2018-19 Annual Program Update

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

> The ESOL (English for Speakers of Other Languages) Department at Laney College provides the foundation skills in English for a large percentage of our community, addressing the needs of immigrants who live in the Bay Area, international students, and multilingual students who have received most of their education in the U.S. (Generation 1.5). Our program of study directly aligns with the Laney College Mission by providing learner-centered, foundation skills instruction that prepares our culturally-diverse student population for academic studies, work and life in the Bay Area.

List your Faculty and/or Staff

Full	Anna Cortesio
Full	Anne Agard
Full	Barbara Yasue
Full	Chelsea Cohen
Full	David Mitchell
Full	Jill Neely
Full	Elizabeth Wadell
Full	Steven Zetlan
Full	Suzan Tiemroth-Zavala

Part	Amanda Price
Part	Angela Jimenez Velayos
Part	Annlee McGurk
Part	Beatrice Roost
Part	Bruno Sablan
Part	Candace Khanna
Part	Danitza Lopez
Part	Deborah Brooks
Part	Elizabeth Maher
Part	Erika Lachenmeier
Part	Eun Kyung Choi
Part	Evan Degennaro
Part	Josephine Ratnam
Part	Judy Wong
Part	Karyn Panitch
Part	Kathleen Witt
Part	Laura Espino
Part	Laurie Sample
Part	Lisa Ikeda
Part	Lynda Nicol

Part	Margaret Wooliever
Part	Nancy Hunt
Part	Nora Mitchell
Part	Patricia Reed
Part	Patti Weissman
Part	Rebecca Clayton
Part	Richard Robinson
Part	Sandra Franklin
Part	Sean Connolly
Part	Sean Trunk

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.

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	Which institutional goals will be advanced upon completion? (circle all that apply)	Progress on goal or AUO attainment (choose option & date)	Explanation and Comments (If a goal or AUO is Revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)

Assessment
 	
Maintain high level of courses assessed, assess certificates, institute new placement exams
	1. PCCD Strategic Goals
	   A: Advance Student Access, Equity & Success
	   Choose an item.
	
	2. College Goals:
	   LC: Provide Pathways to Careers, Degrees, Certificates/Transfer
	   Choose an item.
		Ongoing:	Course assessment is ongoing with high levels of participation.
			
			Certificate assessment were assessed two years ago.
			
			Mapped the program outcomes to the student learning outcomes.
			
			Next time 2019–2020.
			
			With the advent of AB705 requirements, we are investigating into guided self-placement and are researching locally to see how students place themselves vs. how trained readers are placing students from writing samples. We are currently using CELSA and are continuing to use reader placement for writing classes.
			
			With the new non-credit sequence, we are discussing in our communities of practice to include the non-credit courses in the guided self-placement effort.

Curriculum (if applicable)	1. PCCD Strategic Goals	Ongoing:	ESOL Certificates are regularly promoted.
Promote ESL Certificates, look into developing non-credit, hybrid and DE courses.	A: Advance Student Access, Equity & Success Choose an item.		Non-Credit: We have developed four levels of non-credit courses and VESL courses. The courses and the certificates have been approved by the state. Here is a breakdown of what we have offered:
	2. College Goals: LC: Provide Pathways to Careers, Degrees, Certificates/Transfer LC: Build A Culture of Success, Innovation, Belonging and Pride		Summer 2018: Bridge to Credit 1 3 sections (two on campus, one off-site) Robust enrollment
			Fall 2018 Bridge to Credit 1-2 2 sections of each 1 on campus: robust enrollment 1 off-site: did not have sustainable enrollment, so we have discontinued to offer it off-site.
			Spring 2019 Bridge to Credit 1-2 1 section: robust enrollment
			Bridge to Credit 1 1 section to begin in March
			Bridge to Credit 3-4 1 section: robust enrollment
			VESOL non-credit English for Job Search 1-2 2 sections offered 1 section T Th evenings: enrollment at 18

			1 section 1 F/S mornings: enrollment at 7 CANCELLED first 8 weeks. Will try again 2nd 8 weeks. English for Technology 1-2 1 section MW evenings: enrollment at 15 1 section on Saturdays to begin in March. Hybrid: There are ongoing hybrid Advanced, High Intermediate, and Intermediate Reading and Writing classes as well as hybrid Advanced and High Intermediate Grammar classes. We have expanded offerings this Spring 2019 to include one section of Intermediate Grammar. The class currently has 18 students enrolled. An advanced Listening/Speaking class was offered in Fall 2018, but it did not have sustainable enrollment, and we had to cancel it.

Instruction (if applicable)
 	
Evaluate the success of new programs and adapt accordingly, increase/update classroom technology, build a language lab.
	1. PCCD Strategic Goals
	   A: Advance Student Access, Equity & Success
	   C: Build Programs of Distinction
	
	2. College Goals:
	   LC: Provide Pathways to Careers, Degrees, Certificates/Transfer
	   LC: Make All Facilities Clean, Safe, Functioning, Well-Equipped and Attractive
		Ongoing: Select Date.	PLOs were assessed two years ago.
			
