Welcome to Program Review

Welcome Gabriel Winer, Please choose your department and activity

Please choose Department

ESOL - Instruction

Are you completing Program Review or Annual Program Update (APU)?

Program Review

Program Overview

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

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. 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.

Program Total Faculty and/or Staff

Full Time

Gabriel Winer
Laurie Brion

| Add Faculty and/or Staff |

Part Time

Honora Mitchell
Lisa Gonzalves
Jeffrey Moran
Olga Lewis
Jenny Lemper
Jim Seger
Laurie Frazier
Amanda Bent
Ellen Rosenfield
Shayna Pastori
April Shandor
Sepi Hosseini

| Add Faculty and/or Staff |

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

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.

Status

Completed

College Goal

Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.

District Goal

Advance Student Access, Equity, and Success

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

The classes are now being offered.

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. 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.

Status

Completed

College Goal

Increase Transfer and Transfer Degrees: Ensure that all of BCCâ€™s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.

District Goal

Advance Student Access, Equity, and Success

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

The ESOL CAP 1A program Has now completed its successful 4th 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.

Status

In-Progress

College Goal

Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.

District Goal

Advance Student Access, Equity, and Success

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

3 noncredit certificates and 8 courses have passed through CIPD and are slated for state approval. We have been engaged in collaboration with Berkeley Adult to create coherent pathways through noncredit into the credit curriculum.

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.

Status

In-Progress

College Goal

Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.

District Goal

Advance Student Access, Equity, and Success

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

Through BSSOT, we were supported to establish and maintain a strong community of practice to work on shared curriculum.

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

Status

In-Progress

College Goal

Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.

District Goal

Advance Student Access, Equity, and Success

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

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

Status

In-Progress

College Goal

Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.

District Goal

Advance Student Access, Equity, and Success

Continue to support outreach efforts to high schools, Berkeley Adult School, and local private language schools

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

We added sections of High Intermediate and Advanced Reading and Writing to accommodate increased demand.

We offered Intermediate once, but need to build the pipeline for it with Berkeley Adult and possibly the noncredit mirrored classes.

Status

In-Progress

College Goal

Ensure Institutional Sustainability: Increase BCC's impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.

District Goal

Engage and Leverage Partners

Continue to improve and validate multiple-measures placement and orientation for incoming students

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

ongoing

Status

In-Progress

College Goal

Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.

District Goal

Advance Student Access, Equity, and Success

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

ongoing, in light of AB705 changes

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.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

ongoing effort

College Goal

Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.

District Goal

Advance Student Access, Equity, and Success

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

We use classrooms 14 and 15, each equipped with mobile carts, and rooms 312 and 313 (English writing labs) onece each per week for writing workshop classes.

Enrollment Trends

College Level - Program and Department comparison

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years.

Enrollment and productivity have decreased in line with the campus-wide trend.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Currently, our course offerings meet the needs of students, except in the case of CAP 1A, which has recently seen a higher demand. We recommend offering a second section in the evening in Fall 19.

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

No classes are exceptionally low, and there are no wait lists. The new noncredit development may change this in the future.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

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.   Use of film scenes to elicit writing and discussion
4.   Goal setting and self-evaluation
5.   Flipping the classroom
6.   Collaborative learning

How is technology used by the discipline, department?

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/note-taking. 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.   Canvas is now utilized by almost all ESOL teachers, even in face-to-face classes
6.   Audio journals & shadowing: Students practice, record, and upload, and I can give feedback on their pronunciation and grammar much easier than in class

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 and/or @ONE courses to develop their capacity to teach hybrid and web-enhanced classes. Canvas 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' Canvas shells. Most of the teachers in the department have participated in our Community of Practice, which has included extensive sharing of materials and Canvas elements.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

Action Item

Community of Practice

Description

Compensated meeting time every semester to develop and implement common effective practices and updated materials

To be completed By

â€Ž5â€Ž/â€Ž20â€Ž/â€Ž2050

Responsible Person

Division Dean

Resource Request

Professional Development

Department-wide PD needed

Description/Justification

see above

Estimated Cost

5000

Improvement Action

Action Item

classrooms

Description

designated classrooms

To be completed By

Responsible Person

Division Dean

Resource Request

Facilities

Classrooms

Description/Justification

classrooms with adequate space for collaborative student-centered learning activities and integrated instructional support

Estimated Cost

Curriculum

Please review your course outlines of record to determine if they have been updated or deactivated in the past three years. Use the pull-down menus to identify courses that still need updating or deactivation and specify when your department will update each one, within the next three years.

