**Accelerated Instructional Program Review**

**1.  Berkeley City College**

**English as a Second Language Program**

**March 12, 2010**

**Members of the Accelerated Instructional Program Review Team:**

Laurie Brion, Jenny Lowood

**2.  Narrative Description of the Program:**

In keeping with the California Community College mission to provide instruction in “Basic Skills and English Language Proficiency”, in Fall 2004 the college hired its first full-time ESL instructor.  Since that time, enrollments in ESL have increased exponentially (see Appendix 2), highlighting the need in the Berkeley community for college-level credit ESL classes.

The ESL program has among the highest course retention and completion rates in the college. In 2008-09, the retention rate in ESL was 82.7%, considerably higher than the college average of 67.3%; between 2005 and 2009, it ranged from 82% to 83.6%.  Similarly, the course completion rate in 2008-09 was 73.1%, as compared to the college average of 65.2%. ESL classes do not lead directly to degrees or certificates.  However, it is expected that the ESL program will increasingly serve as a feeder for certificate and degree programs within the college, and the reverse has also proven true, with some students returning to ESL classes after starting or even completing certificate or degree programs.

Currently, the ESL program offers intermediate and advanced level classes.  In order to most equitably serve the community, there is a need to offer a full complement of classes in the major skill areas (grammar, reading, speaking and writing) in both the day and evening. Meeting the demand for the full range of ESL courses in all the skill areas requires the college’s ongoing commitment to the ESL program in terms of classroom space and staffing.

Experience has shown that the inconvenience of attending classes held on the UC Berkeley campus has led to lower enrollments and higher attrition rates among ESL students. Along with other “basic skills” students, who must already overcome many obstacles to attend school, it is important that ESL classes have priority scheduling in the main building, as this allows for easier access to public transportation and student services, as well as contributing to a sense of community and school pride, all factors affecting retention and persistence.

The ESL Program has been working actively with the Basic Skills Initiative (BSI) to improve instruction and services. With the support of BSI, the ESL Program has held student and faculty inquiry groups to design and implement an assessment and orientation program and a series of workshops. A BSI-funded ESL faculty inquiry group is also investigating how we can best prepare ESL students for success in future transfer classes.

The rapid growth of the ESL program has led to a shortage of full-time faculty to keep pace with the demands of part-time faculty supervision and program development. Another full-time ESL faculty member, a dedicated ESL counselor, and specially trained ESL tutors are needed to ensure the program’s ongoing quality and success.

**Recommendations:**

•       Hire an additional full-time ESL faculty member

•       Provide a dedicated ESL counselor

•       Hire a .5 permanent classified ESL tutor/tutor coordinator

•       Provide funding for specially trained ESL tutors available at day and evening times

•       Provide priority scheduling for ESL classes in the main building

**3.  Curriculum:**

Berkeley City College is a member of PEAC  (Peralta ESL Advisory Council), which meets once or twice a month and includes representatives from all four Peralta colleges.  One of the tasks of PEAC is to ensure that ESL course content is up-to-date and articulated for the many students who cross-register within the district and progress through the five levels of instruction offered (six in writing). (See Appendix 3 for an overview of the Peralta ESL class sequence).

Student learning outcomes have been developed at the program and course level (see Appendix 4). ESL faculty are aware of these SLO’s and incorporate them in their syllabi. Course assessments have been conducted in Reading 3, 4, and 5 (ESL 203A, 203B, 23A), Speaking 3, 4 and 5 (ESL 200A, 200B, and 200C), and Writing 3, 4, 5, and 6 (ESL 201A, 201B, 21A and 21B). Plans resulting from these assessments are in Taskstream, or in the process of being input in Taskstream by the end of the Spring 2010 semester.

Curriculum review has been conducted collaboratively by PEAC, which meets regularly to ensure all levels and skills areas of ESL course offerings within the district are current and consistent. Changes to course content are then put forward to each college’s Curriculum Committee for approval.  All course outlines are in the process of being updated in the District’s new Curricunet system by the end of Spring semester 2010.

