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**College of Alameda**

2023-24 Program Review - English for Speakers of Other Languages

**Lead Author:**

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| Christa Ferrero-Castaneda & Didem Ekici |

**Program Overview**

Provide your program’s mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

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| |  | | --- | | 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.

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| |  | | --- | | Christa Ferrero-Castaneda- Department Co-chair/Full Time Faculty  Didem Ekici –Department Co-chair/Full time Faculty  Brian Ng- Part-time Faculty  Denise Urdang- Part-time Faculty  Jenny Lemper- Part-time Faculty  Johanna Esther Carranza- Part-time Faculty  Nora Mitchell- Part-time Faculty | |

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

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| To contribute to the college’s goal of going back to campus with the majority of classes, ESOL department started to offer more hybrid classes post-pandemic times. All ESOL in-person classes are taking place in the H-building classrooms.  ESOL classes do not have labs and most of the classes are taking place in "smart classroom' which have up-to-date technology, including access to internet. Also, Learning Resource Center (LRC) provides in-person English Language tutoring and workshops for ESOL students in the writing center. |

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.

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| **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. |
| Status: In-Progress or Complete? | In progress |
| Which college or district goal is aligned with your program goal? | 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. |

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| **Program Goal** | One of the goals of the program is to re-design the ESOL program and assessment process in order to comply with state mandate AB 705. AB 705 prevents the college from continuing to use the CELSA or any other standardized assessment in order to place ESOL students, so our department has formed an Onboarding Team in order to evaluate other assessment processes and pilot and validate a new system that was fully adopted in Fall 2020. This team has worked closely with the Peralta ESOL Advisory Committee (PEAC) in order to run pilots of a guided self-placement exam that aims to create a more equitable, accessible, and student-driven placement process. Additionally, we are working with PEAC to discuss district-wide adaptations to our program offerings that will beer-accommodate the 3-year meline that students with a stated goal of transfer have to complete pre-transfer level course. We have started implementing some changes including removing prerequisites of higher-level courses in our acceleration model, continuing to expand our non-credit program with mirror and support courses, and creating decision trees and other tools and protocols to support students in identifying the appropriate pathway for their chosen goal. |
| Status: In-Progress or Complete? | In-progress (*Note: The district is about to launch a district-wide guided self-placement tool. So, we hope that the implementation process will start soon*) |
| Which college or district goal is aligned with your program goal? | College Goal: Design organizational, committee, & governance structures to support student success  District Goal In-Progress Design organizational, committee, & governance structures to support student success Advance Student Access, Equity, and Success |

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| **Program Goal** | ESOL student population at COA is quite diverse, and therefore, the needs of students vary. To be able to meet the student needs and address different types of learning styles, we try to diversify the modality of our classes such as synchronous, asynchronous and hybrid. Our goal is to be able to provide options for students to be able to choose the modality each class, but specifically for lower-level classes. With the support of student services programs such as EOPS and SALAAM, we would like to expand the class offerings to be able to reach out to more students with different abilities. This will also allow us to reach out to community partners and provide different modalities in non-credit classes and recruit more students. We are hoping we will get more allocations in the upcoming years to be able to achieve this program goal. |
| Status: In-Progress or Complete? | In-progress |
| Which college or district goal is aligned with your program goal? | College goal: Increase community and educational partnerships  District goal: Engage and Leverage partners |

**Enrollment Trends**

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**[Enrollment Trends Dashboard link](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)**

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*

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| Data shows that between 2019 and 2022, there has been a tremendous decrease in the census enrollment and productivity. The negative impact of COVID 19 shows itself as a 30.5% decrease in the 2020-2021 years. This decrease continues with an additional 12.33% in the academic year of 2021-2022. On the other hand, in the 2022-2023 academic year, we observe a sharp increase (20.65%) in the census enrollment and productivity which means that the ESOL program is recovering from the negative impact of the pandemic. Also, we believe that offering non-credit (mirror) sections for each class has helped us increase the number of enrollments. |

