

# Peralta Community College District

## UNIT PLAN UPDATE Template ~ September 2009

Each discipline will complete this form to update the unit plans developed in 2008. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2010-11 budget year.

### I. OVERVIEW

		<b>Date Submitted:</b>	October 28, 2009
<b>Discipline</b>	ESL	<b>Dean:</b>	Dr. Stacy Thompson
<b>Department Chair</b>	Fruitvale Jill Neely/Mika VanSpanje		
<b>Mission/History</b> <i>Brief, one paragraph</i>	<p>The mission of the English as a Second language Department at Merritt College is to help students communicate better in English, learn, share and appreciate our diverse student body and become successful in academic, vocational and/or personal endeavors.</p> <p>To this end, the English as a Second Language Department places high value on maintaining a rigorous program of study. English as a Second Language has six levels of classes, plus a pre-level 1 series of classes which we hope to make non-credit. When students have completed the six levels of ESL, they can enter the regular English program. Our pre-level 1 Basic English classes are held on weekends at the Fruitvale satellite campus and during the week at the Grupo Maya Community site in the Fruitvale District. Levels 1 and 2 are held at our Fruitvale satellite campus. We have counselors at the Fruitvale site to counsel students when they complete the Fruitvale classes.</p>		

### II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

#### Baseline Data

Annual Trend Baseline Data					
Year	Annual FTES	%FTES growth	FTEF in program	FTES /FTEF	Comments
2008/09	117.95	15%	9.81	12.02	
2007/08	102.19	4%	9.51	10.74	
2006/07	138.49	17%	11.51	12.03	
2005/06	126.25	n/a	11.51	10.96	

	Fall						
	2004	2005	2006	2007	2008	CODE	Comments
<b>Quantitative Assessments</b>							
1. Enrollment (duplicated)	365	405	566	328	370		
2. Sections (master sections)	16	18	21	17	16.5		
3. FTEF	5.21	5.62	5.95	4.80	5.02		
4. FTES	53.51	60.00	83.25	51.23	58.92		
5. FTES/FTEF	10.27	10.68	13.99	10.67	11.75		
6. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

<b>Qualitative Assessments</b>	Narrative
8. Community and labor market relevance: Present evidence of community needs based on Advisory Committee input, industry needs data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	Good English skills are essential for getting a degree, a certificate in a vocation and/or acquiring a job. Therefore, ESL is, if not mandatory, highly recommended.

9. College strategic plan relevance:	
<p>Check all that apply</p> <p><input type="checkbox"/> New program under development</p> <p><input checked="" type="checkbox"/> Program that is integral to the college's overall strategy</p> <p><input type="checkbox"/> Program that is essential for transfer</p> <p><input checked="" type="checkbox"/> Program that serves a community niche.</p> <p><input type="checkbox"/> Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</p> <p>Other: Program that helps students acquire basic study skills</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

**10. ACTION PLAN -- Include overall plans/goals and specific action steps.**

1. Continue to meet monthly as a department to discuss instructional strategies and assessments that ensure SLOs are addressed and measured.
2. Continue to represent the ESL department at Merritt at PEAC, our District ESL Task Force, to update course outlines, design SLOs, and work on assessment of each SLO, and any other issues important to the continuing success of the ESL department.
3. Continue communication among Grupo Maya, Fruitvale, Puente, Centro Latino, the College President, Deans and counselors at Merritt Campus in order to make sure the ESL Department / Fruitvale Center is meeting all of its needs and provides greater access to higher education
4. Increase the use of modern technology in the classroom, including DVD players, laptop computers, and LCD projectors to help provide students with study skills needed in college.
5. Set up an ESL Department Webpage for staff, faculty, and students.
6. Create more “linking courses” with departments such as Child Development, Allied Health studies and other vocational certificate programs to ensure the success of non-native speakers in these programs.
7. Hire permanent tutors to work in the ESL classrooms.
8. Hire an Instructional Aid for the Learning Center and Fruitvale center 20 hours a week.
9. Offer more pre-level noncredit courses around the Fruitvale Community to build a bigger base for our credit classes.
10. Continue to link the ESL Program to the Centro Latino and Puente Program on campus in order to provide a larger variety of support services to our students.
11. Have ESL Department at Fruitvale participate in Shared Governance on campus

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**Additional Planned Educational Activities**

<b>11. Health/safety/legal issues:</b>	Many electrical outlets need to be repaired in both of the Fruitvale classrooms. Internet connection needs to be updated and cables hidden.
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Student Learning Outcomes (SLOs) 2008/09		
12. Have you completed Student Learning Outcomes (SLO's) for all your courses?	YES <u>  X  </u>	NO <u>      </u>
12a. If you answered no to question 12 then, what percentage have you completed?		
13. What are you assessing this year? Please attach your assessment results and action plan. List needed resources in Section III of Unit Plan.	<u>      3      </u> course outcomes <u>      </u> program outcomes <u>      </u> institutional learning outcomes	

BUDGET			
Budget Categories	Allocated 08/09	Expended 08/09	Requested 09/10
Fund 1			
Fund 14			
Fund 17	\$1,102.00	\$1,018.29	\$1400
Measure A	\$23,292.00	\$0.00	
VTEA			
<b>Total</b>	<b>\$24,394.00</b>	<b>\$1,018.29</b>	<b>\$1400</b>

ADDITIONAL REVENUE: GRANTS, PRIVATE SALES, AND DONATIONS			
Name of Grant/Donation/Sale	Awarded/Generated 08/09	% Expended 08/09	Comments

PERSONNEL NEEDS 09/10									
Personnel DATA	CD Enrl F2008	Tot FTES F2008	Contract FTEF F2008	Ext Srv FTEF F2008	Tmp FTEF F2008	Total FTEF F2008	Contract %	FT/PT	FTES /FTEF
		370	58.92	2.78	0.30	1.94	5.02	55%	
Comments				<i>If filled</i>	<i>If not filled</i>	# FTE (faculty assigned)			
Current 3 Full Timers 4 Part Timers						ESL-3			
Narrative: Are PT faculty available? Can FT faculty be reassigned to this program?									

