Peralta Community College District

Berkeley City College

ESOL
Program Review
Fall 2015

Table of Contents

1. **College: Berkeley City College**

   **Discipline, Department or Program: English/ESOL/Education Department/
      English Discipline (ESOL)**

   Date: October 29, 2015

   **Members of the Comprehensive Instructional Program Review Team:
      Gabe Winer (chair), Laurie Brion, Jenny Lowood**

   Members of the Validation Team:

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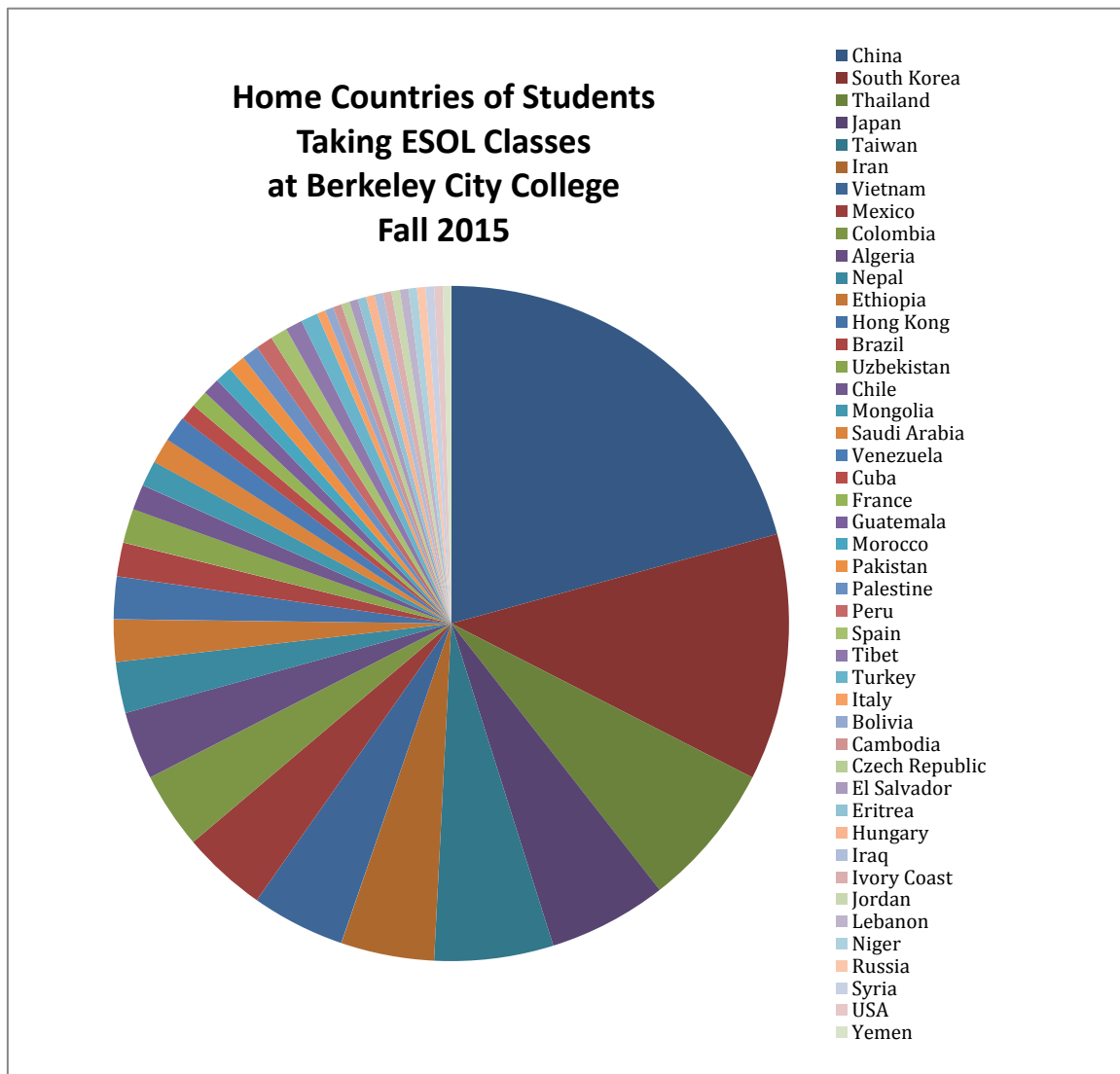   2. **Narrative Description of the Discipline, Department or Program**:

   The ESOL Program at Berkeley City College provides foundational skills in English for a diverse community, addressing the needs of international students, immigrants who arrive in the Bay Area, and multilingual students who have received some previous education in the U.S. (sometimes called "Generation 1.5"). The program's focus directly aligns with the Mission Statement of Berkeley City College, serving to advance student access, equity, and success.

   The goal of the program is to prepare students for success in transfer and vocational courses and/or immediate employment advancement and meaningful participation in American life. Classes emphasize the development of skills in English reading and writing, listening and speaking, grammar, and cultural and digital literacy. In addition to communication, ESOL classes address the following institutional learning outcomes: critical thinking skills, information competency, and global perspectives and valuing diversity. During the last few years, working closely with the rest of the English Department and with the other Peralta ESOL departments, the program has transformed from a more traditional remedial ESL sequence into an accelerated, contextualized program that combines a high level of rigor with appropriate support. Students progress through the levels at a flexible pace, according to their actual proficiency, rather than marching lockstep through a long remedial sequence. We have thus reduced the number of pre-transfer levels while maintaining our very high rate of retention and success.

   The ESOL Program conducts an extensive student survey each semester. In Fall 2015, 246 respondents completed the survey. In addition to more complete data from the Peralta International Office, the survey has provided us with the following information:
   - Our students speak more than 45 different languages, and there is no majority background; the largest population is from mainland China at 21%, followed by South Korea at 12%, Thailand at 7%, Japan and Taiwan at 6% each, Iran, Vietnam, Mexico, and Colombia at 4%, and the other third of the program hails from 36 other countries, with 1-8 students per country (see chart below).
   - 58% of BCC ESOL students are 25 or under, while 42% are 26 or older.
   - About 33% of our students have previously finished an undergraduate degree, while 12% have finished a graduate degree.
   - Of the program's 454 total student enrollment, 64% is non-resident: 222 (49%) are international students, 64 (14%) are Out of State, and 168 (37%) are In-State.
   - About 28% are working this semester, and 80% are taking 10 or more units.

- More than half our students are also enrolled in other classes besides ESOL. 34% are taking a math class, and smaller numbers are enrolled in art, science, business, and other disciplines.
- 61% stated that their goal is to earn a certificate or degree in the U.S., while 54% cited a job-related goal for learning English (these were not mutually exclusive choices).

Home Countries of Students Taking ESOL Classes at Berkeley City College Fall 2015

Legend: China, South Korea, Thailand, Japan, Taiwan, Iran, Vietnam, Mexico, Colombia, Algeria, Nepal, Ethiopia, Hong Kong, Brazil, Uzbekistan, Chile, Mongolia, Saudi Arabia, Venezuela, Cuba, France, Guatemala, Morocco, Pakistan, Palestine, Peru, Spain, Tibet, Turkey, Italy, Bolivia, Cambodia, Czech Republic, El Salvador, Eritrea, Hungary, Iraq, Ivory Coast, Jordan, Lebanon, Niger, Russia, Syria, USA, Yemen

The East Bay Economic Development Alliance (East Bay EDA) Special Report on the East Bay Workforce, 2013, reported the following:

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.

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.

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.

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%).

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. The BCC ESOL Program seeks to expand these opportunities in service of the College's mission. 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.

In an effort to create coherent pathways for students working toward transfer and CTE, in the past three years the program has instituted the following three innovations: core sequences with other major skills as electives, certificates, and a small learning community. Along with the ESOL programs at our sister colleges, we prioritize the core combined Reading/Writing classes, which are six units each, and culminate in the Advanced Reading/Writing class, which is transferable for UC elective credit and a prerequisite for English 1A. Depending on their language needs and education plans, students may also take Listening/Speaking and/or Grammar, other electives such as Vocabulary and Pronunciation, rotating contextualized courses such as English through Topics in Business, and support classes: Writing Workshop and Grammar Workshop.

We also support completion of levels by awarding certificates of proficiency in High Intermediate and Advanced ESOL. In addition, the program is in the third semester of running a small learning community called Learning English for Academic Purposes (LEAP) in order to provide a cohort experience and additional support for students with the goal of university transfer. LEAP students take two counseling classes together along with their reading/writing class, attend cohort meetings, and receive mentoring from alumni of BCC who have transferred to UC Berkeley.

In addition to these efforts, faculty have undertaken significant transformative projects in the past few years, including the following:

- We have worked with the English Department to implement the common Portfolio Assessment, and by extenison the ESOL Practice Portfolio, in which our students attempt transfer-level reading, summary/response essays, and argumentative research papers with extensive scaffolding.
- We have revised course content, rewritten outlines, sought and received transfer credit for the following courses:
  - ESL 52A Advanced Reading and Writing: 6 units transferable to UC as elective credit
  - ESL 50A Advanced Speaking and Listening: 4 units transferable to CSU to fulfill area A-1 Oral Communication in the GE requirements: http://www.berkeleycitycollege.edu/wp/counseling/files/2015/02/2015_16_CSUBreadth.pdf
- We have conducted numerous Focused Inquiry Groups, Action Plan Projects, and collaborative work in pedagogy and materials development in order to achieve acceleration without leaving anyone behind.
- We have worked with colleagues across disciplines to improve our students' preparation for other coursework outside English.

- We have implemented new educational technologies at a breakneck pace, taking independent coursework ourselves and frequently collaborating to implement them successfully.
- We have created, implemented, and revised many times a multiple-measures placement and orientation process that reduces unnecessary remediation and meets the goals of the Student Success and Support Plan, including an innovative Guided Self-Placement component.
- We have created program-wide contests and activities, including the US Culture Contest, Global Studies conversation partners, and lunchtime workshops focusing on specific skills and areas of interest. Some of these were discontinued at the end of the Title III grant, but some have been wrapped into the LEAP Program.
- We have extended our outreach and partnerships to Berkeley Adult School, Berkeley High School, Oakland International High School, and most recently San Francisco International High School, including site visits, hosting students on-site at BCC, special orientations, and aligning curricula.
- We have initiated a community Advisory Council including representatives from the aforementioned schools as well as local industry and other community members.