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

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| **Multimodal Learning:** In the ESOL department, we use a variety of teaching materials and resources, including videos, audio recordings, images, and real-world objects. This appeals to different learning styles and helps reinforce language concepts.  **Hybrid Modality:** We provide students with resources and materials to study independently outside of class, reserving class time for active discussions, group work, and clarifying questions. This maximizes in-class interaction and application of language skills.  **Peer Work and Collaboration:** We encourage students to work together on projects, presentations, or assignments.  **Cultural Integration:** We integrate cultural components into lessons to help students understand the context and nuances of the language. This includes discussions about customs, traditions, and cultural differences.  **Gamification:** We use educational games and activities to make learning fun and engaging.  **Innovative Technology:** We incorporate technology tools and apps that support language learning. This includes language learning apps, online dictionaries, and some online resources. |

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?

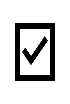
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| **ESOL Orientation:** We provide information about the various types of modalities during the ESOL student orientation at the beginning of each semester. We describe each modality and provide examples.  **Faculty Collaboration:** We encourage collaboration among faculty members across different delivery methods. In our department meetings, we share the best practices and experiences and try to look into the challenges.  **Assessment of SLOs:** We assess the student learning outcomes for each course regularly no matter what the delivery method is.  **Course Objectives:** Each course outline has clear and measurable learning objectives regardless of the modality they are offered in. These objectives are consistent across all course modalities ensuring that students achieve the same outcomes regardless of how the content is delivered. |

**Curriculum**

Have all your course outlines of record in CurriQunet been reviewed within the past three years?

[](https://peralta.curricunet.com/)

**https://peralta.curricunet.com/**

Yes ☐ No, please explain:

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Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, state-wide transfer model curriculum).

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| We have just recently updated the prerequisites and course descriptions to align with all sister colleges. PEAC (Peralta ESOL Advisory Committee) made some decisions to change some of the course description and prerequisites in consultation with the curriculum committee. Each college worked on these changes in 2021-2022 academic year. Also, the courses that are not being offered anymore have been deactivated in Spring 2023. Therefore, we are not planning to make any additional changes in the Curriqunet. |

How is your program meeting the needs of students, and/or articulation with four-year institutions?

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| **Non-credit Classes (Affordability):** Non-credit classes are more affordable than credit courses. They offer a cost-effective way for students to gain new skills, learn English, and prepare them for their majors without the financial burden of college tuition. In our program, we have a non-credit section for each of the course which makes our classes more affordable and accessible for all students.  **Student Services Partnership:** ESOL department partners with student services to ensure that learners receive comprehensive support to excel academically and adapt to their new learning environment. For example, our partnership with LRC gives students a chance to take 1:1 tutoring classes when they need help with their assignments or practicing the language skills.  **Flexible Scheduling:** Flexible scheduling is a crucial component of meeting the needs of ESOL students considering they may have work, family, or other commitments. We offer various modalities such as asynchronous, synchronous and hybrid classes. If we have more allocations, our goal is to provide flexible scheduling during the evenings and weekends as well. |

