Welcome to Program Review

College of Alameda - 2019

ESOL - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

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 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.

Program Total Faculty and/or Staff

Full Time

Christa Ferrero-Castaneda

Part Time

Amanda Price
Brian Ng
Jennifer Lemper
Emma Donnelly
Yi Guan
Denise Urdang
Johanna Carranza
Anna Rodas
Nora Mitchell
Kevin Zaragoza
Didem Ekici
Andrea Safir
George Irving

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

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 most important goal for the coming year is to re-design the ESOL program and assessment process in order to comply with state mandate AB 705 by the Fall 2020 deadline. 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 to be fully adopted in Fall 2020. This team will be working 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 better-accommodate the 3-year timeline that students with a stated goal of transfer have to complete pre-transfer level course. These changes may include removing â€œBâ€ sections 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. This work parallels some of the goals of Guided Pathways, in which several of our part-time instructors have been active participants. Currently, all of the projects associated with AB 705 rely on part-time instructors as our one full-time instructor is overloaded with her teaching schedule and chair responsibilities. If any of these instructors do not continue at COA in the coming semester, the department will not be able to meet its goals for AB 705 implementation.

Status	If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
In-Progress	

Status

In-Progress

College Goal

Design organizational, committee, & governance structures to support student success

District Goal

Advance Student Access, Equity, and Success

The biggest achievement of the 2018-2019 academic year was that our department successfully piloted and implemented the first non-credit program at COA. We aspire to expand the program and sustain the relationships that we have formed with our community partners in the coming year. As of Fall 2019, we currently offer six sections of non-credit ESOL total: five sections taught at two community partner sites in the Fruitvale District of Oakland â€" one section at Las Casas English as a Second Language and four sections over two terms at Spanish Speaking Citizens Foundation â€" in addition to one evening section offered on-site at the college. This program has made an impact on equity as it brought free, repeatable classes to the community where there were previously no college course offerings. As the work that weâ€™ve done with non-credit aligns so closely with the collegeâ€™s goals of increasing community and educational partnerships as well as advancing student success and equity, we are confident that we can continue to lead the college in non-credit course development, instruction, and implementation. In Fall 2019, our program has sustained that growth with 6 sections serving 161 students, issued six non-credit certificates of competency in Fall 2019 and hopes to issue many more as our program grows. It is worth noting that while the program continues to grow and instructors have been paid to meet monthly to develop infrastructure during the pilot, there is currently no one designated to oversee the non-credit program. In order to sustain the program, we need a faculty member to be paid to continue to coordinate with the off-site partners, meet with PEAC to align non-credit curriculum, and advise the district about non-credit protocols, and support non-credit instructors. Amanda Price is currently being paid for this work as an ESOL Non-Credit Coordinator at Laney College, but no such position currently exists at College of Alameda.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Increase community and educational partnerships

District Goal

Engage and Leverage Partners

In addition to the relationships that we have developed with the aforementioned community-based organizations, our department piloted two classes at Alameda Adult School in Spring 2018 and Spring 2019 that stemmed from a relationship formed in 2016 with our region's consortia. We have worked closely with our partners to develop classes based on perceived regional need, and so we have offered a contract education Reading and Writing 3 course to adult school students for credit in addition to an LRNRE Transition to Community College non-credit course that supported students in their goal of entering the Peralta college system. This relationship has been fostered by two part-time instructors, Brian Ng and Amanda Price, who have worked closely with Alameda Adult School in Adult Education Block Grant projects and who piloted the courses taught at their site. In Fall 2019, these instructors have presented about their collaborations with the adult school at two state conferences, CATESOL and the CAEP Summit, and demonstrated how their department has met the college's stated goal of strengthening accountability, innovation, and collaboration in addition to engaging and leveraging partners.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Increase community and educational partnerships

District Goal

Engage and Leverage Partners

Our program has also met its goals to increase student access to college courses and promote student success via curricular changes. In the 18-19 year, we created 10 non-credit mirror courses of our core curriculum for students who are interested in the academic English pathway but face financial barriers. These courses have four corresponding non-credit certificate of competency that promote student equity and success. We also created four credit certificates of proficiency as milestones to motivate our credit students and have another variable to measure their success. These curricular changes were also completed by part-time instructors.