As a result of our work, BCC's ESOL Program has received recognition throughout and even outside California. We have presented at various conferences and summits, particularly on our work with acceleration, and receive inquiries regularly from distant colleagues who are interested in building ESOL programs like the one at BCC. We believe that this program truly embodies not just the mission, but the vision of our college: a "diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation and transformation."

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

COURSES	WHEN WAS THE CLASS LAST REVIEWED OR UPDATED?	WHEN ARE YOU PLANNING TO UPDATE THE COURSE? Please indicate the semester.	NOTES
ESL 050A Advanced Listening and Speaking	1/26/2012	Spring 2016	
ESL 050B Advanced Listening and Speaking	1/26/2012	Spring 2016	
ESL 052A Advanced Reading and Writing	9/27/2012	Spring 2016	
ESL 052A-B Advanced Reading and Writing	9/27/2012	Spring 2016	
ESL 205A-Vocabulary and Idioms in Context 3			These will be replaced by a new sequence of vocabulary classes more aligned with our new core curricula.
ESL 205B-Vocabulary and Idioms in Context 3			
ESL 216A High Intermediate Grammar	1/26/2012	Spring 2016	
ESL 216B High Intermediate Grammar	1/26/2012	Spring 2016	

ESL 217A Advanced Grammar	1/26/2012	Spring 2016	
ESL 217B Advanced Grammar	1/26/2012	Spring 2016	
ESL 218A-D- Writing Workshop (ESL)	10/6/2008	Spring 2016	
ESL 219A Applied Grammar and Editing	1/26/2012		Not currently being offered
ESL 219B Applied Grammar and Editing	1/26/2012		
ESL 220A-D High Intermediate and Advanced ESL Grammar Workshop	12/11/2012	Spring 2016	
ESL 223A High Intermediate Reading and Writing	1/26/2012	Spring 2016	
ESL 223B High Intermediate Reading and Writing	1/26/2012	Spring 2016	
ESL 230A-English for the U.S. Workplace	5/14/2013	Spring 2016	
ESL 230B-English through Topics in Business	5/14/2013	Spring 2016	
ESL 231A-English through Topics in U.S. History and Government	5/14/2013	Spring 2016	
ESL 231B-English through Topics in U.S. Culture		Spring 2016	
ESL 233A High Intermediate Listening and Speaking	1/26/2012	Spring 2016	
ESL 233B High Intermediate Listening and Speaking	1/26/2012	Spring 2016	
ESL 257A-B Pronunciation 3, 4			These will be replaced by a new sequence of pronunciation classes more aligned with our new core curricula.

What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

- We intend to launch 2 new sequences of elective skills courses to align with our new curriculum: 3 new pronunciation and 3 new vocabulary classes. They are matched to the new levels, and their content reflects a more focused, contextualized curriculum with academic competencies at the fore.
- We are applying for a Focused Inquiry Group with the following question: *How can we increase the number of students who complete the ESOL Reading/Writing sequence and go on to successfully complete English 1A in the subsequent semester?* We expect that as part of the answer, we will develop a special English 1A cohort section for students who have successfully completed the ESOL reading/writing sequence.
- We will deactivate courses we have not offered in several semesters and do not intend to offer soon, e.g. ESL 230A-English for the U.S. Workplace
- One of our faculty members is currently working with a team to investigate and plan the best applications for noncredit courses to serve our English Learners. The team includes the BCC MMART Department and Berkeley Adult School. This effort is following a year of participation in the AB86 working group and NACRCAE, the regional consortium planning pathways and partnerships including the adult schools and community colleges.

Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

The ESOL Program offers two Certificates of Proficiency:

- English as a Second Language: High Intermediate Certificate of Proficiency
- English as a Second Language: Advanced Certificate of Proficiency

(please see link: http://www.berkeleycitycollege.edu/wp/depts-progs/files/2015/07/BCC_2015_17_ESL_Majors.pdf)

Note: None of these degrees or certificates can be completed through Distance Education (50% or more of the course online).

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years Please review the "At a Glance" reports and answer the following questions.

COURSES	Data available from previous rounds?	Action Plan from Previous Rounds?	Notes	Fall 2015	Spring 2016	Summer 2016*	Fall 2016	Spring 2017	Summer 2017*	Fall 2017	Spring 2018	Summer 2018*	When will the action plan be created?	Status Report?
ESL 050A-B Advanced Listening and Speaking			this is an apparent Task Stream error; assessment was completed in 2012, and action plan led to an APPLE		A									
ESL 052A-B Advanced Reading and Writing	Y		this is an apparent Task Stream error; assessment is conducted every semester, and FIGs/APPLEs have been done based on results	A										
ESL 205A- Vocabulary and Idioms in Context 3	Y	Y												
ESL 216A-B High Intermediate Grammar	Y		this is an apparent Task Stream error; assessment was completed in 2012, and action plan led to an	A										

Course			Description															
			APPLE															
ESL 217A-B Advanced Grammar	Y		this is an apparent Task Stream error; assessment was completed in 2012, and action plan led to an APPLE		A													
ESL 218A-D-Writing Workshop (ESL)	Y		R1 has summary but doesn't match measure.	A														
ESL 219A-B Applied Grammar and Editing	Y		this is an apparent Task Stream error; assessment was completed in 2012, and action plan led to an APPLE		A													
ESL 220A-D High Intermediate and Advanced ESL Grammar Workshop	Y				A													
ESL 223A-B High Intermediate Reading and Writing			this is an apparent Task Stream error; assessment is conducted every semester, and FIGs/APPLEs have been done based on results	A														
ESL 233A-B High Intermediate Listening and Speaking	Y		R1 has summary but doesn't match measure		A													
ESL 230A-English for the U.S. Workplace			has not yet been offered															
ESL 230B-English through Topics in Business			new elective	A														
ESL 231A-English through Topics in U.S. History and Government			new elective, not being offered this year															
ESL 231B-English through Topics in U.S. Culture	Y		new elective, not being offered this year															
ESL 257A-B Pronunciation 3, 4			* Currently being revised															

ESL 231B	Y													
* Only for courses not offered during regular semesters														

Questions:

How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

All instructors in the department place SLOs on syllabi. In addition, SLOs are published on the ESOL Faculty Resources website, the public ESOL Program website (see link: http://www.berkeleycitycollege.edu/wp/esl/files/2015/10/BCC-ESL-SLOsNCF15.pdf), and the assessment website for all ESOL courses.

*Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the <u>past three years</u> as a response <u>to course and program assessment</u> results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings. (Note: findings were unavailable on TaskStream. With approval of the SLO Coordinator, this section contains the relevant content.)*

Improvement 1. **Reading/Writing:**

Every semester, all ESOL reading/writing classes, at both the high intermediate and advanced levels, participate in a department-wide portfolio assessment under the auspices of the English Department, which helps to maintain departmental standards for all composition instructors and gives students critical information about their skills related to learning outcomes; the results of this assessment are analyzed departmentally and used to make improvements in the classes. This work has been documented in an article, *Restructuring the Writing Program at Berkeley City College,* in the national periodical about assessment, *Assessment Update*, available at http://www.assessmentupdate.com/article-print-page/restructuring-the-writing-program-at-berkeley-city-college-or-how-we-learned-to-love-assessment-and-use-it-to-improve-student-learning.aspx.

The common portfolio assessment has provided critical professional development for ESOL instructors, allowing us to learn exactly what is expected of students at the English 1A level, which results in increased rigor with intensive support in the reading/writing coursework. Further research is needed to document the full extent of the impact on student success, but preliminary numbers from the district in 2013 showed that of students who had previously taken ESL 52A, 90% of those who enrolled in English 1A passed the course.

The ESOL program has taken another step to conduct backward-design through common assessment by instituting a Practice Portfolio process, which is undertaken each semester a few weeks before the final Portfolio. The assignment is the same (an in-class summary/response essay to a cold topic, and a 3-5 page argumentative research paper using academically acceptable sources), and the scoring rubric has the same standards, but students receive extensive scaffolding, as well as peer and teacher feedback. All participating faculty (100% of the reading/writing instructors) then conduct a normed reading of each other's students' work. This allows the ESOL students another chance to practice the skills, and serves as a formative assessment to direct the remainder of the semester's work. The students' performance also provides another data point to inform instructor recommendations for acceleration, which can then be given to counselors before students' enrollment appointments begin for the following semester.

Improvement 2. **Speaking/Listening:**

Based on previous Speaking/Listening SLO Assessments, the program embarked on an APPLE in Spring 2013 to align the speaking/listening curriculum and content to the reading/writing courses. The group accomplished the following (see presentation here:

SLAPPLE: Speaking Listening Action Plan Project Presentation for TLC Symposium 2013

- Drafted a common rubric for presentations, based on the English 1A reading/writing rubric, but adapted for speaking and listening outcomes, and prioritizing fluency
- Conducted common SLO assessment with all listening/speaking classes at both levels
- Consulted with other Peralta ESOL faculty
- Revised rubric based on new SLO assessments
- Created model semester flow for consistency across sections

Improvement 3. **Grammar:**

Based on previous Grammar SLO Assessments, the ESOL Program conducted another APPLE to align the grammar curriculum with the reading/writing core class. See presentation:

GRAPPLE: Grammar Action Plan Project Presentation for TLC Symposium 2013

The explicit teaching of grammar to students of English has been subject to much scrutiny, because although the practice is more useful to students coming from another language than to native speakers, it is still difficult for students to apply new grammar structures or error corrections in their speaking and writing. SLO assessments as well as research and classroom observation by instructors have also pointed to a need to differentiate instruction for English learners more similar to the international student profile (learned English from explicit study and primarily written work) and more similar to the Generation 1.5 profile (learned English from immersion, by ear). Further research indicated that many traditional grammar classes, including ours, focused too much on low-frequency structures and errors that are not critical to the academic tasks students need more help with.