**Student Learning Outcomes Assessment**

List your Student Learning Outcomes

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| ESOL 052 SLO1 - Write clear and effective, well-organized, well developed, well-edited, and logically sound sentences,  paragraphs, and essays, citing sources appropriately.  ESOL 052 SLO2 - Apply active reading strategies in order to partially comprehend, critically analyze, and explain ideas in  college level texts.  ESOL 052 SLO3 - Participate in campus and classroom culture at a level approaching that required for success as a college  freshman.  ESOL 251A SLO1 - Satisfy high beginning ESL standards for clear and effective, well organized, well developed, well edited, and  logically sound sentences and paragraphs  ESOL 251A SLO2 - Apply active reading strategies in order to partially comprehend, critically analyze, and explain ideas in high beginning ESL texts.  ESOL 251A SLO3 - Participate in campus and classroom culture at a level approaching that required for success as a high beginning ESL student.  ESOL 251B SLO1 - Satisfy low intermediate ESL standards for clear and effective, well organized, well developed, well edited,  and logically sound sentences and paragraphs.  ESOL 251B SLO2 - Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in low intermediate ESL texts.  ESOL 251B SLO3 - Participate in campus and classroom culture at a level required for success as a low intermediate ESL student  ESOL 252A SLO1 - Write well-organized, well developed, well edited, and logically sound sentences, paragraphs, and essays, and appropriate citation of sources.  ESOL 252B SLO2 - Apply active reading strategies in order to partially comprehend, critically analyze, and explain ideas in intermediate ESL texts.  SLO3 - Participate in campus and classroom culture at a level approaching that required for success as an intermediate ESL student.  ESOL 253 SLO1 - Write clear and effective, well-organized, well developed, well edited, and logically sound sentences,  paragraphs, and essays, and appropriate citation of sources.  ESOL 253(A) SLO2 - Apply active reading strategies in order to partially comprehend, critically analyze, and explain ideas in high  intermediate ESL texts.  ESOL 253(B) SLO3 - Participate in campus and classroom culture at a level approaching that required for success as a high  intermediate ESOL student.  ESOL 261A SLO1 - Express ideas fluently, accurately, and appropriately in spoken American English.  ESOL 261B SLO2 - Comprehend and respond appropriately to spoken American English.  SLO3 - Demonstrate knowledge of and use American cultural conventions in oral communications.  ESOL 262A SLO1 - Express ideas fluently, accurately, and appropriately in spoken American English.  ESOL 262B SLO2 - Comprehend and respond appropriately to spoken American English.  SLO3 - Demonstrate knowledge of and use American cultural conventions in oral communications.  ESOL 263A SLO1 - Express ideas fluently, accurately, and appropriately in spoken American English.  ESOL 263B SLO2 - Comprehend and respond appropriately to spoken American English.  SLO3 - Demonstrate knowledge of and use American cultural conventions in oral communications.  ESOL 267 SLO1 - Use the sound system of American English to understand and accurately and effectively express ideas in oral communication.  ESOL 268 SLO1 - Use the sound system of American English to understand and accurately and effectively express ideas in oral  communication.  ESOL 271A SLO1 - Demonstrate accurate aural comprehension of high beginning English grammatical structures.  ESOL 271B SLO2 - Demonstrate accurate reading comprehension of high beginning English grammatical structures.  SLO3 - Use high beginning English grammatical structures to accurately and effectively express ideas at the  sentence level.  ESOL 272A SLO1 - Demonstrate accurate aural comprehension of intermediate English grammatical structures.  ESOL 272B SLO2 - Demonstrate accurate reading comprehension of intermediate English grammatical structures.  SLO3 - Use intermediate English grammatical structures to accurately and effectively express ideas in sustained  written discourse.  ESOL 273A SLO1 - Demonstrate accurate aural comprehension of high intermediate English grammatical structures.  ESOL 273B SLO2 - Demonstrate accurate reading comprehension of high intermediate English grammatical structures.  SLO3 - Use low advanced English grammatical structures to accurately and effectively express ideas at the sentence level.  ESOL 274A SLO1 - Demonstrate accurate aural comprehension of high advanced English grammatical structures.  ESOL 274B SLO2 - Demonstrate accurate reading comprehension of high advanced English grammatical structures.  