

Peralta Community College District

Annual Program Update Template 2013-2014

DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

Overview			
BI Download:	10/23/2013 17:41	Dept. Chair:	Laurie Brion
Subject/Discipline:	ESL	Dean:	Carlos Cortez
Campus:	Berkeley City College		
Mission Statement	The goal of the ESL program at Berkeley City College is to prepare students for success in transfer and vocational courses and/or immediate employment and meaningful participation in American life. Classes emphasize the development of skills in English grammar, listening and speaking, reading and writing, and cultural and digital literacy. In addition to communication, ESL classes address the following institutional learning outcomes: critical thinking skills, information competency, and global perspectives and valuing diversity. ESL classes are an important component of the college's basic skills programs, and serve to advance student access, equity, and success.		

Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	701	485	2,618	307	4,111
Census Enrollment F11	794	497	2,468	113	3,872
Census Enrollment F12	663	382	2,234	73	3,352
Sections F10	21	16	85	12	134
Sections F11	21	15	77	6	119
Sections F12	21	13	78	3	115
Total FTES F10	105.08	58.01	392.17	48.1	603.36
Total FTES F11	124.54	58.54	371.54	17.64	572.26
Total FTES F12	100.23	52.27	334.93	9.73	497.16
Total FTEF F10	6.27	4.77	25.2	3.73	39.97
Total FTEF F11	7.07	4.17	22.97	1.87	36.08
Total FTEF F12	6.2	3.7	22.75	0.8	33.45
FTES/FTEF F10	16.77	12.17	15.56	12.89	15.095 3
FTES/FTEF F11	17.61	14.05	16.18	9.45	15.860 9
FTES/FTEF F12	16.17	14.12	14.72	12.16	14.862 8

Student Success					
	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	666	469	2519	295	3949
Total Graded F11	775	487	2417	113	3792
Total Graded F12	646	377	2195	73	3291
Success F10	545	378	1985	188	3096
Success F11	646	429	1827	70	2972
Success F12	539	313	1696	42	2590
% Success F10	0.82	0.81	0.79	0.64	0.78
% Success F11	0.83	0.88	0.76	0.62	0.78
% Success F12	0.83	0.83	0.77	0.58	0.79
Withdraw F10	70	34	239	66	409
Withdraw F11	60	36	314	19	429
Withdraw F12	42	29	262	20	353
% Withdraw F10	0.11	0.07	0.09	0.22	0.1
% Withdraw F11	0.08	0.07	0.13	0.17	0.11
% Withdraw F12	0.07	0.08	0.12	0.27	0.11

IV. Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	3.23	1.63	7.03	2.85	14.74
Contract FTEF F11	2.76	1.12	9.52	1.87	15.27
Contract FTEF F12	2.48	0.7	9.92	0.8	13.9
TEMP FTEF F10	2.47	3.13	17.92	0.67	24.19
TEMP FTEF F11	3.65	3.02	13.15	0	19.82
TEMP FTEF F12	2.8	3	12.61	0	18.41
Extra Service FTEF F10	0.57	0	0.23	0.22	1.02
Extra Service FTEF F11	0.65	0.03	0.28	0	0.96
Extra Service FTEF F12	0.92	0	0.23	0	1.15
Total FTEF F10	6.26	4.76	25.18	3.73	39.93
Total FTEF F11	7.07	4.16	22.95	1.87	36.05
Total FTEF F12	6.2	3.7	22.76	0.8	33.46
% Contract/Total F10	0.52	0.34	0.28	0.76	0.3691
% Contract/Total F11	0.39	0.27	0.41	1	0.4236
% Contract/Total F12	0.4	0.19	0.44	1	0.4154