**Recommendations:**

* Continue to assess SLO’s
* Provide stipends for faculty participation in SLO assessment

**4. Instruction:**

ESL faculty use communicative and student-centered classroom activities in order to facilitate language learning. The faculty employs a variety of media, technology and pedagogical methods in service of this end, using an eclectic approach drawn from various schools of second language pedagogy (The Silent Way, Counseling-Learning, Suggestopedia, etc…).  The ESL faculty uses overhead projectors, computers, internet, power point, email, video and audio, and has been quick to seize upon the potential of our new “smart” classrooms for language learning purposes. The faculty uses whole, group, and pair discussions, peer editing, role plays, and dynamic “contact” assignments that require students to get out and interview people and learn about the community and American culture.  We recognize that cultural learning goes hand in hand with language learning, and seek to help our students understand and become comfortable and confident in negotiating US college life and life in the US in general, in order to prepare them for succeeding in their goals, whether academic, personal or professional.

BCC’s new “smart” classrooms have opened up exciting new possibilities for language teaching and learning. Seeking to capitalize on these possibilities, over half of the ESL faculty have been taking classes in Peralta’s online teaching certificate program, and are designing and teaching both hybrid and web-enhanced courses using Moodle.

To date, collaborations have been carried out with classes in anthropology, English, Global Studies, and Native American Studies.  For example, students in a Linguistic Anthropology class were paired with ESL students for research about the characteristics of other languages.  Students in an English 201 class interviewed ESL students for a writing assignment.  Global Studies students met with ESL students to discuss current world issues, and to compare cultural notes.  Native American Studies students and ESL students met to discuss the dynamics of assimilation on a personal and global level.  These exchanges have been enthusiastically received by students in all programs.  ESL and non-ESL students alike have said it is one of the best and most memorable things they have done in college, and some students who met while participating in these activities have become friends and continue to meet on their own.

As an outgrowth of these collaborations, the ESL and Global Studies programs were awarded a grant from NCAGE  (Northern California Association of Global Educators) for the 2007-08 academic year. As part of the grant, the programs developed joint curriculum and activities to further promote language learning, cross-cultural understanding, and global perspectives in the BCC community.

ESL faculty have participated in local and national conferences sponsored by CATESOL (the California organization for Teachers of English to Speakers of Other Languages) and TESOL (the national organization for Teachers of English to Speakers of Other Languages).  In addition, faculty have participated in ESL workshops at our district FLEX days and symposia about multilingual writers sponsored by the College Writing Program at UC Berkeley.  Unfortunately, the funds for professional development usually prohibit participation in all but local conferences.

The BCC ESL program maintains integrity and consistency of academic standards through participation in PEAC (Peralta English Advisory Council), which reviews course outlines and proposals, and recommends textbooks for various levels and skill areas.  The ESL program also participates in the administration and scoring of the BCC English Departmental Essay Exam (HAWrVEE), in order to ensure consistency of standards.  A faculty inquiry group funded by the Basic Skills Initiative is exploring ways to better prepare ESL writing students for English 201 and English 1A.

One issue impacting program quality is the excessive uncompensated workload for ESL composition instructors.  Most report spending an average of ten extra hours a week or more in preparation and marking over and above that which they would reasonably spend for any other class, yet there is no extra compensation, as there is in some other districts. The time involved is due to a crushing combination of the high error rate in ESL writing, and overly large class size.  Although The National Council of Teachers of English recommends that basic skills class size be limited to 15, ESL writing class enrollment is set at 35, then dropped to 30 on the first day of class.  To make matters worse, as these classes fill quickly and often have high retention rates, instructors can have over 30 students left at the end of the term. As a result, many instructors do not want to teach ESL writing, and feel forced to either use short-cuts which may compromise instructional quality, or suffer from stress and burn-out. Because ESL writing classes require so much extra uncompensated work, it is difficult to recruit instructors, and the ESL program has had to ask part-time instructors who want to teach the maximum allowable number of units at BCC (10 units) to accept one 5-unit ESL writing class assignment.  We need to find a way to compensate ESL composition instructors to ensure that working conditions are fair, and that the quality of instruction does not suffer.

ESL composition instructors rely heavily on the use of turnitin.com in order to provide improved feedback to students and to check for plagiarism. It is recommended that the college continue to pay for a turnitin.com license.

The ESL assessment test used by the District does not include a listening or speaking component, and thus the test is not an accurately assess students for placement in speaking classes. A new assessment instrument should be used.

The “productivity” formula used by the District to allocate resources disadvantages Basic Skills classes which have an enrollment cap, leaving basic skills students even further at-risk. The productivity formula should be adjusted for classes with mandatory enrollment caps.