The APPLE group took the following steps:

- Worked with other district ESOL instructors to revise exit skills for the 4 levels of grammar classes
- Accordingly rewrote all 4 grammar class outlines to reflect priorities: exposure to high-frequency structures at earlier levels, then recognition/proficiency in limited contexts, then mastery
- Collected common errors from SLO assessments and student work, primarily the elements of the Portfolio
- Created Common Error Correction toolkit for students and teachers at all levels to use for editing to reduce errors not covered in grammar curriculum

*Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.*

Plan 1.
The Program is applying for the following Focused Inquiry Group project:

Question: How can we increase the number of students completing the ESOL Reading/Writing sequence who go on to successfully complete English 1A in the subsequent semester?

In 2010, the ESOL Program conducted a Focused Inquiry on how to better prepare our students for the demands of 1A that resulted in many significant changes. Four years later, our success rate in the Advanced Reading/Writing classes is high - in the 70-80% range, but the last time we were given district data showing how many students actually took 1A the next semester, it was very small (about 10 students). 90% of those who did take the class passed, and many got As in the class, but we are concerned about the majority of students who pass the prerequisite sequence, and then, for reasons unknown to us, do not take the transfer class at all.

We want to investigate the best way to solve this dropoff, and design a plan for Academic Year 2016-17 that may include any of the following:
- a new section of 1A that would be designated as a cohort of 52 (Adv R/W) graduates (and any 223 (High Int R/W) graduates who are "accelerated" past 52 based on portfolio and other SLO performance); this course would meet the 1A outline, but the content would be specially designed to meet the needs of multilingual students who already passed the ESOL prereq at BCC, and could be individually tailored to their skills and interests as previously demonstrated on the Portfolio Assessment.
- embedded counseling support to actually enroll students in the class
- other best practices we may find in our research on models at other schools
- other responses to what we learn from the students

The inquiry will include the following:
- assessing student work (while scoring portfolios, keeping an eye on what skills our students are mastering in 52, and what they would need more of in the special 1A cohort section)
- survey(s) of past students to find out what their experiences were with 1A (or if they didn't take it, why), and surveys of current students to assess their needs
- a focus group of past students who went on to take 1A
- Other: possible survey/focus group/syllabus collection with current English 1A instructors

Plan 2.
Continue professional development and materials development, especially for new instructors, through the Practice Portfolio and other collaborative assessment work. Because effective implementation of accelerated curriculum depends on teacher-developed materials and process outside of traditional remedial textbooks, this work is critical to maintaining and developing our program to best serve students.

Plan 3.
Develop and/or revise assessment tools for classes that need to be assessed: grammar, listening/speaking, and new electives

Describe how assessment results for Distance Education <u>courses</u> and/or <u>programs</u> compare to the results for the corresponding face-to-face classes.

We do not offer all-online classes, and all our hybrid offerings are 25% or less online.

Describe assessment results for courses with multiple sections. Are there similar results in each section?

Comparing assessment results for courses with multiple sections has consistently shown similar results in each section. Our program has noted significant improvements as a result of implementing global interventions, such as the development of new curriculum across the board, rather than focusing on individual sections.

Describe your discipline, department or program participation in assessment of <u>institutional level</u> outcomes (ILOs).

We are currently participating in the Teamwork ILO. We have actively participated in using the results of the various ILOs, for example, integrating critical thinking and information literacy outcomes into our coursework. We led a cross-disciplinary FIG with the math department to work on integrating quantitative reasoning in the ESOL curriculum in anticipation of the upcoming ILO focusing on that outcome.

How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

Course level outcomes are aligned with ILO outcomes through Course assessment matrix, attached.

COURSES	BCC Institutional Student Learning Outcomes						
	Ethics and Personal Responsibility	Information Competency	Communication	Critical Thinking	Computational Skills	Global Awareness and Valuing Diversity	Self Awareness and Interpersonal Skills
	Students will be able to analyze a situation and understand the consequences of actions taken, as well as their impact on society and self. Students will demonstrate collaborative involvement in community interests.	Students will be able to find, evaluate, use, and communicate information in all its various formats.	Students will be able to speak, read, and write clearly and effectively with appropriate diction and content for the intended audience. In addition, students will be able to analyze communications for meaning, purpose, effectiveness, and logic.	Students will be able to identify a problem or argument, isolate facts related to the argument, generate multiple solutions to the problem, predict consequences, and use evidence and sound reasoning to justify a well informed position.	Students will master basic concepts, understand their meanings, and apply them to simple concrete problems at each level of development and abstraction. Students will demonstrate algorithmic competence appropriate to each level.	Students will be able to acknowledge and act with sensitivity toward the diverse customs, beliefs, and lifestyles that exist within the college community.	Students will be able to analyze their own actions, see the perspectives of other persons, and work effectively with others in groups.
ESL 050A-B Advanced Listening and Speaking		X	X	X		X	X
ESL 052A-B Advanced Reading and Writing			X	X			
ESL 205A-Vocabulary and Idioms in			X				

Context 3						
ESL 216A-B High Intermediate Grammar			X			
ESL 217A-B Advanced Grammar			X			
ESL 218A-D- Writing Workshop (ESL)			X	X		
ESL 219A-B Applied Grammar and Editing			X			
ESL 220A-D High Intermediate and Advanced ESL Grammar Workshop			X	X	X	X
ESL 223A-B High Intermediate Reading and Writing			X	X		
ESL 233A-B High Intermediate Listening and Speaking			X	X	X	X
ESL 230A- English for the U.S. Workplace	X		X	X	X	X
ESL 230B- English through Topics in Business	X	X	X	X	X	X
ESL 231A- English through Topics in U.S. History and Government			X	X	X	X
ESL 231B- English through Topics in U.S. Culture			X	X	X	X
ESL 257A-B Pronunciation 3, 4			X			X

5. Instruction:

Describe effective and innovative strategies used by faculty to involve students in the learning process.

Because this is such an important feature of the ESOL classes, and because our faculty use so many diverse, effective approaches, direct faculty responses to this and the next question are included.

1. Research paper topics: Students choose their own topics for both research papers, and the process of helping them uncover areas of knowledge that they didn't know they had is very empowering for them. Every student has strong feelings about something, and each of them is able to channel those feelings into a topic. Students are encouraged to research and write about topics in their previous, current, or intended major or career field, so the majority of their extended reading is personalized and contextualized.
2. Lots of role-plays and communicating in groups of two or three
3. DVD projections of film scenes to elicit writing and discussion
4. Goal setting and self-evaluation
5. Flipping the classroom
6. Collaborative learning
7. Peer review
8. Kinesthetic learning games activities such as stations
9. Impromptu discussions
10. Minimal teacher talk time
11. Hands on activities
12. Debates
13. Socratic seminars
14. In-class writing and problem solving activities
15. Role plays
16. Interviews
17. Exit tickets and other classroom assessment techniques
18. Grammar/vocabulary/culture games

Given that all courses and programs have an interest in improving retention, success, and transfer rates, we propose a Cross-College Thematic General Education Curriculum. This curricular theme would change semester to semester, creating and reinforcing an academic community with shared interests and experiences.

How has new technology been used by the discipline, department or program to improve student learning?

1. Computer Lab time: Having students in the computer room for an hour a week has made a tremendous difference. Students who are reluctant to ask for help in a traditional classroom setting are very willing to get help in the computer room. I use the time in the computer room to work individually with as many students as I can, and lots of spontaneous peer learning and teaching emerge in the computer room.
2. Listening: Video provides authentic, repeatable input for listening/notetaking. In other words, I can play a clip six or eight times for dictation-type exercise and it will always be the same
3. Socrative (student response system equivalent to "clickers" but free and with more features)
4. Turnitin grading gives fast feedback. Students learn about plagiarism and paraphrasing experientially through it—it often takes seeing those red lines to really grasp what this means. Students also get grammar feedback.
5. Speaking test: students record conversations, which means that 35 students can take the test at the same time and I can listen in my free time, instead of having them do it one at a time

6. Audio journals & shadowing; Students practice, record, and upload, and I can give feedback on their pronunciation and grammar much easier than in-class.
7. Pronunciation feedback: I provide videos for the whole class or individual students to watch for problem areas
8. Quizlet: Students can study vocabulary
9. TED talks: Authentic input & presentation skills models, with interactive transcripts
10. Moodle glossary: Students research US culture terms or vocab and add to glossary. They share their research.
11. Moodle Forums: Students share resources, discuss readings, form project groups, reflect, summarize, practice language focus or target language like classroom discussion language or concession, etc.
12. Laptops: MLA OWL scavenger hunt and formatting game, work on drafts, research, groups write own speaking exam questions and add to the google doc, write a collaborative essay, etc.
13. Video recordings: Students record presentations and watch them for self-evaluation and reflection
14. Moodle quiz: students check understanding of grammar, MLA, writing short answer essays, etc. or practice for in-class test
15. Library database research
16. Document camera/projector: Review answers, model activity (marginalia, notetaking), students share work
17. Students use university library guides/videos to learn about research, paraphrasing, plagiarism etc.
18. I use Vocabprofile to analyze what Academic Word List words are in the article that I should preteach
19. Survey Monkey: all-program survey each semester, various uses throughout
20. Voicethread
21. Engrade
22. Vocaroo,
23. Soundcloud
24. English Central

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

First, all reading/writing core classes participate in the English Department Portfolio assessment. We also perform other course assessments with norming and collaborative scoring across sections and modalities. Most of our faculty have taken classes in Merritt's EDT Program with Alexis Alexander and/or @ONE courses to develop their capacity to teach hybrid and web-enhanced classes. Moodle and Turnitin are used almost universally. Most of our faculty have participated in the Peer Observation Pool program through the Teaching and Learning Center, in which we shared not only face-to-face learning experiences, but guest access to each other's' Moodle shells.

How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

We do not offer all-online classes, and all our hybrid offerings are 25% or less online.

Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

1. Overall enrollment trends in the past three years

	Resident FTES	Nonresident FTES	Total FTES	Census	Headcount
Spring 2013	30.70	22.24	52.94	417	268
Fall 2013	26.96	22.28	49.24	415	258
Spring 2014	24.47	25.37	49.84	417	267
Fall 2014	23.72	31.32	55.04	398	261
Spring 2015	21.66	34.04	55.70	424	270

Overall enrollment has held steady and slightly increased; the most salient trend is the relative increase in nonresident enrollment, particularly of International students. The ESOL program has a much higher ratio of nonresident students than any other department or program at BCC.