Name
Semester and Year
To be deactivated on

Last updated date
To be updated on

ESOL 267 - Pronunciation 3

February, 21 2018 12:35:23

ESOL 050A - Advanced Listening and Speaking

January, 29 2018 10:55:55

ESOL 050B - Oral Communication for Advanced ESOL Students

January, 30 2018 13:56:13

ESOL 273A - Grammar 3

February, 21 2018 13:00:14

ESOL 273B - Grammar 3

February, 21 2018 13:04:21

ESOL 274A - Grammar 4

February, 21 2018 13:08:28

ESOL 274B - Grammar 4

February, 21 2018 13:20:37

ESOL 255A - ESOL Writing Workshop

February, 21 2018 11:45:27

ESOL 255B - ESOL Writing Workshop

February, 21 2018 12:09:50

ESOL 255D - ESOL Writing Workshop

February, 21 2018 12:15:51

ESOL 280 - English through Topics in Business

February, 21 2018 15:01:20

ESOL 282 - English through Topics in U.S. History and Government

February, 21 2018 15:09:04

ESOL 281 - English through Topics in U.S. Culture

February, 21 2018 15:04:51

ESOL 263A - Listening and Speaking 3

February, 21 2018 12:25:22

ESOL 263B - Listening and Speaking 3

February, 21 2018 12:29:04

ESOL 252A - Reading and Writing 2

February, 21 2018 10:22:57

ESOL 252B - Reading and Writing 2

February, 21 2018 11:10:10

ESOL 052A - Advanced Reading and Writing

January, 31 2018 17:41:49

ESOL 052B - Advanced Reading and Writing

January, 31 2018 17:51:40

ESOL 253A - Reading and Writing 3

February, 21 2018 11:16:33

ESOL 253B - Reading and Writing 3

February, 21 2018 11:25:54

ESOL 268 - Pronunciation 4

February, 21 2018 12:44:42

ESOL 272A - Grammar 2

March, 26 2018 10:57:51

ESOL 272B - Grammar 2

March, 26 2018 11:01:33

ESOL 262A - Listening and Speaking 2

January, 29 2018 18:48:39

ESOL 262B - Listening and Speaking 2

January, 29 2018 17:48:55

ESOL 266 - Pronunciation 2

February, 21 2018 12:32:48

ESOL 255C - ESOL Writing Workshop

February, 21 2018 12:12:58

ESOL 292 - Vocabulary 2

May, 21 2018 11:29:05

ESOL 293 - Vocabulary 3

May, 21 2018 11:41:10

ESOL 294 - Vocabulary 4

May, 21 2018 11:46:40

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

We are currently implementing recently updated credit courses, and will begin implementing non-credit courses in Fall 2019.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Instruction - Assessment

Student Learning Outcomes Assessment

Course Last date Assessed	Student Learning Outcomes (SLO) Planned Assessment Date
ESOL 267 - Pronunciation 3	Use the sound system of American English to understand and accurately and effectively express ideas i...
ESOL 050A - Advanced Listening and Speaking	Express ideas fluently, accurately, and appropriately in spoken American English, including in discussion...
ESOL 050A - Advanced Listening and Speaking	Comprehend and respond appropriately to spoken American English.
ESOL 050A - Advanced Listening and Speaking	Demonstrate comprehension and use of American cultural conventions in oral communications
ESOL 050B - Oral Communication for Advanced ESOL Students	Express ideas fluently, accurately, and appropriately in spoken American English, including in discussion...
ESOL 050B - Oral Communication for Advanced ESOL Students	Comprehend and respond appropriately to spoken American English.
ESOL 050B - Oral Communication for Advanced ESOL Students	Demonstrate comprehension and use of American cultural conventions in oral communications
ESOL 273A - Grammar 3	Use grammatical structures to accurately and effectively express ideas in English.
ESOL 273B - Grammar 3	Use grammatical structures to accurately and effectively express ideas in English.
ESOL 274A - Grammar 4	Use grammatical structures to accurately and effectively express ideas in English.
ESOL 274B - Grammar 4	Use grammatical structures to accurately and effectively express ideas in English.
ESOL 255A - ESOL Writing Workshop	Write clear and effective, well-organized, well developed, well edited, and logically sound sentences, par...