SLO3 - Use high advanced English grammatical structures to accurately and effectively express ideas at the  sentence level.  ESOL 288 SLO1 - Participate in formal and informal conversations in English.  ESOL 288 SLO2 - Adapt communication to specific social and work place settings.  ESOL 288 SLO3 - Listen and respond appropriately to oral inquiries.  ESOL 289 SLO1 - Participate in formal and informal conversations in English.  ESOL 289 SLO2 - Adapt communication to specific social and work place settings.  ESOL 289 SLO3 - Listen and respond appropriately to oral inquiries.  ESOL 511 SLO1 - Satisfy low intermediate ESL standards for clear and effective, well organized, well developed, well edited,  and logically sound sentences and paragraphs.  ESOL 511 SLO2 - Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in low  intermediate ESL texts.  ESOL 511 SLO3 - Participate in campus and classroom culture at a level required for success as a low intermediate ESL student  ESOL 512 SLO1 - Write well-organized, well developed, well edited, and logically sound sentences, paragraphs, and essays,  and appropriate citation of sources.  ESOL 512 SLO2 - Apply active reading strategies in order to partially comprehend, critically analyze, and explain ideas in  intermediate ESL texts.  ESOL 512 SLO3 - Participate in campus and classroom culture at a level approaching that required for success as an  intermediate ESL student.  ESOL 513 SLO1 - Write clear and effective, well-organized, well developed, well edited, and logically sound sentences, paragraphs, and essays, and appropriate citation of sources.  ESOL 513 SLO2 - Apply active reading strategies in order to partially comprehend, critically analyze, and explain ideas in high  intermediate ESL texts.  ESOL 513 SLO3 - Participate in campus and classroom culture at a level approaching that required for success as a high  intermediate ESL student.  ESOL 552 SLO1 - Satisfy to a limited extent college freshman standards for clear, effective, well-organized, well developed,  well edited, and logically sound sentences, paragraphs, and essays, and appropriate citation of sources.  ESOL 552 SLO2 - Apply active reading strategies in order to partially comprehend, critically analyze, and explain ideas in college level texts.  ESOL 552 SLO3 - Participate in campus and classroom culture at a level approaching that required for success as a college freshman.  ESOL 561 SLO1 - Express ideas fluently, accurately, and appropriately in spoken American English.  ESOL 561 SLO2 - Comprehend and respond appropriately to spoken American English.  ESOL 561 SLO3 - Demonstrate knowledge of and use American cultural conventions in oral communications.  ESOL 562 SLO1 - Express ideas fluently, accurately, and appropriately in spoken American English.  ESOL 562 SLO2 - Comprehend and respond appropriately to spoken American English.  ESOL 562 SLO3 - Demonstrate knowledge of and use American cultural conventions in oral communications.  ESOL 563 SLO1 - Express ideas fluently, accurately, and appropriately in spoken American English.  ESOL 563 SLO2 - Comprehend and respond appropriately to spoken American English.  ESOL 563 SLO3 - Demonstrate knowledge of and use American cultural conventions in oral communications.  ESOL 571 SLO1 - Demonstrate accurate aural comprehension of high beginning English grammatical structures.  ESOL 571 SLO2 - Demonstrate accurate reading comprehension of high beginning English grammatical structures.  ESOL 571 SLO3 - Use high beginning English grammatical structures to accurately and effectively express ideas at the  sentence level.  ESOL 572 SLO1 - Demonstrate accurate aural comprehension of intermediate English grammatical structures.  ESOL 572 SLO2 - Demonstrate accurate reading comprehension of intermediate English grammatical structures.  ESOL 572 SLO3 - Use intermediate English grammatical structures to accurately and effectively express ideas in sustained written discourse.  ESOL 573 SLO1 - Demonstrate accurate aural comprehension of high intermediate English grammatical structures.  ESOL 573 SLO2 - Demonstrate accurate reading comprehension of high intermediate English grammatical structures.  ESOL 573 SLO3 - Use low advanced English grammatical structures to accurately and effectively express ideas at the sentence  level.  ESOL 574 SLO1 - Demonstrate accurate aural comprehension of high advanced English grammatical structures.  SLO2 - Demonstrate accurate reading comprehension of high advanced English grammatical structures.  SLO3 - Use high advanced English grammatical structures to accurately and effectively express ideas at the  sentence level.  SLO assessments not matching to active courses  ESOL 50A  ESOL 50B |