Resident vs. Nonresident FTES in ESOL
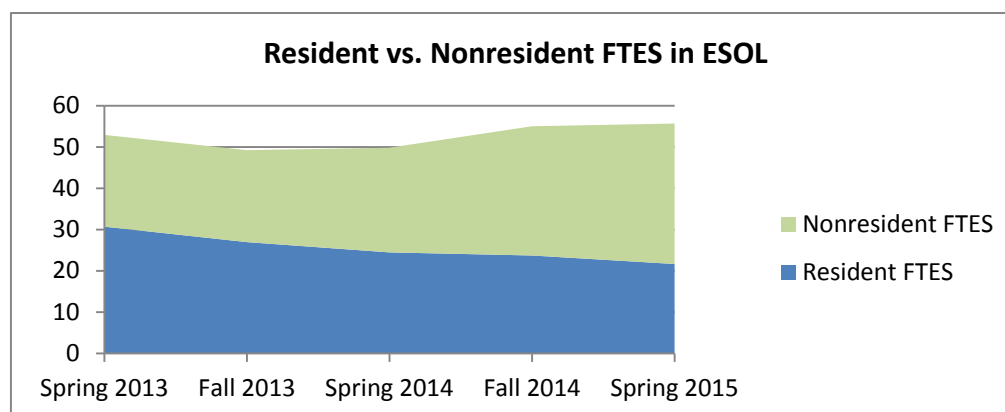
An explanation of student demand (or lack thereof) for specific courses.

The demand for both levels of Reading and Writing classes remains strong; most sections fill quickly, and the daytime sections would have substantial waiting lists if dynamically dated classes were allowed waiting lists in PROMT. The Listening and Speaking and daytime grammar classes generally show strong enrollment patterns as well, along with some popular electives such as Vocabulary and the Writing Workshop support classes. We expect high demand for the new Pronunciation course based on past experience.

Some electives and evening sections are less in demand, based on shifting patterns of student interest and availability. It is also possible that the increase in international enrollment is fueling a more intense focus on the core reading/writing sequence that leads to classes needed for transfer. Because of the cost of nonresident tuition, these students often understandably restrict their classes to those absolutely needed for their SEP, even if other ESOL classes might improve their later success.

We remain committed to preserving an evening program, even at the risk of potentially lower enrollments, because an ESOL evening program is crucial to serving the area's working adults.

2. Productivity for the discipline, department, or program compared to the college productivity rate.

SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
16	454	454	23.83	42.63	66.46	1.54	0.09	3.00	4.63	14.34

College productivity rate: 17.39 (2014-15)

Pending corrected productivity; apparent errors in BI Tool reports, possibly related to dynamically dated hybrid course minutes, have been sent to administration for investigation

3. Salient factors, if known, affecting the enrollment and productivity trends you mention above.

All ESOL courses are limited to 35 students, with Reading and Writing courses capped at 35 students up until the first day of classes, and then limited to 30. This does affect our productivity rates in comparison to the rest of the college. Another factor that can limit enrollment is the difficulty English learners face in navigating the application, placement, and enrollment process. Access to the community college presents multiple barriers to our students in addition to their limited English: international students are at the same time trying to find housing in the Bay Area and negotiate visa processes; refugees and other newly arrived immigrants are dealing with housing, work, children, and restrictive schedules that do not allow access to daytime services. Beyond a neutral, technical difficulty with communication and completion of forms, immigrants and many international students also absorb the affective impact of experiencing microaggressions and sometimes outright discrimination based on race and language minority status.

Although community college is intended to be affordable and accessible, cost is actually another important factor that prevents local students from enrolling: Berkeley Adult School has a huge ESL program with more than 2000 students, many of them with English proficiency that would qualify them for BCC ESOL classes. Yet the number that matriculate here is low, because of the residency requirement for in-state tuition, and the cost even of resident tuition. Recent legal gains have improved the situation for a fraction of undocumented students, but anyone who came as an adult is not eligible for this relief.

Despite all these obstacles, once in the program, ESOL students do persist, and the program has among the highest retention and success rates at the college. If we are to sincerely pursue the mission of the college, the success rate – and total number of students succeeding - should mitigate the impact of disparity in the productivity rate.

Based on Spring 15 productivity, retention, and success data	Productivity	Average # of students per class at census in February	Retention	Average # of students still in class in May	Success	**Average # of students passing the class**
Average BCC class	17.39	34.78	77.42%	26.92	65.10%	**22.60**
Average BCC ESOL class	14.34	28.68	89.86%	25.77	84.20%	**24.14**

It is worth noting that the class size resulting in ideal productivity is much higher than that which is universally recommended for effective learning, particularly for foundational and ESL classes. The Peralta standard is also among the worst in this regard in the Bay 10 and in California. Typically at community colleges and certainly at universities, classes intended for students to develop basic skills in English, math, and ESL are capped much lower, and 35 is almost unheard of. Please see link: **Class Size Comparison and Rationale for Foundational Classes Spring 2015**

In addition, Peralta International students are offered our ESOL classes with the understanding that they will be receiving an experience equivalent to an Intensive English Program. In order to qualify for accreditation, these programs have a maximum of 25 students per class. Please see guidelines for University and College Intensive English Programs here: **UCIEP Guidelines**

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Each semester, the ESOL chair works in consultation with the other contract faculty member, the English chair, counselors, the International Office Adviser, and relevant administrators to create the best possible schedule, based on historical demand and predictive factors. We have adapted the schedule to meet student needs, such as taking into consideration classes that have large numbers of parents, large numbers of International students who are limited in the number of evening classes they can take, etc.

One of the most pressing factors is arranging the different skill areas so that a student can take a full schedule that includes reading/writing, speaking/listening, grammar, and a support class or other elective. Another important concern is keeping the program accessible to local working adults, who comprise a larger percentage of the evening program. A coherent slate of evening classes is crucial for this population in order to serve the community equitably.

We receive feedback through examination of enrollment patterns and by surveying students.

Recommendations and priorities.

1. Add sections of High Intermediate and Advanced Reading and Writing to accommodate increased demand
2. Add at least one section of Intermediate Reading and Writing and ideally one section of Intermediate Listening and Speaking and Intermediate Grammar to accommodate lower-placing students who want to attend Berkeley City College
3. Continue to support outreach efforts to high schools and Berkeley Adult school
4. Continue to improve and validate multiple-measures placement and orientation for incoming students
5. Support collaborative professional development to maintain quality of program

_____

6. Student Success and Student Equity:

Describe course completion rates (% of students that earned a grade "C" or better or "Credit") in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

Breakdown separately by course but not disaggregated by ethnicity or gender appears to be unavailable information at this time. Please find below the total program success rate compared to the overall college success rate, and the available completion data for the program disaggregated by ethnicity. At 84.2%, BCC ESOL students succeed at rates much higher than the college standard: the program has averaged a success rate of 14.4% points above the school standard for the last three years. Headcount is also included, to give context for the percentages, so for example a 50% completion rate for a given group may look alarming without the knowledge that the given group had two individuals.

Success%	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total BCC	71.60%	66.49%	65.00%	72.06%	64.37%	65.10%	70.72%	64.66%	65.10%
BCC ESOL	**84.29%**	**83.02%**	**80.68%**	**84.38%**	**81.40%**	**77.40%**	**83.33%**	**78.28%**	**84.20%**

Completion by course and ethnicity:

Success	Term								
Course	American Indian/Alaskan Native	Asian	Black/African American	Filipino	Hispanic	Other Non white	Pacific Islander	White Non Hispanic	Multiple
MATH 1 - PRE-CALCULUS	NA	77.03%	47.06%	72.73%	57.69%	NA	NA	66.15%	48.84%
MATH 13 - INTRO TO STATISTICS	100.00%	73.49%	24.59%	46.15%	40.63%	0.00%	50.00%	65.67%	48.65%
MATH 16A - CALCULUS-BUS/SOCSC	NA	61.54%	0.00%	NA	0.00%	0.00%	NA	14.29%	75.00%
MATH 16B - CALCULUS-BUS/SOCSC	NA	80.00%	50.00%	NA	100.00%	NA	NA	50.00%	75.00%
MATH 18 - REAL NUMBER SYSTEMS	NA	NA	100.00%	NA	100.00%	NA	NA	100.00%	100.00%
MATH 2 - PRECALCULUS/GEOMETRY	NA	42.86%	0.00%	NA	50.00%	NA	NA	33.33%	100.00%
MATH 201 - ELEMENTARY ALGEBRA	NA	44.83%	29.41%	66.67%	26.92%	100.00%	0.00%	59.09%	37.50%
MATH 202 - GEOMETRY	NA	33.33%	60.00%	0.00%	50.00%	NA	NA	85.71%	25.00%
MATH 203 - INTERMEDIATE ALGEBRA	NA	77.78%	35.90%	66.67%	47.83%	NA	100.00%	64.29%	58.33%
MATH 206 - ALGEBRA FOR STATISTICS	100.00%	33.33%	46.67%	100.00%	42.86%	NA	100.00%	70.00%	55.56%
MATH 250 - ARITHMETIC	NA	80.00%	15.15%	100.00%	33.33%	NA	NA	26.67%	21.05%
MATH 253 - PRE-ALGEBRA	NA	47.37%	42.86%	66.67%	68.97%	NA	50.00%	57.89%	41.67%
MATH 3A - CALCULUS I	NA	75.93%	33.33%	100.00%	28.57%	NA	NA	47.22%	61.54%
MATH 3B - CALCULUS II	NA	72.50%	57.14%	50.00%	40.00%	100.00%	NA	63.16%	71.43%
MATH 3C - CALCULUS III	NA	95.65%	NA	80.00%	66.67%	NA	NA	88.89%	100.00%
MATH 3E - LINEAR ALGEBRA	NA	98.18%	100.00%	100.00%	83.33%	100.00%	NA	91.43%	100.00%
MATH 3F - DIFFERENTIAL EQUATIONS	NA	86.67%	0.00%	100.00%	100.00%	NA	NA	90.48%	100.00%
MATH 50 - TRIGONOMETRY	NA	60.00%	33.33%	0.00%	43.75%	NA	NA	34.62%	42.11%
Grand Total	100.00%	74.47%	34.15%	64.91%	43.88%	60.00%	45.45%	63.49%	50.29%