The growth rate in ESL enrollments was very high from 2004 to 2008 (see Appendix 2). Most of the growth came from word-of-mouth and the general marketing efforts of the college.  Students continue to request that we add more classes, in all levels and skill areas, at day, evening and weekend time slots. There was a slight leveling out of enrollments in 2008-09, reflecting the impact of the global economic crisis, the college financial aid crisis, class cuts, budget cuts to student services, and issues with Passport, the online registration system – all of which disproportionately impact basic skills students.

Previously, English language learners within BCC’s area have been served by local adult schools, or forced to travel to other colleges.  Although the area has high-quality ESL adult school programs, many students prefer something more intensive and structured than adult schools can offer, since adult schools provide open-entry open-exit non-credit classes. Many ESL students cross-register between Berkeley Adult School and BCC, or transition from Berkeley Adult School to BCC.   BCC also refers many students to Berkeley Adult School when their literacy skills are not yet ready for college classes, or their schedules prohibit them from registering in the classes we offer. Clearly, there is a real need in this community for both types of programs. Sadly, both programs have been suffering from devastating budget cuts.

Another enrollment trend in the ESL program is an increasing number of international students.  This is most likely due to a variety of factors, including that we now have an ESL program at all, that we are in a desirable new building in a desirable location, that we are attracting family members of international students and scholars at UC Berkeley, that we are located within a block of two private Berkeley language schools catering to international students who find out about us and choose to transfer, and, last but certainly not least, the cachet of our new name, Berkeley City College, the “Berkeley” name being a status-symbol overseas.  It is expected that this trend will continue and, barring ongoing budget cuts, we will continue to be an attractive college of choice for international students. Accordingly, the ESL program will have to balance the needs of immigrant students in the community with the needs of international students.

In general, immigrant students tend to have learned English by ear, and may lack literacy skills, whereas international students have learned English through books and classes, and have high literacy skills, but lower speaking and listening skills. International students tend to be more affluent, are prohibited from working off-campus, and are required to study full-time, whereas immigrant students often have jobs and families, limiting the amount of time they have to study. Thus, the two different groups often have different needs and challenges in learning English.  The district does not currently offer a comprehensive intensive English program, yet issues student visas for intensive language study.  It is important that international students meet the minimum recommended TOEFL score for admission if they are to be placed in non-ESL classes.

Currently, the ratio of units taught by full-time as opposed to part-time instructors is 1:4 (20% full-time: 80% part-time), severely below the full-time to part-time instructor ratio mandated by the state (75% full-time: 25% part-time).  It will not be possible to maintain the quality of the program, keep up with the required development of SLOs and course outlines for accreditation, recruit, evaluate, support and supervise instructors and tutors, develop new classes, coordinate curriculum with the English department, score assessment tests, conduct orientations, represent the program in college and district committees, and develop support services for ESL students without release time and additional full-time support.

To keep pace with the trends, it is recommended that the college hire one more full-time ESL instructor as soon as possible. The new faculty member should be a strong generalist, with additional expertise in the areas of composition and/or multimedia/technology for language learning.

**Recommendations:**

•       Hire one new full-time ESL faculty member with expertise in the areas of composition and/or multimedia/technology in language learning

•       Offer the full complement of core ESL courses in both the daytime and evening

•       Create more equitable conditions for ESL composition instructors by reducing the maximum class size and increasing compensation.

•       Adjust the productivity formula to reflect the recommended class size for basic skills courses.

•       Provide more professional development funding for conference attendance, particularly to cover transportation and lodging for presenting faculty.

•       Ensure that entering international students meet minimum required English proficiency standards before enrolling in non-ESL classes.

•       Continue to fund turnitin.com

•       Adapt an ESL placement test which includes a listening and speaking component.

**5. Student Success:**

The ESL program has among the highest course retention and completion rates in the college (see summary section). The high retention and completion rates in the ESL program are especially impressive considering that a number of ESL students are first generation college students lacking strong literacy skills in their native language, and many are low-income working adults with families.  That they are able to persist and succeed in their course-work speaks highly of their motivation and determination, as well as their overall level of satisfaction with the courses they take. Nonetheless, since ESL classes often have a mix of highly literate affluent non-working full-time international students and low-literacy low-income working part-time immigrant students, it is disheartening to see promising immigrant students unable to compete and forced to drop classes because of poor academic skills, lack of time, and lack of computer access.  Access to trained ESL tutors for both day and evening students, as well as day and evening access to computers and printers on campus, are vital for improving their chances for success.