Please provide a high-level summary and your program’s interpretation of your SLO findings over the past year.

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| Looking at the SLO assessments of our ESOL classes, we can report that over 90% of the student learning outcomes have been achieved. This data shows that course content, materials, and objectives are appropriate to help student meet the expected learning outcomes by the end of the semester. It indicates that the vast majority of students have acquired the knowledge, skills, and competencies that the student learning outcomes target. |

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

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| Achieving a high success rate in meeting students' learning outcomes for ESOL courses is a remarkable accomplishment. It signifies that the course design, teaching methods, and assessment strategies have been highly effective in aligning with the academic goals set for the students. One of the reasons of this success is the collaboration among the ESOL department chairs among all sister colleges through PEAC committee. |

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 Learning Outcomes (PLOs) have been assessed for that program)

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| 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. According to our plan, every fall semester, Reading & Writing and Listening & Speaking classes are being assessed. Likewise, every Spring semester, Grammar and Elective course SLOs are being assessed. You can see the three-year SLO assessment schedule below:  A screenshot of a spreadsheet  Description automatically generated |

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

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| The ESOL department plans on analyzing the SLOs to align with ILOs. We will work with the assessment coordinator to develop a detailed plan to access the college ILO’s. |

**Course Completion**

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| **Alameda** | **Total Graded** | **Course Completions** | **Course Completion Success Rate** |
| **2023** | **264** | **174** | **66%** |
| **ESOL** |  |  |  |
| Hybrid | 58 | 38 | 66% |
| Online | 206 | 136 | 66% |
| **2022** | **530** | **390** | **74%** |
| **ESOL** |  |  |  |
| Hybrid | 30 | 20 | 67% |
| In-Person | 11 | 11 | 100% |
| Online | 489 | 359 | 73% |
| **2021** | **780** | **647** | **83%** |
| **ESOL** |  |  |  |
| In-Person | 7 | 7 | 100% |
| Online | 773 | 640 | 83% |
| **2020** | **820** | **683** | **83%** |
| **ESOL** |  |  |  |
| In-Person | 820 | 683 | 83% |
| **2019** | **1130** | **913** | **81%** |
| **ESOL** |  |  |  |
| In-Person | 1130 | 913 | 81% |

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

[**Course Completion Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)

How does the course completion rate for your program or discipline compared to your college's Institution-Set Standard for course completion of 72%and the stretch goal of 78%?

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| In 2019 – 2022 the percentage of completion in the ESOL Department is within the target of 72% - 78%. However, it 2023 there was a decline in the course completion rate where this could potentially be attributed to a decline in student enrollment. |

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?

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| The course completion for face to face courses is higher than distance education classes. However, the department in an effort to capture student enrollment is offering courses in modalities that fit student demand. Those modalities have been online and hybrid. Due to a reduction in FTEF, the department can only offer one section of each course and limited elective courses. |

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

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| N/A |

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| **Alameda** | **Census Enrollment** | **Total Retained** | **Course Retention Rate** |
| **2023** | **312** | **249** | **80%** |
| **ESOL** |  |  |  |
| Hybrid | 74 | 52 | 70% |
| Online | 238 | 197 | 83% |
| **2022** | **646** | **487** | **75%** |
| **ESOL** |  |  |  |
| Hybrid | 40 | 29 | 73% |
| In-Person | 11 | 11 | 100% |
| Online | 595 | 447 | 75% |
| **2021** | **869** | **718** | **83%** |
| **ESOL** |  |  |  |
| In-Person | 7 | 7 | 100% |
| Online | 862 | 711 | 82% |
| **2020** | **1248** | **780** | **63%** |
| **ESOL** |  |  |  |
| In-Person | 1248 | 780 | 63% |
| **2019** | **1275** | **1050** | **82%** |
| **ESOL** |  |  |  |
| In-Person | 1275 | 1050 | 82% |

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?

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| 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, intercultural 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). Using the percentage point gap method to identify DI, subgroups whose course completion rate falls more than -3 percentage points below the All-Students success rate are highlighted red. The Margin of Error value (MOE) is used to determine the presence of DI using the Point Gap Method. Values lower than the corresponding MOE are reflective of disproportionate impact (i.e., pink highlighted cells). Groups with 10 students or less are excluded from the analysis.

DATA TBD

What can your discipline, department, or program do to improve course completion for disproportionate impacted groups?