Headcount:

Course	American Indian/Alaskan Native	Asian	Black/African American	Filipino	Hispanic	Other Non white	Pacific Islander	White Non Hispanic
MATH 1 - PRE-CALCULUS		74	34	11	26			66
MATH 13 - INTRO TO STATISTICS	4	83	61	13	64	1	4	135
MATH 16A - CALCULUS-BUS/SOCSC		13	5		5	1		7
MATH 16B - CALCULUS-BUS/SOCSC		5	2		5			2
MATH 18 - REAL NUMBER SYSTEMS			1		1			3
MATH 2 - PRECALCULUS/GEOMETRY		7	2		2			6
MATH 201 - ELEMENTARY ALGEBRA		29	85	6	78	1	3	66
MATH 202 - GEOMETRY		4	7	1	6			10
MATH 203 - INTERMEDIATE ALGEBRA		27	39	6	46		1	56
MATH 206 - ALGEBRA FOR STATISTICS	1	3	15	1	14		1	10
MATH 250 - ARITHMETIC		5	33	1	12			15
MATH 253 - PRE-ALGEBRA		19	63	3	29		2	19
MATH 3A - CALCULUS I		54	6	1	14			36
MATH 3B - CALCULUS II		40	7	2	5	1		19
MATH 3C - CALCULUS III		23		5	6			18
MATH 3E - LINEAR ALGEBRA		55	4	4	6	1		35
MATH 3F - DIFFERENTIAL EQUATIONS		15	1	1	2			21
MATH 50 - TRIGONOMETRY		15	7	2	17			26
Grand Total	5	471	372	57	338	5	11	550

Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

Our discipline is unique in that almost all of our students are from other countries. Thus, as much as we can ascertain, we have no former foster youth, a negligible number of Veterans, and very few or no African Americans as the term is usually intended (although a significant number of African students, a small number of

whom may identify as African American after having lived in the US for a time). The metric suggested by the Equity Plan for a disproportionately impacted group is "Hispanic" [sic] students. However, there are actually a fairly small number of these students, and the data did not differentiate between resident immigrant students and international students. There is also no differentiation of students from the Middle East and North Africa who may identify as "White/Non-Hispanic" given the limited ethnicity options, but who may face different obstacles in the United States than do students from Europe, with regard to refugee status, language minority status, and discrimination based on perception of ethnicity and religion.

Discussion:

As described above, the data on ethnicity appears to capture disaggregated elements of the ESOL program population inaccurately. Perhaps SES is a more important indicator of disproportionate impact for this population. It would also be useful to disaggregate success rates of resident, out-of-state, and international students in order to take action toward more equitable outcomes.

Another crucial consideration is that English Learner status alone, not combined with other identities, is worth two points on the Academic Risk Index. A data set that combines outcomes for affluent international students who do not work and have previous academic degrees with low-income, working, immigrant students with less previous education will obviously mask many differences that need to be addressed for the sake of equity. Still, it is impressive that our overall success rates within the program are so high. However, the more important measurement would be how these students – all of the English learners, but particularly the low-income, working, local students – fare after they move out of the program and into the transfer-level classes, and/or how many of them successfully take that step at all.

We look forward to working with a more precise data set in order to better serve our students. Meanwhile, we will work toward the goals defined by the Equity Plan: improve disproportionately impacted population of Latin@s (may be referred to in other documents as "Hispanic males/Hispanic females" or Latino males/Latino females") through outreach, improvement, and expansion of LEAP Learning Community. Efforts to improve the accelerated curriculum through professional development, and efforts to provide access to technology and student services such as counseling and tutoring, will also disproportionately benefit students who most need support to succeed.

*Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?*

We do not offer all-online classes, and all our hybrid offerings are 25% or less online.

*Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?*

Success	Term					
Hybrid	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
ESL 205A - VOCAB/IDIOMS 3						
ESL	NA	NA	NA	NA	96.15%	NA
ESL 205B - VOCAB/WORD ANALYSIS 4						
ESL	NA	NA	NA	NA	100.00%	NA

ESL 216A - HIGH INTERMEDIATE GRAMMAR						
ESL	NA	70.00%	NA	NA	88.89%	NA
ESL 216B - HIGH INTERMEDIATE GRAMMAR						
ESL	NA	NA	NA	NA	100.00%	NA
ESL 217A - ADVANCED GRAMMAR						
ESL	71.43%	85.71%	NA	NA	64.29%	NA
ESL 217B - ADVANCED GRAMMAR						
ESL	NA	NA	NA	NA	33.33%	NA
ESL 223A - HIGH INTER READING & WRITING						
ESL	83.58%	76.19%	77.59%	75.00%	85.45%	89.66%
ESL 223B - HIGH INTER READING & WRITING						
ESL	NA	NA	NA	50.00%	66.67%	75.00%
ESL 233A - HIGH INTER LISTENING & SPEAKIN						
ESL	NA	NA	NA	58.33%	92.86%	NA
ESL 233B - HIGH INTER LISTENING & SPEAKIN						
ESL	NA	NA	NA	100.00%	80.00%	NA
ESL 50A - ADV LISTENING AND SPEAKING						
ESL	NA	72.73%	NA	58.33%	79.07%	80.00%
ESL 50B - ORAL COMMUNICATION/ADV ESL						
ESL	NA	NA	NA	NA	100.00%	NA
ESL 52A - ADV READING AND WRITING						
ESL	70.00%	70.00%	65.52%	75.00%	72.37%	84.81%
ESL 52B - ADV READING AND WRITING						
ESL	NA	100.00%	100.00%	100.00%	100.00%	100.00%
Grand Total	**76.35%**	**74.51%**	**74.73%**	**72.37%**	**81.27%**	**85.88%**

Non-DE	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ESL 200A - SPEAKING 3									
ESL	33.33%	NA	NA	NA	NA	NA	NA	NA	NA
ESL 200B - SPEAKING 4									
ESL	90.00%	NA	NA	NA	NA	NA	NA	NA	NA
ESL 202B - GRAMMAR 4									
ESL	84.62%	NA	NA	NA	NA	NA	NA	NA	NA
ESL 202C - GRAMMAR 5									
ESL	94.44%	NA	NA	NA	NA	NA	NA	NA	NA
ESL 205A - VOCAB/IDIOMS 3									
ESL	NA	89.66%	82.86%	NA	95.00%	62.50%	NA	NA	93.75%
ESL 205B - VOCAB/WORD ANALYSIS 4									
ESL	NA	NA	NA	NA	NA	100.00%	NA	NA	76.47%
ESL 216A - HIGH INTERMEDIATE GRAMMAR									
ESL	NA	96.77%	84.38%	93.33%	90.32%	96.43%	91.30%	NA	96.67%
ESL 216B - HIGH INTERMEDIATE GRAMMAR									
ESL	NA	NA	100.00%	66.67%	100.00%	66.67%	100.00%	NA	100.00%

ESL 217A - ADVANCED GRAMMAR									
ESL	NA	86.11%	85.19%	66.67%	78.26%	72.73%	71.88%	NA	60.71%
ESL 217B - ADVANCED GRAMMAR									
ESL	NA	NA	75.00%	100.00%	100.00%	0.00%	50.00%	NA	0.00%
ESL 218A - ESL WRITING WORKSHOP									
ESL	NA	NA	81.48%	NA	NA	NA	NA	64.29%	NA
ESL 218B - ESL WRITING WORKSHOP									
ESL	NA	78.43%	NA	NA	NA	67.50%	NA	NA	83.33%
ESL 218C - ESL WRITING WORKSHOP									
ESL	NA	NA	NA	NA	NA	100.00%	NA	66.67%	NA
ESL 218D - ESL WRITING WORKSHOP									
ESL	NA	100.00%	NA	NA	75.00%	NA	NA	NA	63.64%
ESL 219A - APPLIED GRAMMAR AND EDITING									
ESL	NA	91.67%	NA	NA	NA	NA	NA	NA	NA
ESL 220B - HIGH INTER ESL GRAMMAR WRKSHP									
ESL	NA	NA	NA	NA	62.50%	57.14%	NA	57.14%	100.00%
ESL 220D - ADV ESL GRAMMAR WORKSHOP									
ESL	NA	NA	NA	NA	80.00%	57.14%	NA	100.00%	77.78%
ESL 223B - HIGH INTER READING & WRITING									
ESL	NA	NA	83.33%	NA	66.67%	NA	NA	NA	NA
ESL 230B - ENGL THROUGH TOPICS/BUSINESS									
ESL	NA	NA	NA	NA	NA	NA	NA	NA	88.46%
ESL 231A - ENGL/TOPICS US HIST & GOV									
ESL	NA	NA	NA	NA	NA	NA	NA	NA	66.67%
ESL 231B - ENGLISH/TOPICS US CULTURE									
ESL	NA	NA	NA	NA	NA	NA	NA	65.38%	NA
ESL 233A - HIGH INTER LISTENING & SPEAKIN									
ESL	NA	85.71%	71.43%	95.00%	71.43%	87.50%	83.33%	NA	84.62%
ESL 233B - HIGH INTER LISTENING & SPEAKIN									
ESL	NA	NA	100.00%	100.00%	100.00%	NA	NA	NA	NA
ESL 257A - PRONUNCIATION 3									
ESL	NA	NA	90.63%	NA	NA	NA	NA	NA	NA
ESL 257B - PRONUNCIATION 4									
ESL	NA	NA	NA	NA	75.00%	NA	NA	NA	NA
ESL 280B - ENGL THROUGH TOPICS/BUSINESS									
ESL	NA	NA	NA	NA	100.00%	96.30%	NA	NA	NA
ESL 281A - ENGL/TOPICS US HIST & GOV									
ESL	NA	NA	NA	NA	NA	93.10%	NA	NA	NA
ESL 281B - ENGLISH/TOPICS US CULTURE									
ESL	NA	NA	NA	NA	90.48%	NA	NA	NA	NA
ESL 50A - ADV LISTENING AND SPEAKING									
ESL	NA	89.66%	93.10%	NA	96.88%	81.82%	100.00%	NA	93.75%
ESL 50B - ORAL COMMUNICATION/ADV ESL									

ESL	NA	NA	87.50%	NA	100.00%	100.00%	50.00%	NA	80.00%
ESL 52A - ADV READING AND WRITING									
ESL	NA	NA	NA	NA	65.38%	NA	NA	NA	NA
ESL 52B - ADV READING AND WRITING									
ESL	NA	NA	NA	NA	85.71%	NA	NA	NA	NA
Grand Total	**84.29%**	**87.34%**	**84.29%**	**84.38%**	**83.28%**	**80.30%**	**83.33%**	**65.85%**	**83.07%**

Rates of course completion are not significantly different in sections of face-to-face and hybrid courses. Rates of completion have risen in the hybrid classes in recent semesters, perhaps because of any combination of the following factors: rising digital proficiency in general, increased proportion of international students, greater access to computer labs, and improvement in use of technology by instructors. Note: some of the data above appears to contain inaccuracies. For example, since the 223A and B sections are offered only as combined sections, and all are hybrid, N/A should not appear for 223B.

Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

Retention	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total BCC	84.45%	80.51%	76.19%	83.32%	77.03%	76.28%	80.94%	78.36%	77.42%
BCC ESOL	**88.57%**	**92.31%**	**89.13%**	**87.50%**	**91.79%**	**89.18%**	**86.67%**	**87.37%**	**89.86%**

With retention as well as success, the ESOL Program scores significantly higher than the college as a whole.

Retention	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ESL 200A - SPEAKING 3	50.00%	NA	NA	NA	NA	NA	NA	NA	NA
ESL 200B - SPEAKING 4	100.00%	NA	NA	NA	NA	NA	NA	NA	NA
ESL 202B - GRAMMAR 4	84.62%	NA	NA	NA	NA	NA	NA	NA	NA
ESL 202C - GRAMMAR 5	94.44%	NA	NA	NA	NA	NA	NA	NA	NA
ESL 205A - VOCAB/IDIOMS 3	NA	96.55%	82.86%	NA	95.00%	87.50%	NA	96.15%	93.75%
ESL 205B - VOCAB/WORD ANALYSIS 4	NA	NA	NA	NA	NA	100.00%	NA	100.00%	76.47%
ESL 216A - HIGH INTERMEDIATE GRAMMAR	NA	96.77%	88.10%	100.00%	90.32%	96.43%	95.65%	88.89%	96.67%
ESL 216B - HIGH INTERMEDIATE GRAMMAR	NA	NA	100.00%	100.00%	100.00%	66.67%	100.00%	100.00%	100.00%
ESL 217A - ADVANCED GRAMMAR	NA	91.23%	95.12%	66.67%	100.00%	96.97%	78.13%	78.57%	82.14%
ESL 217B - ADVANCED GRAMMAR	NA	NA	75.00%	100.00%	100.00%	100.00%	50.00%	66.67%	0.00%
ESL 218A - ESL WRITING WORKSHOP	NA	NA	90.74%	NA	NA	NA	NA	75.00%	NA
ESL 218B - ESL WRITING WORKSHOP	NA	94.12%	NA	NA	NA	80.00%	NA	NA	90.00%
ESL 218C - ESL WRITING WORKSHOP	NA	NA	NA	NA	NA	100.00%	NA	83.33%	NA
ESL 218D - ESL WRITING WORKSHOP	NA	100.00%	NA	NA	84.62%	NA	NA	NA	81.82%

Course									
ESL 219A - APPLIED GRAMMAR AND EDITING	NA	100.00 %	NA	NA	NA	NA	NA	NA	NA
ESL 220B - HIGH INTER ESL GRAMMAR WRKSHP	NA	NA	NA	NA	62.50%	71.43%	NA	100.00%	100.00%
ESL 220D - ADV ESL GRAMMAR WORKSHOP	NA	NA	NA	NA	80.00%	57.14%	NA	100.00%	88.89%
ESL 223A - HIGH INTER READING & WRITING	NA	89.55%	92.86%	NA	93.10%	87.50%	NA	100.00%	94.83%
ESL 223B - HIGH INTER READING & WRITING	NA	NA	91.67%	NA	77.78%	75.00%	NA	66.67%	100.00%
ESL 230B - ENGL THROUGH TOPICS/BUSINESS	NA	NA	NA	NA	NA	NA	NA	NA	88.46%
ESL 231A - ENGL/TOPICS US HIST & GOV	NA	NA	NA	NA	NA	NA	NA	NA	66.67%
ESL 231B - ENGLISH/TOPICS US CULTURE	NA	NA	NA	NA	NA	NA	NA	84.62%	NA
ESL 233A - HIGH INTER LISTENING & SPEAKIN	NA	92.86%	80.95%	95.00%	100.00 %	94.44%	83.33%	96.43%	88.46%
ESL 233B - HIGH INTER LISTENING & SPEAKIN	NA	NA	100.00 %	100.00%	100.00 %	100.00 %	NA	100.00%	NA
ESL 257A - PRONUNCIATION 3	NA	NA	90.63%	NA	NA	NA	NA	NA	NA
ESL 257B - PRONUNCIATION 4	NA	NA	NA	NA	87.50%	NA	NA	NA	NA
ESL 280B - ENGL THROUGH TOPICS/BUSINESS	NA	NA	NA	NA	100.00 %	96.30%	NA	NA	NA
ESL 281A - ENGL/TOPICS US HIST & GOV	NA	NA	NA	NA	NA	93.10%	NA	NA	NA
ESL 281B - ENGLISH/TOPICS US CULTURE	NA	NA	NA	NA	95.24%	NA	NA	NA	NA
ESL 50A - ADV LISTENING AND SPEAKING	NA	96.55%	94.12%	NA	96.88%	93.33%	100.00 %	88.10%	96.15%
ESL 50B - ORAL COMMUNICATION/ADV ESL	NA	NA	100.00 %	NA	100.00 %	100.00 %	50.00%	100.00%	80.00%
ESL 52A - ADV READING AND WRITING	NA	85.00%	81.67%	NA	87.27%	83.93%	NA	77.63%	88.61%
ESL 52B - ADV READING AND WRITING	NA	NA	100.00 %	NA	100.00 %	100.00 %	NA	100.00%	100.00%
Grand Total	**88.57%**	**92.31%**	**89.13%**	**87.50%**	**91.79%**	**89.18%**	**86.67%**	**87.37%**	**89.86%**

Are there differences in the retention completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

This information is not currently available.

What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

As detailed above, we have implemented a new curriculum that features flexible acceleration, builds in contextualization, and provides students with a rigorous but highly supportive educational experience. Intense collaborative professional development has improved the consistency of our classes and enriched the course content. Increasingly effective use of online tools helps instructors stay in contact with students and provide feedback. We have also worked very hard to revise the intake placement and orientation process with a more student-centered approach using multiple measures assessment and faculty-led orientation programs, including a one-on-one meeting with an ESOL teacher and with a counselor for every incoming student. This assures better placement and helps students who are not only new to the college but often new to the country successfully navigate the first steps into college and have a higher probability of success.

We hope to continue all the above efforts: curriculum redesign and collaboration toward effective accelerated pedagogy; access to and effective use of technology; and further improvement of the placement/orientation for new students.

What has the discipline, department, or program done to improve the number of degrees and certificates awarded?   Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

Program	2012-2013	2013-2014	2014-2015	Total
English as a Second Language		**15**	**44**	**59**
Advanced ESL (CP)		10	26	36
High Intermediate ESL (CP)		5	18	23

We began offering our two certificates of proficiency in 2013. We worked with counselors to make the application process more accessible to our students, for example creating links on our website including an annotated application:
> **ESL Program Opportunities:**
> o **ESL High Intermediate and Advanced Certificate Programs**
> **Download a copy of the new ESOL Certificate Programs here**
> **How to Apply for an ESOL Certificate of Proficiency from BCC**

We also include information about the certificates on our student survey each semester, and present the information to all incoming students at the orientation and in classes.

Plans for the future include offering counselor visits in the classrooms, holding group certificate application sessions, and looking into how else we can simplify the application process. Many students complete the requirements, but currently the application process (completing a confusing and difficult form and meeting in person with a counselor) appears to be the main obstacle to people actually getting the certificates.

_____

7. Human, Technological, and Physical Resources (including equipment and facilities):

Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Discipline	FTES F15	Productivity F15	Total FTEF F15	% of total FTEF	Contract FTEF	Contract FTEF/Total FTEF	% of Contract Faculty	PT FTEF/Total FTEF	FT:PT Ratio
ESL	23.83	14.34	4.63	3.83%	2	43%	3%	57%	0.76

Full-time faculty headcount _____2_____

Part-time faculty headcount _____6_____

Total FTEF faculty for the discipline, department, or program _____4.63_____

Full-time/part-time faculty ratio _____.76_____

Full-time/part-time faculty ratio by headcount: 2/6 = .33

Percentage of full-time faculty in department: 2/8 = 25%

Classified staff headcount _____0_____

What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

1. The ESOL Program needs to hire an additional full-time faculty member with required expertise in the areas of composition and multimedia/technology in language learning, and desired experience with outreach/community partnerships. The last hire was in 2008, and since then the program has developed in many directions that require huge amounts of time-consuming work outside the regular duties of an instructional department. Currently our ratio of FT to PT does not look very bad, because the two full-time instructors have just returned to the classroom after several years of release-time assignments just as two of our part-time faculty took jobs at other campuses. Thus, although at the moment there are only six adjuncts to the two full-time instructors, the number of adjuncts has varied over the years and has at times been up to 12.

   Looking at the list below in section 8, it is apparent that the two full-time instructors cannot sustain this level of involvement in campus, district, and community activities while focusing on the most important activity, teaching the students in our classes. No matter how enthusiastic and dedicated we may be, there are not enough hours in the week to accomplish all of these tasks with the excellence we wish to. Our adjunct faculty are a tight-knit group that participate as they can, and the small amounts of support provided by various grants and special projects in recent years has allowed them to dedicate more time and effort to the program, but practically and ethically a program cannot depend on an expectation of unpaid volunteer work from part-time instructors.