*What are the key needs of students that affect their learning?  What services are needed for these students to improve their learning?*

|  |  |
| --- | --- |
| **Key Needs of Students That Affect Their Learning** | **Services Needed To Improve Student Learning** |
| Overall exposure to English outside of the classroom | 1. ESL club/activities requiring engagement in English 2. Learning collaborations between ESL classes and classes in the disciplines |
| Instructional Support   1. Study skills instruction 2. Tutoring at all levels | 1. Workshops, components of existing classes, and possibly a special ESL class on college study skills 2. Added sections of the ESL Writing Workshop, a variable-unit lab/lecture course 3. Drop-in tutoring overseen by ESL instructors 4. Study groups both in ESL and other disciplines 5. Training in and access to computers |
| More social, psychological, emotional, medical, and legal support | 1. Assistance in navigating college services 2. Increased Social, psychological, emotional, medical, and legal services |
| Timely financial assistance, including access to textbook vouchers | 1. Timely financial assistance and access to book vouchers |
| Assistance with Learning Disabilities | 1. Testing for non-native speakers or coordination with testing locations (referrals) 2. Bilingual learning specialists |
| Scheduling of courses to fit students’ work schedules | 1. More morning, evening and weekend classes |
| Orientation, appropriate placement and better acculturation of international students | 1. Coordination and evaluation of services and information provided by the ESL Department, Counseling, Student Services and the District Office of International Affairs 2. Development of additional services needed |
| Generation 1.5 students need better assessment and instruction that takes into account their needs | 1. Assessment, counseling and instruction that takes into account their needs |

It is essential that English language learners be directed to take the ESL assessment test, and then enroll in the recommended level.  Students who bypass the test, either knowingly or unknowingly, are often severely misplaced, and risk poor grades and possibly semesters of frustration, discouragement and wasted time.  As the regular English assessment test has no writing sample, it does an especially poor job of placing ESL students in the correct writing classes.  It is important to recognize that a student’s speaking ability may have little or no correspondence with writing skill.

Starting in Fall 2009, the ESL program has started reading and scoring the ESL writing assessment test in-house. The test is critical for accurate placement in our ESL composition courses, and requires trained readers. The program needs funding to pay an ESL faculty member to coordinate the readings, and to pay faculty for the task of reading and scoring the tests. In addition, the ESL program seeks funding to administer an orientation at the end of each ESL assessment session, and to have a counselor available a the same time so that they students can register in classes without delay as soon as they complete the orientation and receive their test results.

The ESL program communicates with counseling staff in meetings and through email updates on course offerings and other issues related to ESL students and classes.

The ESL program also encourages instructors to invite representatives from college services into the classroom, to create “contact” assignments which require that students find out information about various services and programs within the school, and to initiate collaborations with non-ESL classes all as a means to help integrate students into the larger college community and encourage persistence in future course work.

The program should continue seeking out ways to link ESL students to other classes, programs, activities and services within the college.  Students may be reluctant to seek out help because of cultural mores, lack of confidence in their English skills, and unfamiliarity with the types of services available or how to access them.  Thus, they can easily miss out on opportunities and services that could benefit them. In order to facilitate ESL student success, we recommend that the college appoint a dedicated ESL counselor familiar with ESL student issues.

As the ESL program expands, so does the need for trained and dedicated ESL tutors, available in both day and evening hours.  Instructors are unable to provide all the tutoring support needed, and are overextended trying to provide it.  Students without a strong foundation in material covered in lower levels only find their difficulties compounded in future classes.  Tutoring is vital to help them succeed and persist in their studies.

Students need access to a computer lab for writing and printing papers, and for practicing their English skills both during their free time, and as part of for-credit lab classes. The need for computer lab access is especially great for low-income basic skills students who may not have computer access at home. It is also recommended that the ESL Writing Workshop be offered at more times.

The ESL program has started administering the HAWrVEE to upper level ESL writing students (ESL Writing 4, 5 and 6), to help determine the most appropriate placement in future writing classes within the English/ESL department.

Additionally, the ESL department has completed SLO assessment of its courses in writing and speaking; assessment results and plans are available at [www.taskstream.com](https://mail.peralta.edu/owa/redir.aspx?C=5c27bc3142fa47da88041f37e7660279&URL=http%3a%2f%2fwww.taskstream.com) (instructions for accessing these results are posted on the BCC student learning outcomes page).