Status

Completed

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Advance CoA teaching and learning

District Goal

Advance Student Access, Equity, and Success

Additionally, in the coming year our program aims to expand its distance education offerings to meet the college's goal of advancing COA teaching and learning via DE solutions. The department has received requests from the District International Office to partner with schools in South Korea and other countries, but our course outlines of record do not currently allow for us to teach online. We have identified one part-time instructor to add DE addendums to the course outlines of record so that we can begin to offer hybrid and online options of our courses and another to create online teaching materials for faculty to use to help ESOL students use Canvas and other online learning systems.

Status

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

  In-Progress

College Goal

  Advance CoA teaching and learning

District Goal

  Advance Student Access, Equity, and Success

Finally, we plan to develop and implement faculty led support courses in a future designated ESOL Center. It is our hope that these support courses will help lead to better student success in our discrete levels ESOL program. The support courses will address concerns with reading, writing, grammar, listening, and speaking at various levels of ESOL competency. In accordance with AB705, we are obligated to provide additional support to ESOL students to decrease the time required to transfer and complete CTE certificate programs and increase student throughput to UC/CSU transfer level courses. The support courses will attempt address gaps and obstacles our ESOL students currently face. This implementation requires a designated space where ESOL students will feel welcome and supported. The space should have technology to facilitate instruction in ESOL as well as digital literacy. The space should be large enough to accommodate all student activities including ESOL student clubs, ESOL certificate completion ceremonies, and faculty led workshops.

Status

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

  In-Progress

College Goal

  Increase retention and persistence rates

District Goal

  Advance Student Access, Equity, and Success

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

The sole full timer in the department occupies an office in C205. C207 is the space where adjunct faculty hold office hours. However, this space is often reserved by other faculty members from other departments. Another office is used by the department to store supplies and materials. This space also allows adjunct faculty to meet with students privately if needed. This indicates a need for more facility space for our part time faculty.

We regularly use space in the LRC on the second floor of the library. There is a Writing Center in our library where ESOL students can receive tutoring. The department also regularly hosts study groups and workshops in writing center with embedded lab tutors. Canvas Orientation workshops are hosted in the open lab or writing center. Tutor-led study groups and individual tutoring also take place in the LRC.

In order to meet the needs of AB705 the ESOL department would like to use the requested designated space for ESOL students so more workshops can be offered. We will need this space for a new on-boarding center to accommodate the removal of the traditional assessment process mandated by AB705. To meet the need of increased support for ESOL students, we are requesting a space for faculty led workshops and office hours where students can drop in for support.
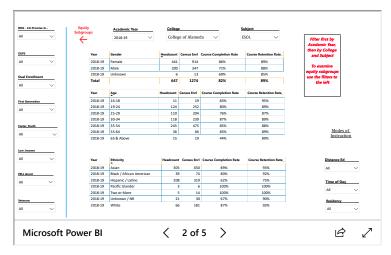
Ideally, the space will need a sufficient amount of computers to serve the number of students that will be utilizing the lab. We are estimating that up to 35 students would attend either faculty led workshops or the on-boarding process.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject

Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Our program served 1274 students total in the 18-19 academic year. Of those students, the majority were in the 35-54 age group, and 73% were designated as low-income. The program serves a diverse group of students, over 50% of which are Asian and 20% Latinx, but we anticipate an increase in the Latinx student population based on our new partnerships with Spanish Speaking Citizen's Foundation and Las Casas ESL in the Fruitvale District. Our program's retention and completion rates were the same as those of the entire college, 89% and 82% respectively.

Currently, even though one fifth of our students are Latinx, our retention and completion rates for that population is markedly lower than other student groups. We believe this data may be skewed due to our new non-credit program, whose population is primarily Latinx adults with limited access to education in their countries and which was written to support students with emerging levels of English, and offering off-site classes in which students are able to come and go more freely than if they are committed to attending classes on campus. However, we are hopeful that with the college's new Hispanic Serving Institute grant, our program will be able to better-serve this community and address this performance gap more proactively.