			Increase/update classroom technology: We now have access to four sets of Chrome books. Two are housed in the office of student services used for the APASS program dedicated to hybrid courses. We also just identified E 210-211 as a place to house them, but that closet needs to cleared out and the

|			door re-keyed. We need support from the college for checking out and delivering the Chrome Books. Build a language lab: Our department worked with APASS to fund a language lab; however, bids were not acted upon in time and funding was lost. We are currently working with a committee that is designing the new learning resource center on the bottom floor of the new library. These facilities would be conducive to language learning.

Student Success and Student Equity
Maintain high completion and retention rates, evaluate acceleration program.
	1. PCCD Strategic Goals
	    A: Advance Student Access, Equity & Success Choose an item.
	
	2. College Goals:
	    LC: Provide Pathways to Careers, Degrees, Certificates/Transfer Choose an item.
		Ongoing: Select Date.	A report done last year shows that of a cohort of Fall 2013 ESL 222 students who took English 1A passed by Spring 2017.

Professional Development, Institutional and Professional Engagement, and Partnerships
 	
Contextualize speaking/listening courses, institute regular technology training, create a Laney faculty teaching/learning center
	1. PCCD Strategic Goals
	    A: Advance Student Access, Equity & Success
	    E: Develop & Manage Resources to Advance Our Mission
	
	2. College Goals:
	    LC: Build A Culture of Success, Innovation, Belonging and Pride
		Ongoing: Select Date.	Contextualize Listening/Speaking Classes:
			Some LS classes are contextualizing but more efforts are needed to bring teachers together to make a concerted effort. We'd like to start with the Advanced Level with the goal of making ESL 50 a transferable course. However, with a shift in emphasis toward compliance with AB705, revision of courses has shifted toward writing classes and program reconfiguration rather than

| | LC: Provide Pathways to Careers, Degrees, Certificates/Transfer | | toward the Listening/Speaking courses. There is some informal movement toward project-based learning in LS classes that look promising.

Institute regular technology training: Trainings would be possible in T 513. Some of the ESOL faculty are trainers and could have dedicated trainings for faculty. The hybrid community of practice is planning to expand to include training of faculty on Canvas.

Create Laney Teaching/Learning Center: There are now Canvas training drop-in sessions in T 513. |
|---|---|---|---|
| Other Program Improvement Objectives or Administrative Unit Outcomes | 1. PCCD Strategic Goals
    Choose an item.
    Choose an item.

2. College Goals:
    Choose an item.
    Choose an item. | Choose an item.
Select Date. | |
| Other Program Improvement Objectives or Administrative Unit Outcomes | 1. PCCD Strategic Goals
    Choose an item.
    Choose an item.

2. College Goals:
    Choose an item.
    Choose an item. | Choose an item.
Select Date. | |

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

Currently, the ESOL department makes use of some of the computer labs on campus to teach the Tech section of the Bridge to Credit classes. Teachers also bring students to the Tech Center (F170) in order to integrate technology into the curriculum and get student familiar with Canvas. Furthermore, B260, next to the writing center is used for Writing Workshop classes.

Program Update
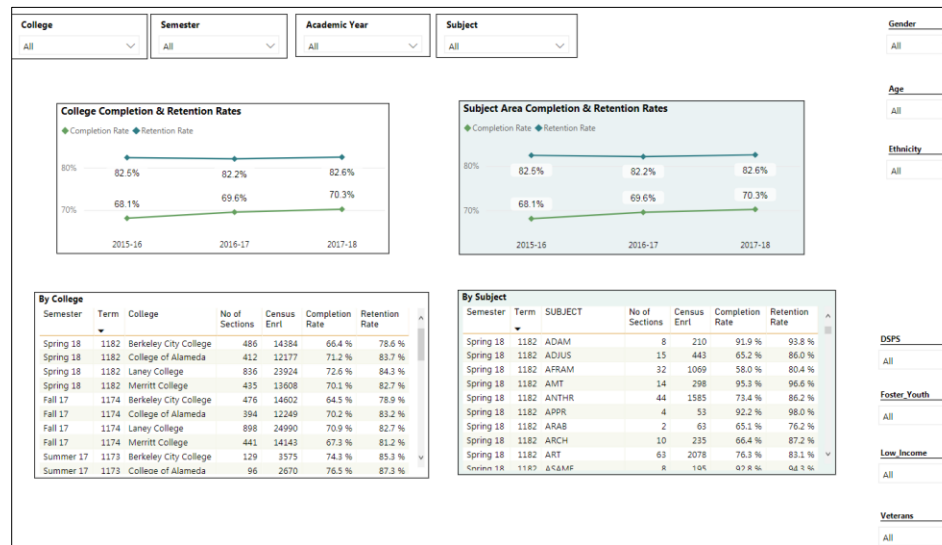
Program Update Power BI dashboard

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.

