facilities: Labs	Dedicated space for ESOL Lab with ESOL software programs and tutors to assist ESOL students with assignments.	$3,000-$5,000
Facilities: Other	Dedicated Office Space with computers to develop an "ESOL Center" in which our students can receive help with on-boarding 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.	$3,000-$5,000

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials	ESOL English Dictionaries	$300-$500
Library: Library collections	ESOL Adapted short stories Digital instructional tools for computer-based listening and speaking	$200-$400

Resource Category	Description/Justification	Total Estimated Cost
Other	Funding for faculty to attend regional and state CATESOL conferences and to support professional development opportunities for faculty. Reimbursement for professional development classes.	$1,000-$2,000