   Our core transfer-focused program consists of intensive classes with a huge prep and grading load; the accelerated sequence demands constant innovation, technology learning, and collaborative assessment; and new initiatives with short deadlines arrive regularly. The latest development, a call to develop noncredit courses leading to CTE pathways, will require significant planning and implementation time.

2. The ESOL Program needs a dedicated half-time tutor/mentor, similar to the position of a MESA retention specialist, trained in ESOL pedagogy and familiar with our student populations. This person would work directly with students as a tutor and mentor, connect students with services on and off campus, coordinate student activities, help at assessment/orientations, and assist with other programmatic needs.
3. We rely heavily on instructional assistants for embedded instruction in ESL 218 and 220, the writing workshop and grammar workshop, which provide supplemental instruction for students in pre-transfer and transfer-level courses. Current funding should be maintained or increased. These IAs are shared with the English 264, 208, and 258 classes, so their time is maximized.

Describe your current utilization of facilities and equipment. What are your key facilities and technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

 In order to better serve our students, the ESOL Program needs the following:
   a. lab time and/or computer carts

b. upgraded computers in 558
c. continued subscription to Turnitin and subscription to VoiceThread,
d. a second designated classroom, preferably bigger than room 15.
e. The program should continue to be located in the main building.

a. Because of the need for students to use computers to develop research and writing skills and participate in interactive activities using technology, it is essential for our students to have access to computers during class, either by providing access to computer labs or providing computer carts with laptops or Chromebooks, which they use frequently in class. This semester, the ESOL classes have been using one designated classroom (15), and have been using a laptop cart in that room. This has been incredibly helpful, but is not adequate for our students' needs; usually there is more than one ESOL class scheduled at the same time in another room, so the teachers alternate rooms each week. Another designated room and another cart would provide much-needed access.

b. In addition, the computers in the ESOL Department office (room 560) are very old. Therefore, the department is, unfortunately, using computers in classrooms, computer labs, and the departmental office which are unreliable (often crashing) and difficult to use because they are so slow. The program needs an upgrade of computers in 558 and either reliable, regular access to computer labs during class time or two carts of laptops/Chromebooks in designated classrooms with reliable printers.

c. Continued subscription to Turnitin is essential for instruction. We also need a subscription to VoiceThread; several instructors are paying $100/year out of pocket, and may not be able to continue without institutional support. This website allows students to interact by participating in asynchronous audio discussion. One of our faculty has presented on this technology at multiple conferences and at BCC flex days.

d. Although we are thrilled to have a designated classroom, as it provides a "home base" for our students and computer cart, room 15 is not ideal, because it is one of the smaller basement rooms. We understand that classes are scheduled according to historical size at census. While ESOL has lower "productivity" than many other classes due to the cap on enrollment, we have very high retention, which means that even toward the end of the semester, a typical ESOL class will still have a similar number of students as a typical class in another discipline. See chart above under productivity.

Since our enrollments vary and we have several classes that typically start with 35 students and still have very high retention, the classes meeting in room 15 often have more than 30 students all semester.

Because of the student-centered pedagogy that is critical for language learning in general and accelerated foundational English learning in particular, students need to regroup, move desks, walk around the room and access the walls and boards to do mixer-type activities, lineups, and stations. Consequently, we sometimes have to stack up desks, and students have to step over each other, or try to carry on parallel conversations in tight quarters. Instructors also report limiting, modifying, or scrapping altogether excellent student-centered activities because they cannot realistically have 30 people doing them in the space.

e. Experience has shown that the inconvenience of attending classes held on the UC Berkeley campus and the Annex building have led to lower enrollments and higher attrition rates among ESOL students. Along with other foundational students, who must already overcome many obstacles to attend school, it is important that ESOL 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. While all students benefit from student-centered pedagogy and multiple methods of delivery including visuals that depend on smart classrooms, these are absolutely critical to provide effective instruction for English learners. Thus ESOL classes should not be scheduled in classrooms lacking dependable wireless, computers with internet, adequate whiteboard space, and document cameras.

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8. Community, Institutional, and Professional Engagement and Partnerships:

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Because of the overlapping functions and populations of the ESOL Program, the faculty are necessarily pulled in many directions, as we need to provide and receive input and collaborate with many parts of the campus community. From 2011-2015, the only two full-time faculty members were also serving in all-college roles. During the last three years, our membership, leadership and participation has included the following:

- Peralta ESOL Advisory Council
- District SSSP Committee
- BCC Undocumented Students Task Force
- BCC Tenure Review Coordinator
- BCC Teaching and Learning Center Coordinator
- BCC Teaching and Learning Center Advisory Group
- BCC Professional Development Chair
- BCC Roundtable
- BCC Leadership
- BCC Education Committee
- BCC Academic Senate
- BCC Planning for Institutional Effectiveness Committee
- BCC Equity Planning Task Force
- BCC Title III Planning Group
- BCC Learning Community Coordinators meetings
- BCC Outreach Committee
- BCC Accreditation Writing
- BCC International Student Task Force
- BCC English Portfolio Assessment Leaders
- BCC Campus Pride Index work group
- BSI Planning
- Perkins Grant work: CTE Contextualization
- Career Pathways Trust Champions
- Learning English for Academic Purposes Learning Community

- Berkeley Adult School/Berkeley High School/BCC Collaboration/Alignment Work Group
- NACRCAE (Northern Alameda County Regional Consortium for Adult Education)
- ESOL Advisory Board
- New Faculty Mentorship
- Scholarship Application Readers for Peralta Foundation
- Presentations:
  - RP Group Strengthening Student Success Conference 2013, 2015
  - National Accelerated Learning Program Conference 2013
  - Young Rhetorician's Conference 2013
  - ESL Acceleration Summit 2013
  - 3CSN Summit on Completion 2014
  - California Teachers of English to Speakers of Other Languages Conference 2014
  - International Teachers of English to Speakers of Other Languages Conference 2013, 2014, 2015
  - City College San Francisco ESL Colloquium 2015
  - BCC Inquiry to Action Symposium 2013, 2014, 2015

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

In addition to the activities listed above, the program has extended our outreach and partnerships to Berkeley Adult School, Berkeley High School, Oakland International High School, local private language schools, and most recently San Francisco International High School, including site visits, hosting students on-site at BCC, special orientations, and aligning curricula. We have also initiated a community Advisory Council including representatives from the aforementioned schools as well as local industry and other community members.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

> Adjunct faculty participate as partners in planning, collaborative professional development, and decision making. Adjuncts in the ESOL program have led collaborative projects, given presentations, mentored other faculty, authored materials and textbooks, and participate in continuous informal collaboration, sharing materials, emailing each other questions, and working together in the office.

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9. Professional Development:

Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

ESOL instructors have among the highest rates of participation in professional development activities. Our instructors have led and participated in many program-specific and multidisciplinary FIGs, APPLEs, DARTs, and the Peer Observation Pool, every semester from the advent of the Teaching and Learning Center in 2010.

We have a pressing need to continue collaborative professional development to effectively provide accelerated curriculum and pedagogy. One of the most effective ways to accomplish this is through common assessment and normed scoring using collaboratively developed rubrics, which takes significant faculty time outside of usual teaching responsibilities, but is well worth the investment as the resulting improvements directly and immediately benefit students.

Some of our faculty also need training in technology. In order to remain current in our field, faculty should continue to attend our professional organization conferences as well as local professional development events.

How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

Most of our faculty have taken classes in Merritt's EDT Program with Alexis Alexander and/or @ONE courses to develop their capacity to teach hybrid and web-enhanced classes. Moodle and Turnitin are used almost universally. Most of our faculty have participated in the Peer Observation Pool program through the Teaching and Learning Center, in which we have shared not only face-to-face learning experiences, but guest access to each other's' Moodle shells. Our seasoned instructors use DE platforms quite effectively to support face-to-face classes and for they hybrid classes. New instructors sometimes face a steep learning curve, and need additional one-on-one support.

_____

10. **Discipline, Department or Program Goals and Activities:**

Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs). Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

Goal 1. Curriculum: Activities and Rationale:

1. Launch 2 new sequences of elective skills courses to align with our new curriculum: 3 new pronunciation and 3 new vocabulary classes. They are matched to the new levels, and their content reflects a more focused, contextualized curriculum with academic competencies at the fore.

2. If recommended by the results of focused inquiry, develop a special English 1A cohort section for students who have successfully completed the ESOL reading/writing sequence in order to increase the number of students completing the ESOL Reading/Writing sequence who go on to successfully complete English 1A in the subsequent semester.
3. Determine the best course of action for incorporating noncredit ESOL. One of our faculty members is currently working with a team to investigate and plan the best applications for noncredit courses to serve our English Learners. The team includes the BCC MMART Department and Berkeley Adult School. This effort is following a year of participation in the AB286 working group and NACRCAE, the regional consortium planning pathways and partnerships including the adult schools and community colleges. We do not yet know what form these classes will take, how they will be integrated into the rest of the

program, how they will be staffed, and where classroom space will be located. However, if it is determined that noncredit is a viable option for the program, we will certainly go forward with more concrete plans.

Goal 2. Assessment: Activities and Rationale:

1. **Continue professional development** and materials development, especially for new instructors, through the Practice Portfolio and other collaborative assessment work. Because effective implementation of accelerated curriculum depends on teacher-developed materials and process outside of traditional remedial textbooks, this work is critical to maintaining and developing our program to best serve students.
2. **Develop and/or revise assessment tools** for classes that need to be assessed: grammar, listening/speaking, and new electives

Goal 3. Instruction: Activities and Rationale:

1. **Add sections** of the following courses:
   * One section each of High Intermediate and Advanced Reading and Writing to accommodate increased demand
   * at least one section of Intermediate Reading and Writing and ideally one section of Intermediate Listening and Speaking and Intermediate Grammar to accommodate lower-placing students who want to attend Berkeley City College
2. **Continue to support outreach** efforts to high schools, Berkeley Adult School, and local private language schools
3. **Continue to improve and validate multiple-measures placement** and orientation for incoming students
4. **Support collaborative professional development** to maintain quality of program

* **Goal 4. Student Success and Student Equity:** Activities and Rationale:

  * **Lower student:teacher ratios in ESOL classes** (25:1 or less) through increased course offerings and embedded tutors, ensuring all tutors are trained in culturally responsive pedagogy, TESOL, and accelerated curriculum, as called for by the Equity Plan.