> The ESOL success (high 70s to low 80%) and especially retention rates (high 80s to low 90s%) are quite robust. which bodes well for an expanding program. Not only that, given that our courses are capped at 30 to 35 students, our productivity numbers are quite healthy. The current success of our program bodes well for success in an expanding program. There is little change from one semester to the next.

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).

> Course assessment is ongoing with high levels of participation.
>
> In Spring 2019, we are assessing one SLO in all listening/speaking and miscellaneous courses.
>
> In Fall 2019, we will assess one SLO in all reading/writing and grammar courses.
>
> Certificates were assessed two years ago.
>
> We have mapped the program outcomes to the student learning outcomes.
>
> PLOs were assessed two years ago.
>
> We will assess the ILO this semester.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

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

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				
Personnel: Student Worker				
Personnel: Part Time Faculty	Approximately 30 needed. Based on current enrollment.	$800,000?	?	?
Personnel: Full Time Faculty	9 based on current enrollment. 4 more needed.	$900,000?	?	?

	See Fall 2018 "Request for New Full-Time Faculty Position" for justification.			

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Weekend training/retreat to bring department up to speed on changes in curriculum and placement for AB705. In order to move such a large faculty toward compliance with AB705, we need to bring our teachers together to explain the rationale, get feedback and buy-in and give them training on the curricular and placement changes. A weekend retreat to focus on this will help keep our faculty unified and well-trained. Ongoing technology training for faculty that includes Canvas, Google Docs, VoiceThread and portal apps.	$15,000
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	"Namecoach" https://cloud.name-coach.com/#intro Resubscribe to VoiceThread. Our teachers are using it in many hybrid and listening/speaking courses.	We'd have to request a demo of "Name coach" to get a quote. $3500 for Voice Thread
Supplies: Books, Magazines, and/or Periodicals	TESOL offers libraries two peer-reviewed serial publications: 　　*TESOL Quarterly* (Print ISSN 0039-8322, Online ISSN 1545-7249) 　　*TESOL Journal* (Print ISSN 1056-7941, Online ISSN 1949-3533) 　　https://www.tesol.org/read-and-publish/journals/for-libraries To subscribe or if you have questions, please contact Wiley-Blackwell.	

Supplies: Instructional Supplies	Butcher paper	$50
Supplies: Non-Instructional Supplies	3 boxes of paper for printing.	$125
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	set of chromebooks We have four sets of chromebooks already, but they are used a lot. With expanding hybrid courses, and more and more reliance on on-line learning, we are requesting another set.	$10,000
	70 headphones with microphones We have approximately 70 already, but with expanding use of technology, we are requesting 70 more.	$1,700

Technology & Equipment: Replacement	1. 11 HP Desktops Updated computers for part- time instructors who use t the workroom, T-413. 2. 6 new printers for other faculty offices. If instructors have access to modern technology for making class materials, this affects student success.	$7,700 + ax = $8,450.75 $1,794 + tax = 1968.92

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	c lean, uncluttered, classrooms with regular maintenance for smart equipment. Instructors and students both need clean, healthy work environments and consistent access to recent technology.	
Facilities: Offices	See "Technology & Equipment Replacement" above	

	Regular cleaning schedule for faculty offices. structors and students both need clean, healthy work environments. Calling for cleaning on an as-needed basis is not a workable system.	
Facilities: Labs	eaching and Learning Center is an absolute necessity at Laney ollege. Such a center, common at California community lleges and already in place at Berkeley City College, would flect the institution's commitment to professional growth and acher excellence. While T-513 has been designated a echnology, Teaching and Learning Center," we need adership to oversee and develop that space so that is more tively used. As a result of assessment done across the curriculum of ILO #1, Communication, we determined that a majority of Laney students (not just ESOL students) need more writing support we expect them to write essays and research papers at a college vel and transfer to a four-year institution. Instructors at Laney so need to learn how to teach writing, design writing signments, convey their expectations to students and jectively evaluate their students' writing. A teaching and arning center where teachers could get training on issues rrounding writing assignments, and students could go to get riting instruction would go far in accomplishing our goal of nproving Laney students' writing college-wide. This center uld be part of the new library. ore technology training and a teaching/learning center would nprove instructors' ability to teach, thus improving student arning. This teaching/learning center could also work with structors teaching DE courses to train and support them, ereby contributing to DE student retention and success. nguage lab, where students can work on software geared ward ESOL students, would also be very helpful. It should	

	clude computer or laptop access with listening and recording pabilities. Even better, a "green-room" type of environment here students can produce their own videos and/or podcasts. so, the tutoring center has been closed due to the lay-off of the mporary, part-time staff person who managed the space in the st. We need a permanent staff person, or even better a full-ne faculty person to keep that space open, evaluate its efficacy, d keep it up to date.	
Facilities: Other	Storage, check-out and delivery system for hromeBook sets.	

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		