We have been proactive about addressing other performance gaps. For example, there was a trend of lower (below 70%) completion and retention rates in evening sections of ESOL. In response to this data, we will not be offering evening sections in Spring 2020 in order to re-build our day program and strategize our course schedule with other campuses. Also, the completion rate for students who are 65+ years of age was 44%. In order to support older community learners who are either not appropriate for or not interested in the academic pathway, we have created non-credit mirror courses so that those students may continue to study in non-graded, repeatable classes. Non-credit mirror courses also serve the 73% of low-income students as the classes are free for students.

Currently, we are unable to disaggregate non-credit students in the BI tool. However, based on our enrollment number, we served 61 students over two sections at off-site partners Las Casas and Spanish Speaking Citizen's Foundation in our Fall 2018 pilot semester. When we expanded our course offerings in Spring 2019 and added a section at Alameda Adult School, we offered 6 sections and served 164 students total. We have sustained these numbers in the Fall 2019 semester.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Our department is currently up-to-date in entering SLOs in Curricunet Meta for the 18-19 academic year and has a three-year plan for assessment up through 2022.

Describe the outcomes and accomplishments from previous yearâ€™s funded resource allocation request.

Brief description of funded request	Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions　　　Improvement Action

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Create DE addendums	Currently, ESOL CORs do not allow for hybrid or online instruction. In order to offer distance education options, which would reflect the collegeâ€™s goal of advancing DE solutions and allow the department to collaborate with international partners, course outlines must be updated. As we only have one full-time instructor who is also a chair, we ask that a part-time instructor be paid to do this work.	â€Ž5â€Ž/â€Ž1â€Ž/â€Ž2020	Nora Mitchell

Resource Request

Personnel　　　Full-time Faculty

% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
	3 positions:		

1 position to replace retired Dr. Popal and 1 position to replace the vacancy left by Stefanie Ulrey when she transferred to the English Department. Both of these positions will support credit ESOL;

1 new position to oversee and coordinate the non-credit ESOL program

In Fall 2019, our program has sustained that growth with 6 sections serving 161 students, issued six non-credit certificates of competency in Fall 2019 and hopes to issue many more as our program grows. It is worth noting that while the program continues to grow and instructors have been paid to meet monthly to develop infrastructure during the pilot, there is currently no one designated to oversee the non-credit program. In order to sustain the program, we need a faculty member to be paid to continue to coordinate with the off-site partners, meet with PEAC to align non-credit curriculum, and advise the district about non-credit protocols, and support non-credit instructors.

The department has been relying on part-timers for SLO assessment, program development, curriculum development duties. Need full-timers to have sustainable overseers for new and existing programs

Total Costs

Resource Request

Personnel   Full-time Faculty

% Time   Description/Justification   Estimated Annual Salary Costs   Estimated Annual Benefits Costs
.5   Currently there is only one full-timer in the
                                department. In order to be AB705 compliant by Fall
                                2020, there needs to be increased release time from 3
                                units to 6 units for chair responsibilities (to be
                                equitable with chairs in other disciplines) to lead with
                                the restructuring of the department in preparation for
                                implementation for AB 705 by Fall 2020 deadline which
                                is mandated by the state.

                                Part of this release time will include the development
                                and implementation of support courses and
                                collaboration with sister colleges to be AB705
                                compliant.

Total Costs

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Revise non-credit course outlines	The ESOL department piloted its non-credit Bridge to Credit ESOL sequence in the 18-19 academic year. This program is among the first non-credit programs at COA and the students who earned their certificates in Fall 19 were the first students at COA to earn non-credit certificates. Now that the full sequence has been taught once at several community partner sites, the department would like to make changes to the CORs that better reflect the student population that is being served by the courses. This is part of a district-wide effort to make sure the new Bridge to Credit ESOL sequence is relevant, accessible, and responsive to real community need. As we only have one full-time instructor who is also a chair, we ask that a part-time instructor be paid to do this work.	â€Ž1â€Ž/â€Ž21â€Ž/â€Ž2020	Stipened part-time instructor

Resource Request

Facilities   Labs

Description/Justification   Estimated Cost
Dedicated space for onboarding students, providing an orientation, and guiding students through an online-self placement tool