The class size for Peralta ESOL, foundational math, and foundational English is much higher than that which is universally recommended for effective learning. The Peralta standard is also among the worst in this regard in the Bay 10 and in California. Typically at community colleges and certainly at universities, classes intended for students to develop basic skills in English, math, and ESL are capped much lower, and 35 is almost unheard of. Please see link: **Class Size Comparison and Rationale for Foundational Classes Spring 2015**

In addition, Peralta International students are offered our ESOL classes with the understanding that they will be receiving an experience equivalent to an Intensive English Program. In order to qualify for accreditation, these programs have a maximum of 25 students per class. Please see guidelines for University and College Intensive English Programs here: **UCIEP Guidelines**

  * **Improve access to district data and conduct local research** to validate and increase understanding of barriers to educational success among low-income, Latino, Multiracial, and non-international ESOL students, building from existing surveys and using summits or focus groups to better understand student experiences. Analyze data to inform program development and make improvements leading to equity for disproportionately impacted populations. This activity is called for by the Equity Plan.

- **Evaluate and improve the LEAP Learning Community.** This action could take one of two directions: A) expand, increasing the number of cohorts and services provided, or B) fold the essential elements of the learning community back into the ESOL Program at large. This would require continued release time for the program coordinators, but instead of having duplication of programs, the ESOL Program itself would be considered a Learning Community. Other students could take classes in the program without participating in every activity, but transfer-bound students taking the core reading-writing classes could still take the counseling classes together, and receive a dedicated counselor, priority enrollment, mentoring, and other support. All ESOL students could benefit from workshops, group academic counseling sessions, embedded student service visits, and community-building activities, offered by the program. Choice B might result in increased equity as well as streamlining faculty and staff administrative time, because it would remove the extra step of signing students up for an additional program and all the administrative tasks that ensue.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:** Activities and Rationale:

    1. **Provide paid or released collaborative planning time** for faculty, as called for by the Equity Plan. We have a pressing need to continue collaborative professional development to effectively provide accelerated curriculum and pedagogy. One of the most effective ways to accomplish this is through common assessment and normed scoring using collaboratively developed rubrics, which takes significant faculty time outside of usual teaching responsibilities, but is well worth the investment as the resulting improvements directly and immediately benefit students. According to the California Acceleration Project, community colleges around the state are designating resources from their equity funding and from their BSI funding to support communities of practice to develop accelerated curriculum and pedagogy. In fact, ESOL instructors at Laney are paid stipends from the school's Foundations budget to participate in their Acceleration College community of practice.

    2. **Involve the ESOL faculty**, and the Peralta ESOL Advisory Council, in planning and decision-making involving recruitment and programs for International Students.

    3. **Continue to develop relationships** with high schools, Berkeley Adult School, and local language schools, and streamline pathways to enrollment and beyond. This will include outreach, working with teachers and counselors at those institutions, and adapting our multiple-measures placement protocol to meet the needs of each partnership.

Appendix A

Comprehensive Instructional Program Review
Prioritized Resource Requests Summary for Additional (New) Resources

College: _____BCC_____

Discipline, Department or Program: ___ESOL Program_____

Contact Person: _____Gabe Winer_____

Date: _____10/31/15_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	Hire 1 full-time faculty	5	$80,000	28
Human Resources: Classified	Hire 1 half-time Instructional Assistant designated specifically for ESOL	5	$20,000	28
Human Resources: Student Workers	Continue to ensure a sufficient budget for instructional assistants and student workers to serve as writing coaches in ESOL 218 and 220 in order to support the curriculum	5	Combined with English	28
Technology	• 2 Chromebook carts with printers, one for each designated classroom. The program has accrued 13 Chromebooks so far but needs carts, the additional 27 Chromebooks, and printers. We are currently using an aging laptop cart in our one classroom. This could remain to fill in the needed computers, as 20 is often not enough. • Upgrade computers in 558 • Continue subscription to turnitin • Subscription to VoiceThread	5	Chromebooks: approx. $300 each x 27 = $8100 Chromebook charging carts (20 capacity): approx. $1300 each x 2 = $2600 Printers: approx. $800 each x 2 = $1600 Total= $12,300	29

Equipment				
Supplies				
Facilities	One additional designated classroom	4	$0	29-30
Professional Development	• Paid collaboration time to develop curriculum and conduct common assessment, including but not limited to FIGs and APPLEs, for ESOL instructors and for other instructors to learn effective practices for supporting ELs in their classes • conference attendance	5 (collaboration time) 3 (conference attendance)	$8000 For stipends, including multiuse projects combining PD with assessment and development of programs , and conference attendance	11-12, 19, 32-3
Other (specify)				

Appendix B

**PCCD Program Review
Alignment of Goals Template**

College: _____BCC_____

Discipline, Department or Program: ___ESOL Program_____

Contact Person: _____Gabe Winer_____

Date: _____10/31/15_____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. • **Lower student:teacher ratios in ESOL classes** (25:1 or less) through increased course offerings and embedded tutors, ensuring all tutors	**BCC Goal 1. Increase Equitable Access** **BCC Goal 2. Improve**	Strategic Goals **A: Advance Student Access, Equity, and Success** 2015-2016 Institutional

	Equitable Success	

are trained in culturally responsive pedagogy, TESOL, and accelerated curriculum, as called for by the Equity Plan.
 	
• **Improve access to district data and conduct local research** to validate and increase understanding of barriers to educational success among low-income, Latino, Multiracial, and non-international ESOL students.
 	
• **Evaluate and improve the LEAP Learning Community.**
 	
• **Add sections** of the following courses:
  • One section each of High Intermediate and Advanced Reading and Writing to accommodate increased demand:
  • at least one section of Intermediate Reading and Writing and ideally one section of Intermediate Listening and Speaking and Intermediate Grammar to accommodate lower-placing students who want to attend Berkeley City College
 	
• **Continue to support outreach** efforts to high schools, Berkeley Adult School, and local private language schools
• **Continue to improve and validate multiple-measures placement** and orientation for incoming students
• **Support collaborative professional development** to maintain quality of program
	Equitable Success	Objectives
		A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES.
		
		A.2 Student Success: Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.
		
		A.3 Student Success: Fully **i**mplement an Early Alert process for all students.
		
		A.4 Student Equity: Address the achievement gap through fully implementing the student success and equity plans at each campus.
		
		A.5 Student Success: Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.

2. • **Continue to develop relationships** with high schools, Berkeley Adult School, and local language schools, and streamline pathways to enrollment and beyond. • **Involve the ESOL faculty**, and the Peralta ESOL Advisory Council, in planning and decision-making involving recruitment and programs for International Students.	**BCC Goal 3. Increase the number of new partners and enhance and leverage resources with existing partners.**	Strategic Goals: **B: Engage and Leverage Partners** 2015-2016 Institutional Objectives: **B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015. **B.2. Partnerships:** Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
3. • **Provide paid or released collaborative planning time** for faculty to effectively provide accelerated curriculum and pedagogy. • **Lower student:teacher ratios in ESOL classes** (25:1 or less) through increased course offerings and embedded tutors, ensuring all tutors are trained in culturally responsive pedagogy, TESOL, and accelerated curriculum, as called for by the Equity Plan. • **Improve access to district data and conduct local research** to validate and increase understanding of barriers to educational success among low-income, Latino, Multiracial, and non-international ESOL students. • **Continue to improve and validate multiple-measures placement** and orientation for incoming students	**BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.**	Strategic Goals: **C: Build Programs of Distinction** 2015-2016 Institutional Objectives: **C.1 Student Success:** Develop a District-wide first year experience/student success program (such as Peralta Scholars). **C.2 Student Success:** Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.
• **Provide paid or released**		Strategic Goals:

collaborative planning time for faculty to effectively provide accelerated curriculum and pedagogy. • **Involve the ESOL faculty**, and the Peralta ESOL Advisory Council, in planning and decision-making involving recruitment and programs for International Students.	**BCC Goal 5. Resolve the 2 ACCJC Recommendations and BCC's self-identified Actionable Improvement Plans**	**D: Strengthen Accountability, Innovation and Collaboration** 2015-2016 Institutional Objectives: **D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District. **D.3. Institutional Effectiveness:** Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM). **D.4. Global Planning:** Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.

5.
 	
• **Add sections** of the following courses:
   o One section each of High Intermediate and Advanced Reading and Writing to accommodate increased demand
   o at least one section of Intermediate Reading and Writing and ideally one section of Intermediate Listening and Speaking and Intermediate Grammar to accommodate lower-placing students who want to attend Berkeley City College
• Launch 2 new sequences of elective skills courses to align with our new curriculum: 3 new pronunciation and 3 new vocabulary classes.
• If recommended by the results of focused inquiry, develop a special English 1A cohort section for students who have successfully completed the ESOL reading/writing sequence.
• Determine the best course of action for incorporating noncredit ESOL.
• Develop and implement a BCC formula to distribute non-resident tuition funds equitably according to percentage or headcount of non-residents enrolled in departments, to keep sections open, add more sections, and provide services, e.g. tutoring, conversation groups, smaller class size, professional development, etc.
	BCC Goal 6. Increase BCC additional and alternative funding sources through materializing BAM, funding raising, non-RES tuition, grants, etc.	Strategic Goals:
		E: Develop and Manage Resources to Advance Our Mission
		2015-2016 Institutional Objectives:
		
		E.1 FTES/FTEF Target: Achieve the District target FTES/FTEF within budget.
		
		E.2 Budget to Improve Student Success: Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc.
		
		E.3 Fiscal Oversight: Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings.
		
		E.4 Support Quality Instruction: Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☐ 1. The narrative information is complete and all elements of the program review are addressed. ☐ 2. The analysis of data is thorough. ☐ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data. ☐ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. ☐ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions

☐ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
☐ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
☐ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____
Print Name   Signature   Date

Discipline, Department or Program Chair

_____   _____   _____
Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____
Print Name   Signature   Date