<p>V. Qualitative Assessments</p>	
<p>CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	<p>The East Bay Economic Development Alliance (East Bay EDA) Special Report on the East Bay Workforce, 2013, reported the following:</p> <p>Immigrants (individuals born outside the country) make up over a quarter of all residents in the East Bay. Immigration from outside the country accounted for a considerable portion of the region’s population growth from 2001 to 2012.</p> <p>Of immigrant households, 27 percent were linguistically isolated, which meant that no person over the age of 14 in the household spoke English at least “very well.” Since 2000, only two-fifths of immigrants could speak English “very well,” a decline from 48 percent in the decade between 1990 and 1999.</p> <p>Nearly one in five immigrant workers was over-skilled for their occupation in 2010, meaning that they possessed a Bachelor’s degree or higher while working in a low skill (Tier 3) occupation, indicating that language skills may be a barrier for more appropriate levels of employment, based on educational attainment.</p> <p>While the percentage of the East Bay population that speaks English less than “very well” is lower than in Silicon Valley, San Francisco County, and California as a whole, its proportion is likely to increase in the coming years given the rise in immigrants to the East Bay since 2000 that have difficulty with the English language (39%).</p> <p>According to the report, it is essential to expand opportunities for full-time immigrant workers to find career pathways that allow for higher paying employment.</p> <p>Given the East Bay’s large educated immigrant population and the growing demand for occupations that require strong communication skills (both written and spoken), the region should continue to expand or create programs that develop English language skills at levels that vary by degree of competency.</p>

<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>All courses in the ESL Program emphasize preparation for vocational and transfer programs.</p> <p>Because of the desire to allow for multiple pathways, the new ESL certificates have been designed to allow for entry into multiple majors and CTE areas.</p> <p>Productivity numbers (FTES/FTEF) have increased every year F'10 - F'13. Success rates are exceptionally high. The average BCC ESL success rate from F'10 - F'13 is .84, one of the highest in the college and the highest of all ESL programs in the district. In addition, BCC's ESL program has the lowest withdrawal and highest persistence rates in the district.</p>
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VI. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

Note: If program assessment has not been completed, describe assessment plan, including date, under "Assessment Findings" and put "NA" under "Action Plan."

Program	Outcomes	Assessment Findings	Action Plan
Program 1:	High Intermediate and Advanced Certificates of Proficiency	The ESL courses in this program are currently being assessed in a three-year cycle (see basic skills area below). Survey findings will be added to these assessments to complete program assessment.	The certificate was designed in Spring 2013, based in part on the results of a student survey. The program is new and assessment has not been completed.
Any general education components:	N/A		

<p>Any basic skills components:</p>	<p>English as a Second Language - the entire department emphasizes preparation for vocational and transfer programs</p> <p>Program Outcome 1: Demonstrate proficiency in reading and composition Institutional Learning Outcomes (ILOs): Communication, Critical Thinking</p> <p>Program Outcome 2: Demonstrate proficiency in listening and speaking ILOs: Communication, Critical Thinking, Interpersonal Skills</p> <p>Program Outcome 3: Demonstrate proficiency in information literacy and research skills ILOs: Information Competency, Critical Thinking</p> <p>Program Outcome 4: Demonstrate proficiency in cultural literacy, including U.S.</p>	<p>The ESL courses in this program are currently being assessed in a three-year cycle; all courses in the program have been assessed.</p>	<ul style="list-style-type: none"> - add a grammar course that focuses on strategies of proofreading and editing (completed) - revise course outlines to combine reading and writing in the curriculum, emphasizing instruction and practice in summarizing (completed) - in speech classes, deemphasize grammar and emphasize speech flow and development (completed) - revise Grammar 6 outline, as needed, based on assessment, and change Grammar 6 from 3 to 4 units (completed)
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	<p>classroom procedures and expectations</p> <p>ILOs: Ethics and Personal Responsibility, Self-awareness and Interpersonal Skills, Global Awareness and Valuing Diversity</p>		
<p>Describe assessment methods you are using:</p>		<p>The assessment methods used have included a writing portfolio, videotaping of oral presentations, quizzes, and surveys. Except for the quizzes and surveys, assessments have been conducted using rubrics created by the department, and student work has been assessed by multiple readers after norming sessions.</p>	
<p>Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:</p>			<p>The ESL program has been completely restructured, based on program assessment action plans, as described above. All aspects of the core curriculum have been changed, based on the action plans described above. In addition, the results of student surveys led to the creation of new electives in the program.</p>