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| The ESOL department strives to achieve College of Alameda’s goal of creating an inclusive environment where all students can thrive and meet their education and career goals.  The data shows that the disproportionate groups are Latinx, males, African-Americans, and two or more nationalities.  Our department can help improve course completion for disproportionate groups by continuing to provide digital skills workshops for ESOL students. Workshops are aimed at helping our students navigate Canvas effectively. Some of the workshops cover the following topics: navigating the Canvas interface, submitting assignments, interacting with course content, participating in discussions, accessing grades and feedback, utilizing Canvas mobile apps, troubleshooting common issues  Additionally, the department works closely with the college’s Learning Resource Center offering tutoring services online and in-person. Other tutoring services include individual and group tutoring. Some courses provide an embedded tutor to assist students in the classroom.  The ESOL faculty collaborates to strategize instructional practices to improve course completion and retention rates. ESOL Faculty provide students with mid-semester course progress reports.  All of these services are provided in hopes of increasing student success and retention. |

**Degrees & Certificates Conferred**

Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement.**

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

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| The ESOL Department has offered the required courses to align with the AB705 mandate that went into effect fall 2019. The 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. It takes students at least two to three semesters to complete the sequence. |

For more information on awards: [**Degrees & Certificates Dashboard link**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)

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?

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| ESOL department will continue in its efforts to increase the number of certificates awarded. However, at the same time the department must focus on implementing AB705 which is a state mandate resulting in a total realignment of College of Alameda’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.

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| PEAC – Peralta ESOL Advisory Committee: Christa Ferrero-Castaneda, Didem Ekici  Guided Pathways – Didem Ekici  Peralta Professional Development Presentations – Didem Ekici  Guided Self-Placement Tool – Christa Ferrero-Castaneda & Didem Ekici |

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

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| College of Alameda Learning Resource Center  Unfortunately, the COVID pandemic in 2020 had a negative impact on community partnerships. |

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

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| Adjunct faculty members are encouraged to attend monthly department meetings. There are allowed to have a say in departmental issues and their feedback is taken into account. Adjunct faculty participate in departmental activities and training. They are encouraged to take on leadership roles in the department. |

**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.

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Personnel: Classified Staff | Help with ESOL department projects, LRC coordination 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 ESOL non-credit and credit students with on-boarding and helping them with the services they need on campus.  ESOL Coach to help student with on boarding and Self-Guided Placement. | Need assistance  from Dean  or VPI |
| Personnel: Full Time Faculty | We are requesting one full-time faculty member. Historically, the department has always had three full timers. We lost one full timer to retirement and another full-time faculty member transferred to another department. Additionally, there was another full timer who split her time between ESOL and another discipline.  Currently, the department only has two full timers so we would like to restore it to what it was prior.  Over the last three years, the demands and needs of the department,  instructors, and students have increased because of AB705 state mandate and Guided Self-Placement. Additionally, we have expanded our program and now offer both non-credit (mirror) and credit classes. Due to offering non-credit courses, there has been an increase in enrollment. A full-time faculty member is needed to dedicate their time to non-credit courses, student recruitment, and curriculum development to better serve this student population. |  |

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| **Resource Category** | **Description/Justification** | **Total Estimated Cost** |
| Professional Development: Department wide PD needed | Regional and State Conferences  Guided Pathways | $3,000 |
| Professional Development: Personal/Individual PD needed | CATESOL Conferences | $1,000-  $1,500 |
| 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  RemoteInstruction: ear pods, headset, whiteboard, | $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 |
| Technology & Equipment | IPads (tablets) for faculty to use Notability and other applications for grading online writing assignment | $4,000-  $5,000 |
| Library: Library materials/collections | ESOL English Dictionaries, ESOL Adapted short stories Digital instructional tools for computer-based listening and speaking | $300-$500 |
| Facilities: Classrooms/Labs | Dedicated space for ESOL Lab with ESOL software  programs and tutors to assist ESOL students with  assignments. | $3,000-$5,000 |
| Facilities: Offices | Dedicated Office Space with computers to develop an “ESOL Center” in which our students can receive help with on-boarding. 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 |
| Other |  |  |