ESOL 255B - ESOL Writing Workshop	Ethics and Personal Responsibility
ESOL 255B - ESOL Writing Workshop	Information Competency Write clear and effective, well-organized, well developed, well edited, and log…
ESOL 255B - ESOL Writing Workshop	Communication Write clear and effective, well-organized, well developed, well edited, and logically sou…
ESOL 255B - ESOL Writing Workshop	Critical Thinking Write clear and effective, well-organized, well developed, well edited, and logically sou…
ESOL 255B - ESOL Writing Workshop	Computational Skills
ESOL 255B - ESOL Writing Workshop	Global Awareness and Valuing Diversity
ESOL 255B - ESOL Writing Workshop	Self-Awareness and Interpersonal Skills
ESOL 255D - ESOL Writing Workshop	Ethics and Personal Responsibility
ESOL 255D - ESOL Writing Workshop	Information Competency Write clear and effective, well-organized, well developed, well edited, and log…
ESOL 255D - ESOL Writing Workshop	Communication Write clear and effective, well-organized, well developed, well edited, and logically sou…
ESOL 255D - ESOL Writing Workshop	Critical Thinking Write clear and effective, well-organized, well developed, well edited, and logically sou…
ESOL 255D - ESOL Writing Workshop	Computational Skills
ESOL 255D - ESOL Writing Workshop	Global Awareness and Valuing Diversity
ESOL 255D - ESOL Writing Workshop	Self-Awareness and Interpersonal Skills
ESOL 280 - English through Topics in Business	Use and demonstrate comprehension of spoken and written English to effectively communicate in the w…

ESOL 282 - English through Topics in U.S. History and Government

Use and demonstrate comprehension of spoken and written English to describe key concepts, events a...

ESOL 281 - English through Topics in U.S. Culture

Use and demonstrate comprehension of spoken and written English to describe key issues in U.S. cultu...

ESOL 263A - Listening and Speaking 3

Express ideas fluently, accurately, and appropriately in spoken American English, including in discussion...

ESOL 263A - Listening and Speaking 3

Comprehend and respond appropriately to spoken American English.

ESOL 263A - Listening and Speaking 3

Demonstrate comprehension and use of American cultural conventions in oral communications

ESOL 263B - Listening and Speaking 3

Express ideas fluently, accurately, and appropriately in spoken American English, including in discussion...

ESOL 263B - Listening and Speaking 3

Comprehend and respond appropriately to spoken American English.

ESOL 263B - Listening and Speaking 3

Demonstrate comprehension and use of American cultural conventions in oral communications

ESOL 252A - Reading and Writing 2

Write clear and effective, well organized, well developed, well edited, and logically sound sentences and ...

ESOL 252A - Reading and Writing 2

Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in texts.

ESOL 252B - Reading and Writing 2

Write clear and effective, well-organized, well developed, well edited, and logically sound sentences, par...

ESOL 252B - Reading and Writing 2

Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in texts.

ESOL 052A - Advanced Reading and Writing

Write clear and effective, well-organized, well developed, well edited, and logically sound sentences, par...

ESOL 052A - Advanced Reading and Writing

Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in texts.

ESOL 052B - Advanced Reading and Writing

Write clear and effective, well-organized, well developed, well edited, and logically sound sentences, par...

ESOL 052B - Advanced Reading and Writing

Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in texts.

ESOL 253A - Reading and Writing 3

Write clear and effective, well-organized, well developed, well edited, and logically sound sentences, par...

ESOL 253A - Reading and Writing 3

Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in texts.

ESOL 253B - Reading and Writing 3

Write clear and effective, well-organized, well developed, well edited, and logically sound sentences, par...

ESOL 253B - Reading and Writing 3

Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in texts.