VI. Action Plans			
<p>Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed.</p>			
Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
<p>1. Increase student access by developing multiple measure assessment instruments for ESL placement, including guided self-placement, and create MOUs with Berkeley High School and Berkeley Adult School, and develop outreach plans in order to address the disparity between the numbers of students who enroll in ESL classes at BCC (see above for information from the East Bay Economic Development Alliance (East Bay EDA) Special Report on the East Bay Workforce, 2013).</p>	<p>1. validate guided self-placement instrument 2014 2. create MOUs 2014 3. develop outreach plans 2014</p>	<p>ESL Chair/faculty, district researcher</p>	<p>___P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals ___Other</p>
<p>2. Renew turnitin.com license (expires July, 2014) to continue to ensure strong instruction in communication skills (institutional learning outcome)</p>	<p>renew license spring 2014</p>	<p>BCC administration</p>	<p>___P.O. Assessment Action Plans ___BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals ___Other</p>
<p>3. Ensure sufficient support for instructional assistants and student workers who will serve as writing coaches in ESL classes and workshops in order to advance student success and prepare students for further study in vocational and transfer classes.</p>	<p>hire, train, and schedule IAs and student workers 2014</p>	<p>Dept. Chairs (ESL, English)</p>	<p><input checked="" type="checkbox"/> P.O. Assessment Action Plans ___BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (3) <input checked="" type="checkbox"/> PCCD Institutional Goals</p>

			___Other
4. Hire a full-time instructional assistant in ESL in order to advance student success and prepare students for further study in vocational and transfer classes.	hire, train, and schedule IA Fall 2014	Dept. Chair	___P.O. Assessment Action Plans ___BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals ___Other
5. Acquire and provide training in the use of Kurzweil Firefly or Kurzweil 3000 to improve students' reading skills (addressing institutional learning outcomes of communication and critical thinking), thus ensuring student success	1. purchase Kurzweil 3000 or Firefly 2014 2. conduct trainings for faculty 2014	BCC administration	__P.O. Assessment Action Plans ___BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals ___Other
6. Create an ESL learning community/cohort to ensure student success.	1. create proposal Spring 2014 2. implement program Fall 2014	ESL Chair, faculty	_P.O. Assessment Action Plans __BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional goals

<p>7. Institutionalize a system for scheduling and training ESL placement test readers and orientation leaders, so that students are accurately placed into classes, thus ensuring student success</p>	<p>Incorporate new SSSP guidelines into placement process 2014</p>	<p>ESL Chair/faculty, student services</p>	<p>_P.O. Assessment Action Plans ___BI Data _X_BCC Institutional Goals _X_PCCD Institutional goals</p>
<p>8. Update ESL office computers to allow faculty to perform needed functions at the college.</p>	<p>purchase computers Spring 2014</p>	<p>BCC administration</p>	<p>_P.O. Assessment Action Plans ___BI Data _X_BCC Institutional Goals _X_PCCD Institutional Goals X Other</p>
<p>9. Develop a computer lab for ESL in order to fully implement assessment action plans, including the grammar workshop, writing workshop, and new, accelerated reading/writing and listening/speaking curricula.</p>	<p>1. secure location for computer lab 2. design computer lab 2014</p>	<p>ESL Chair, BCC Administration</p>	<p>_X_P.O. Assessment Action Plans ___BI Data _X_BCC Institutional Goals ___X_PCCD Institutional Goals Other</p>
<p>10. Hire student workers to serve as ESL outreach liaisons and peer mentors.</p>	<p>Hire, train and schedule student workers 2014</p>	<p>ESL Chair/faculty, BCC administration</p>	<p>_P.O. Assessment Action Plans _X_BI Data _X_BCC Institutional Goals _X_PCCD Institutional Goals Other</p>
<p>11. Institutionalize ESL program and campus-wide events - such as the American Culture Bee, ESL Workshop Series, Global Awareness</p>	<p>Hire, train and schedule coordinators</p>	<p>ESL Chair/faculty Global Studies</p>	<p>_P.O. Assessment Action Plans ___BI Data</p>

week, A Walk around the World, and the Global Studies/ESL Partners Program - in support of BCC's intercultural competency ILO	2014	Chair/faculty	<input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals
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<p>I. Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.</p>
<p>N/A</p>