English and ESL instructors have met together in departmental meetings and FLEX day presentations to discuss ways to support English language learners. Currently there is an ESL faculty inquiry group funded by the Basic Skills Initiative to explore ways we can help ESL students transition to regular academic transfer classes.

**Recommendations:**

•      Hire an additional full-time ESL faculty member to keep pace with the demands of ESL program development.

•      Hire a .5 permanent classified ESL tutor/tutor coordinator.

•      Hire specially trained ESL tutors in both day and evening hours.

•      Hire an ESL faculty member to coordinate ESL writing assessment readings and orientations

•       Hire ESL faculty members to conduct writing assessment readings and orientations

•      Provide adequate computer lab space for students to do their homework

•      Offer the ESL Writing Workshop at more times

•      Designate a dedicated ESL counselor

•      Direct ESL students to take the ESL Assessment Test, and select classes according to the results.

**6.  Human and Physical Resources (including equipment and facilities)**

As of Spring 2010, the ESL program has two full-time and eight part-time faculty, and several part-time ESL tutors. There were twelve part-time faculty the previous semester, but positions have been reduced due to the budget crisis and resulting class cuts.

Given the needs within the program for leadership in SLO assessment, development of tutorial services, and curriculum development, BCC should plan to hire an additional full-time ESL faculty member as soon as possible, specializing in composition and/or in technology/multimedia for language learning.

One of the fastest growing areas within the ESL program is writing. ESL writing classes provide a critical foundation for students’ future success in college-level academic work.  The development and coordination of an articulated writing program, which prepares ESL students to mainstream into English department composition classes, supports the needs of Generation 1.5 students (immigrants who completed part of their education in our K-12 education system), and helps “cross-train” ESL and English composition instructors requires the expertise of a dedicated faculty member.

A new full-time faculty member can help us develop the rich potential of our technological resources for language learning purposes, in order to capitalize on BCCs standing as a leader in the field of multimedia education, and use our new “smart” classrooms and computer and language learning labs to their best advantage.

The program needs instructional support in the form of trained and dedicated ESL tutors, available to meet with students both during the day and in the evening. Training student tutors is time-consuming and there is a high turnover rate. Therefore, it would be in the best interests of the college to create a .5 permanent classified ESL tutor position.

The ESL program has outgrown its office space.  Currently there are eight part-time instructors sharing one computer, phone, and desk. The office has no private space for conferences with students.

We request that ESL classes be considered with other basic skills classes in receiving scheduling priority for the main building.  Basic skills students face more obstacles in attending school, and we have found that the inconvenience to students of holding ESL classes on the UC Berkeley campus has resulted in lower enrollments, spottier attendance and higher drop out rates due to the challenges with parking, public transportation access, and safety issues at night (walking from the UC campus to the BART station, for example).  We want to help at-risk students get their foot in the college door, and then stay.  Scheduling in the main building helps this happen, not only through more convenient access to transportation and student services, but also because being in the new building give students a greater feeling of community, further contributing persistence and retention.

ESL classes use all available technology (overhead projectors, computers, internet, video and audio), and movable desks and chairs which allow for flexible seating arrangements.

ESL classrooms need maps and extra white board space.  In most classrooms, when projector screens are lowered, the white boards are completely blocked.

Many ESL instructors would like to have computer lab access during their class times, so that students can work and receive help on class projects. There should be open labs which instructors can reserve for use during class time.

As the program grows, we need to develop our library holdings for ESL students. For example, the college should purchase more of the graded series of Penguin Readers, classic books adapted for English language learners in order to encourage and develop their reading skills.

**Recommendations:**

•       Hire a new full-time ESL faculty member specializing in composition and/or technology for language learning.

•       Hire and train ESL tutors, available for students in both days and evenings.

•       Put maps and extra white boards in all ESL classrooms.

•       Give ESL classes priority scheduling for 2050 Center Street.

•       Provide more ESL computer lab classroom and study space.

•       Provide more departmental office space and student/instructor conferencing space •       Appoint a dedicated counselor for ESL students.

•       Purchase more ESL readers for the library.

**7.      Community Outreach and Articulation**

A number of ESL students enter BCC from Berkeley High School  It is our hope to strengthen our ties to Berkeley High and other area high schools in order to support English language learners in making a smooth and positive transition from high school to college, another project requiring dedicated faculty time.

The ESL curriculum at BCC is monitored and developed district-wide through PEAC, the Peralta ESL Advisory Council, according to ongoing student, instructor, SLO assessment, and community feedback.