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Develop non-credit mirrors of the core credit ESOL cour…	As part of its mission to increase accessibility to college and promote student equity, the ESOL department would like to offer non-credit mirrors of its core program. This would allow students who are on a transfer pathway to take their ESOL classes for free before paying for transfer-level courses, provides an option for undocumented students who otherwise face the financial barrier of paying out-of-state tuition to take credit courses, and gives the option of repeatability for students who need more than one semester to learn the competencies of a course. Additionally, the department may reduce credit course offerings in light of AB 705, and non-credit mirrors give students the opportunity to continue study without being penalized by the three-year timeline before transfer. As we only have one full-time instructor who is also a chair, we ask that a part-time instructor be paid to do this work.	â€Ž1â€Ž/â€Ž21â€Ž/â€Ž2020	Stipened part-time instructor

Resource Request

Facilities	Offices

Description/Justification	Estimated Cost
Designated ESOL department space to house ESOL library and recruiting and outreach materials; create centralized gathering space for ESOL assessment and guided self-placement for placement needs = ESOL Center	
Workplace for adjunct ESOL instructors with lockers or cubbies	

Resource Request

Professional Development	Department-wide PD needed

Description/Justification

Estimated Cost

All faculty in the department would benefit from staying up-to-date on changes in AB 705, guidelines from the state, and developing and teaching non-credit courses as the non-credit program continues to grow. Faculty would also benefit from learning about best practices to promote equity and support student success. Possible conferences include:
CATESOL
ASCCC Career and Non-Credit Institute
Strengthening Student Success
3CSN Conferences

Improvement Action

Action Item	Description	To be completed By	Responsible Person

Resource Request

Choose an Option

Resource Request Summary

Total Cost: $0
Total Resource Request: 5

Program Update
Personnel

Type	% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Costs

Full-time Faculty		3 positions: 1 position to replace retired Dr. Popal and 1 position to replace the vacancy left by Stefanie Ulrey when she transferred to the English Department. Both of these positions will support credit ESOL; 1 new position to oversee and coordinate the non-credit ESOL program In Fall 2019, our program has sustained that growth with 6 sections serving 161 students, issued six non-credit certificates of competency in Fall 2019 and hopes to issue many more as our program grows. It is worth noting that while the program continues to grow and instructors have been paid to meet monthly to develop infrastructure during the pilot, there is currently no one designated to oversee the non-credit program. In order to sustain the program, we need a faculty member to be paid to continue to coordinate with the off-site partners, meet with PEAC to align non-credit curriculum, and advise the district about non-credit protocols, and support non-credit instructors. The department has been relying on part-timers for SLO assessment, program development, curriculum development duties. Need full-timers to have sustainable overseers for new and existing programs
Full-time Faculty	.5	Currently there is only one full-timer in the department. In order to be AB705 compliant by Fall 2020, there needs to be increased release time from 3 units to 6 units for chair responsibilities (to be equitable with chairs in other disciplines) to lead with the restructuring of the department in preparation for implementation for AB 705 by Fall 2020 deadline which is mandated by the state. Part of this release time will include the development and implementation of support courses and collaboration with sister colleges to be AB705 compliant.

Sub-Total: $0

Professional Development

Type	Description/Justification	Estimated Cost
Department-wide PD needed	All faculty in the department would benefit from staying up-to-date on changes in AB 705, guidelines from the state, and developing and teaching non-credit courses as the non-credit program continues to grow. Faculty would also benefit from learning about best practices to promote equity and support student success. Possible conferences include: CATESOL ASCCC Career and Non-Credit Institute Strengthening Student Success 3CSN Conferences	

Sub-Total: $0

Technology and Equipment
　No Resources found for this category

Supplies
No Resources found for this category

Facilities

Type	Description/Justification	Estimated Cost
Labs	Dedicated space for onboarding students, providing an orientation, and guiding students through an online-self placement tool	
Offices	Designated ESOL department space to house ESOL library and recruiting and outreach materials; create centralized gathering space for ESOL assessment and guided self-placement for placement needs = ESOL Center Workplace for adjunct ESOL instructors with lockers or cubbies	

Sub-Total: $0

Library
　No Resources found for this category

Other
　No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Christa Ferrero-Castaneda
Amanda Price
Brian Ng

Please enter the name of the person submitting this program review.

Christa Ferrero-Castaneda