<p>College Strategic Plan Relevance</p>
<p>Check all that apply</p> <p><input checked="" type="checkbox"/> New program under development (learning community, certificates)</p> <p><input checked="" type="checkbox"/> Program that is integral to your college's overall strategy</p> <p style="padding-left: 20px;"><input type="checkbox"/> Program that is essential for transfer</p> <p><input checked="" type="checkbox"/> Program that serves a community niche</p> <p><input checked="" 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><input type="checkbox"/> Other</p>

Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.	Link to Action Plans (Refer to # of item in section VI)	Estimated Cost: Please use Excel template to estimate costs.
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <ul style="list-style-type: none"> • Hire full-time ESL tutor • Increase budget for instructional assistants and student workers in ESL to allow for sufficient support in ESL grammar and writing workshop classes, and support English learners in other college CTE and transfer programs by providing individual drop-in tutoring. • Fund ESL placement test readers and orientation leaders. • Hire student workers to serve as ESL outreach liaisons and peer mentors • Hire coordinators for ESL program and campus-wide events promoting intercultural competency 	<p>#4</p> <p>#3</p> <p>#7</p> <p>#10</p> <p>#11</p>	<p>\$22,746.00</p> <p>\$22,746.00</p> <p>\$4,500.00</p> <p>\$3,244.47</p> <p>TBD (stipends and/or release time, approx. 2.5 units per semester)</p>
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <ul style="list-style-type: none"> • Renew license for turnitin.com • Purchase Kurzweil 3000 or Kurzweil Firefly • 4 updated desktop computers for ESL office, Room 558 	<p>#2</p> <p>#5</p> <p>#8</p>	<p>\$3,000</p> <p>\$3,000</p> <p>\$5,039</p>
<p>Please describe and prioritize any facilities needs.</p> <ul style="list-style-type: none"> • Computer lab access for ESL students, ESL classes and ESL skills workshops. 	<p>#9</p>	<p>TBD</p>

Appendix I: BCC Institutional Learning Outcomes (ILOs)

Berkeley City College Institutional Learning Outcomes

Berkeley City College's Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO's. In addition, students achieve these ILO's throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they

- *Critically read, write, and communicate interpersonally, with audience awareness; and*
- *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking

Students demonstrate critical thinking skills when they

- *identify problems or arguments and isolate facts related to arguments;*
- *use evidence and sound reasoning to justify well-informed positions; and*
- *generate multiple solutions to problems and predict consequences.*

Computational Skills (Quantitative Reasoning*)

Students demonstrate computational skills when they

- *master computational concepts and apply them to concrete problems; and*
- *demonstrate algorithmic competence.*

Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

- *analyze the consequences of their actions and the impact of these actions on society and the self; and*
- *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity (Intercultural Competency*)

Students demonstrate global awareness and show that they value diversity when they

- *identify and explain diverse customs, beliefs, and lifestyles; and*
- *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency

Students demonstrate information competency when they

- *find, evaluate, use, and communicate information in all its various formats;*
- *use library and online resources and research methodology effectively; and*
- *use technology effectively.*

Students demonstrate self-awareness and interpersonal skills when they

- *analyze their own actions and the perspectives of other persons; and*
- *work effectively with others in groups.*

Appendix II: Goals

Berkeley City College Institutional Goals 2013 - 2014

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

Peralta Community College District Strategic Goals 2013 - 2014

- A. Advance Student Access, Equity, and Success
- B. Engage and Leverage Partners
- C. Build Programs of Distinction
- D. Create a Culture of Innovation and Collaboration
- E. Develop and Manage Resources to Advance Our Mission

BCC Goals	Alignment with PCCD Goals Below
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students	A. Advance Student Access, Equity, and Success B. Engage and Leverage Partners C. Build Programs of Distinction
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	D. Create a Culture of Innovation and Collaboration E. Develop and Manage Resources to Advance Our Mission
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources	E. Develop and Manage Resources to Advance Our Mission