**Recommendations:**

•       Provide dedicated faculty release time to strengthen ties between BCC’s ESL program and ESL programs in area high schools and adult schools.

**Appendix 1 Planning Templates**

Accelerated Instructional Program Review

Resource Needs Reporting Template

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Division:** *English/ESL/Education* | | **Department/Program:** *English as a Second Language* | | **Contact: Laurie Brion X2875 lbrion@peralta.edu** | |
| **Item Identified in Program Review (justification)** | **Human Resources (Staffing)** | **Physical Resources**  **(Facilities)** | **Technology and/or Equipment** | **Supplies Budget** | **Curriculum** |
| Improve full-time to part-time ESL faculty ratio | Hire a new full-time contract ESL instructor |  |  |  |  |
| Improve tutoring services for ESL students | Hire .5 permanent classified ESL tutor/ESL tutor coordinator |  |  |  |  |
| Hire trained ESL tutors (grammar, speaking and writing) |
| Improve ESL assessment and orientation process | Hire an ESL faculty member to coordinate ESL writing assessment readings and orientations |  |  |  |  |
| Hire ESL faculty members to conduct ESL writing assessment readings and orientations |
| Increase access to counselors trained to work with ESL student issues | Assign a designated ESL counselor |  |  |  |  |
| Provide lab access for ESL classes |  | access to computer labs on a regular basis |  |  |  |
| Maintain college license for turnitin.com |  |  |  | x |  |
| Purchase and install world maps for ESL classrooms. |  |  |  | x |  |
| Purchase ESL books for library |  |  |  | x |  |
| Schedule ESL/basic skills classes in main building |  | Additional day and evening classroom space in main building |  |  |  |

**Integrated Planning Template**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Division***:*  *English/ESL/Education* | | **Department/Program:**  English as a Second Language | | | **Contact:**  Laurie Brion | |  |
| **Strategic Direction \_\_:** | | | | | | |  |
| **Institutional Goal:** A: Student Access & Success B: Community & Partner Engagement C: Programs of Distinction D: Culture of Innovation & Collaboration  E: Financial Health (see codes in Activities/Tasks column) | | | | | |  |  |
| **Objective:** | | | | | | **Priority:** |  |
| **Activities/Tasks** | **Responsibility**  Lead person(s) | | **Resources** | **Timeline** | | **Comments** | **College Planning Link(s) \*** |
| 1. Secure resources and 2. develop a method to 3. complete SLO assessment 4. plans   IG: A, C | ESL Chair, SLO Coordinator | |  | Fall ‘10 | |  | BSI,  Title III,  SLO Committee,  Roundtable |
| Increase collaborative efforts with local high schools and adult schools to help English language learners make a smooth transition to college.  IG: A, B, C, D | ESL program chair and faculty, designated ESL counselor, outreach  coordinator, Ambassadors | |  | ongoing | |  | BSI  Title III  Roundtable |
| Change compensation/class size formula for ESL composition classes  IG: A, C, D | VPI, English/ESL Chairs and faculty | |  | Fall ‘10 | |  | BSI  Title III  Roundtable |
| Adjust productivity formula for Basic Skills classes  IG: A, C, D | VPI, BSI and Title III leads, Basic Skills faculty | |  | Fall ‘10 | |  | BSI  Title III  Roundtable |
| Assign a dedicated counselor for ESL students.  IG: A, C, D | VP SS, Counseling Dept. Chair, ESL Chair | |  | Fall ‘10 | |  | BSI  Title III  Roundtable |
| Coordinate ESL Assessment and Orientation dates  IG: A, D | Assessment Specialist, ESL Chair or faculty assessment reading coordinator, VPSS | |  | Fall ‘10 | |  | BSI  Title III  Roundtable |
| Direct all English language learners to take ESL Assessment test.  IG: A, C | Counselors, Assessment Specialist, ESL faculty | |  | ongoing | |  | BSI  Title III  Roundtable |

\*College Planning Links:

Budget Committee

Facilities Committee

Technology Committee

Curriculum Committee

Learning Assessment (SLO) Committee

Student Learning Outcomes Reporting Template

(Course Level Outcomes)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Division: English/ESL/Education | | Department/Program:ESL | | | **Course:** ESL Reading, Speaking and Writing classes. For results, please see [www.taskstream.com](http://www.taskstream.com) | | **Contact:** |
| **Student Learning Outcome** | **Outcome Measure** | | **Definition of Data (Sample/Population)** | **Method of Data Collection & Source** | **Expected Level of Performance** | **Actual Level of Performance** | **Plan of Action** |
|  |  | |  |  |  |  |  |
|  |  | |  |  |  |  |  |
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**Appendix 2: Berkeley City College ESL Program Rate of Growth**

\*Enrollment at the census date (CW1) is shown over the past 4 years in ESL.