*Implications if not filled*  
*Spring, 2010 FT faculty have been assigned, classes cut and we will be down to 2 Part Timers.*

*Faculty Staff Requests 2010-2011:*

None

<b>FACULTY ETHNICITY F2008</b>			
<b>Ethnicity</b>	<b># of Contract</b>	<b># of Adjunct</b>	<b>Total</b>
Asian			
African American			
Filipino			
Hispanic/Latino			
Native American			
Other			
White	<b>3</b>	<b>4</b>	<b>7</b>
Unknown		<b>1</b>	<b>1</b>
<b>Total</b>	<b>3</b>	<b>5</b>	<b>8</b>

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<b>FACULTY GENDER FALL 2008</b>			
<b>Gender</b>	<b># of Contract</b>	<b># of Adjunct</b>	<b>Total</b>
Male			
Female	<b>3</b>	<b>5</b>	<b>8</b>
Not Supplied			
<b>Total</b>	<b>3</b>	<b>5</b>	<b>8</b>

**RESOURCE NEEDS**

**Equipment/Material/Supply/ Classified/Student Assistant Needs:**

Please describe any needs in the above categories.

None with Fund 14.

What Fruitvale desperately needs is a phone system. We have one line serving 10 people. We need at least 2 lines and voice mail. We also need high speed Internet.

**Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:**

Please describe any facilities needs.

For our Fruitvale and Grupo Maya sites we need:

- 1 LCD Projector with extra light bulb.
- 2 Laptops
- 1 Large White Screen to be permanently attached to wall in computer class room
- 3 Flat TVs with built in DVD Players-2 of which can replace the TV/VCRs on the carts in the classroom
- 1 more Cart for Grupo Maya
- 2 CD players

**IV. ACADEMIC PERFORMANCE MEASURES AND EQUITY**

<b>Student Demographics: Ethnicity</b>			
Ethnicity	Baseline Fall 04-07	Fall 08	College
African American	2%	1% (5)	36%
Asian	10%	9% (34)	16%
Filipino	0	1% (3)	3%
Hispanic/Latino	85%	83% (318)	14%
Native American	1%	0%	1%
Other	2%	1% (3)	2%
White	1%	3% (10)	21%
Unknown	0%	2% (8)	6%

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<b>Student Demographics: Gender</b>			
Gender	Baseline Fall 04-07	Fall 08	College
Female	72%	60% (230)	69%
Male	28%	35% (132)	31%
Not Supplied	0%	5% (19)	0%

<b>Analysis</b>
<p>1. What are you doing to increase access?</p> <p>Brenda Mora, our program specialist, has designed and is implementing a new outreach program for our Fruitvale center. She will visit schools, churches and community centers to reach out to non-native speakers of all nationalities. We now have counselors available at Fruitvale to counsel students and get them enrolled to appropriate classes and help them navigate the financial aid system.</p>

<b>Student Retention Rate: Ethnicity</b> <i>Students who receive a grade other than w</i>		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	52%	80% (5)
Asian	73%	71% (34)
Filipino	0%	67% (3)
Hispanic/Latino	66%	55% (318)
Native American	100%	0%
Other	70%	33% (3)
White	70%	30% (10)
Unknown	83%	88% (8)
<b>Average</b>	66%	57% (381)
<b>College Retention Average: 72%</b>		

<b>Student Retention Rate: Gender</b>		
Gender	Baseline Fall 04-07	Fall 08
Female	67%	60% (230)
Male	65%	50% (132)
Not Supplied	0%	68% (19)

### Analysis

1. If your discipline's retention rate is below the colleges rate, then why?

Our retention rate in ESL is very close to the college retention rate. We usually lose students due to financial reason: They need and find a job or can't find affordable childcare.

2. If your retention rate is below the college rate, then what are you doing to increase retention?

We try to help students with childcare issues and personal issues as much as we can. We also try to tutor students as much as possible to keep them caught up in class.

3. If your retention rate is above the college's rate do you have any best practices to share?

We try to treat every student as an individual and as such help them with their individual learning needs. Our tutors and student ambassadors are available to help students who need extra attention. As much as possible, we match academic methods and materials to cultural themes familiar to our students, and we serve their specific needs by focusing on a learner centered classroom.

### Student Course Completion Rate (SCCR):Ethnicity

Ethnicity	Baseline Fall 04-07	Fall 08
African American	48%	80% (5)
Asian	65%	59% (34)
Filipino	0%	33% (3)
Hispanic/Latino	55%	45% (318)
Native American	50%	0%
Other	63%	0% (3)
White	65%	30% (10)
Unknown	83%	75% (8)
<b>Average</b>	56%	46% (381)
<b>College SCCR Average:60%</b>		

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### Student Successful Course Completion Rate (SCCR): Gender

Gender	Baseline Fall 04-07	Fall 08
Female	57%	50% (230)
Male	53%	38% (132)
Not Supplied	0%	58% (19)

<b>Analysis</b>
1. If your discipline's successful course completion rate (SCCR) is below the college's rate then why? Our completion rate is successful.
2. If your sccr is below the college rate, then what are you doing to increase it?
3. If your sccr is above the college's rate do you have any best practices to share?