From 2004 to 2005, the enrollment nearly doubled, increasing by a factor of 1.75.

From 2005 to 2008, the high rate of growth continued. Growth leveled out in 2008-09, reflecting the impact of the global economic crisis, the college financial aid crisis, class cuts, budget cuts to student services, and issues with Passport, the online registration system – all of which disproportionately impact basic skills students.

**Appendix 3**

**ENGLISH AS A SECOND LANGUAGE**

LEVELS OF DIFFICULTY

Basic Level College Level Transfer Level

**COURSES: I II III IV V VI**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Speaking** | 250A | 250B | 200A | 200B | 200C |  |
| **Grammar** | 252A | 252B | 202A | 202B | 202C |  |
| **Writing** | 251A | 251B | 201A | 201B | 21A | 21B |
| **Reading** | 253A | 253B | 203A | 203B | 23A |  |
| **Vocabulary & Idioms** |  |  | 205A | 205B |  |  |
| **Sounds & Spelling** |  | 256A |  |  |  |  |
| **ESL Writing Workshop** |  | 218 |  |  |  |  |
| **Pronunciation** |  | 257A | 257B |  |  |  |

**Appendix 4**

**Berkeley City College**

**ESL Program Level SLO:**

Students completing ESL courses will gain skills in English listening, speaking, reading, and/or writing in order to achieve their personal, vocational, and academic goals.

**ESL Course Level SLOs:**

**Writing-**

Write clear and effective, well organized, well developed, well edited, and logically sound sentences and paragraphs. ESL 251A, ESL 251B, ESL 218

(Writing 1, 2; ESL Writing Workshop)

Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in texts. ESL 251A, ESL 251B, ESL 201A, ESL 201B, ESL 21A, ESL 21B (Writing 1-6)

Write clear and effective, well-organized, well developed, well edited, and logically sound sentences, paragraphs, and essays, citing sources appropriately. ESL 201A, ESL 201B, ESL 21A, ESL 21B, ESL 218

(Writing 3-6)

**Reading-**

Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in texts. ESL 253A, ESL 253B, ESL 203A, ESL 203B, ESL 23

(Reading 1-5)

**Speaking-**

Express ideas fluently, accurately, and appropriately in spoken American English. ESL 200A, ESL 200B, ESL 200C, ESL 250A, ESL 250B, ESL 258

(Speaking 1-5; Conversation 2)

Comprehend and respond appropriately to spoken American English. ESL 200A, ESL 200B, ESL 200C, ESL 250A, ESL 250B, ESL 258 (Speaking 1-5; Conversation 2)

Demonstrate knowledge of and use American cultural conventions in oral communications. ESL 200A, ESL 200B, ESL 200C, ESL 250A, ESL 250B, ESL 258

(Speaking 1-5; Conversation 2)

**Grammar-**

Use grammatical structures to accurately and effectively express ideas in English. ESL 202A, ESL 202B, ESL 202C, ESL 252A, ESL 252B (Grammar 1-5)

**Pronunciation-**

Use the sound system of American English to understand and accurately and effectively express ideas in oral communication. ESL 257A, ESL 257B  (Pronunciation 3-4)

**Vocabulary and Idioms-**

Understand and use appropriate idiomatic expressions and vocabulary in English. ESL 205A, ESL 205B  (Vocab/Idioms 3 and 4)

**Spelling-**

Use the spelling patterns of American English to accurately and effectively express ideas in written communication. ESL 256 (Spelling and Phonics 2)

**ESL in the Workplace-**

Understand and use spoken and written English to effectively communicate in the workplace. ESL 262/ ESL 248UB

Understand and use English to communicate in everyday personal and vocational situations. ESL 290 A, ESL 290B, ESL 290C, ESL 291A, ESL 291B, ESL 291C, ESL 292 A, ESL 292B, ESL 292C (Beginning ESL 1 & 2, Intermediate ESL 1)

Understand and use intermediate English to communicate in personal, academic and vocational settings. ESL 292 A, ESL 292B, ESL 292C (Intermediate ESL 1)