ESOL 268 - Pronunciation 4

Use the sound system of American English to understand and accurately and effectively express ideas i...

ESOL 272A - Grammar 2

Use grammatical structures to accurately and effectively express ideas in English.

ESOL 272B - Grammar 2

Use grammatical structures to accurately and effectively express ideas in English.

ESOL 262A - Listening and Speaking 2

Express ideas fluently, accurately, and appropriately in spoken American English, including in discussion...

ESOL 262A - Listening and Speaking 2

Comprehend and respond appropriately to spoken American English.

ESOL 262A - Listening and Speaking 2

Demonstrate comprehension and use of American cultural conventions in oral communications

ESOL 262B - Listening and Speaking 2

Express ideas fluently, accurately, and appropriately in spoken American English, including in discussion...

ESOL 262B - Listening and Speaking 2

Comprehend and respond appropriately to spoken American English.

ESOL 262B - Listening and Speaking 2

Demonstrate comprehension and use of American cultural conventions in oral communications

ESOL 266 - Pronunciation 2

Use the sound system of American English to understand and accurately and effectively express ideas i...

ESOL 255C - ESOL Writing Workshop

write clear and effective, well organized, well developed, well edited, and logically sound sentences and ...

ESOL 292 - Vocabulary 2

Demonstrate understanding of and use appropriate idiomatic expressions and vocabulary in English. (C...

ESOL 293 - Vocabulary 3

Understand and use appropriate idiomatic expressions and vocabulary in English.

ESOL 294 - Vocabulary 4

Understand and use appropriate idiomatic expressions and vocabulary in English.

Any obstacles experienced during assessment? What worked well? (mainly based on evidence in the report, attach other evidence as necessary)

- loss of data related to TaskStream turnover
- difficulty of assessing listening and speaking courses
- difficulty of assessing singleton courses

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

85%   ESL Taskstream Round 3 Data Catalog v5.xlsx

How has your dept worked together on assessment(planning together?)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Collaboration

Common assessment for reading/writing, listening/speaking, grammar

Leadership Roles

We had a PIE committee liaison for one semester and hope to in the future as well.

Planning Process

supported by Curriculum/Assessment specialist

Dept meetings for Collaboration

action planning to take place at department meetings

Data Analysis

frequent

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

We use the results of the portfolio assessment every semester to update materials for the reading and writing classes.
We have used assessment results to revamp the listening/speaking and grammar classes.

Does your department participate in the assessment of multidisciplinary programs?

No

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment?

No

If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Paid time for participation in assessment and action plans, and for an assessment liaison.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

Action Item

paid time for assessment

Description

paid time for part-timers to engage in collaborative assessment activities

To be completed By

â€Ž5â€Ž/â€Ž24â€Ž/â€Ž2019

Responsible Person

Division Dean

Resource Request

Other

Other

Description/Justification

compensation for part-timers each semester at non-instructional rate

Estimated Cost

Course Completion

College Level - Program and Department comparison

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Name

2016 - 17 Completion Rate (%)

2015 - 16 Completion Rate (%)

2017 - 18 Completion Rate (%)

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

○ Yes
○ No

If yes, Please describe the difference

Ethnicity

○ Yes
○ No

Black/African American about 7% lower- need more data

Gender

○ Yes
○ No

If yes, Please describe the difference

Foster Youth Status

○ Yes
○ No

If yes, Please describe the difference

Disability Status

○ Yes
○ No

If yes, Please describe the difference

Low Income Status

○ Yes
○ No

If yes, Please describe the difference

Veteran Status

○ Yes
○ No

If yes, Please describe the difference

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

The ESOL completion rates are consistently 14% higher than the college average.

How do the department's Hybrid course completion rates compare to the college course completion standard?

The ESOL Hybrid completion rates are consistently 14% higher than the college average.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

no

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

The ESOL retention rates are consistently 8% higher than the college average.

What has the discipline, department, or program done to improve course completion and retention rates?

Collaborative professional development; accelerated course sequences with authentic, engaging content.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

Action Item

paid collaboration time

Description

continued compensated community of practice

To be completed By

â€Ž5â€Ž/â€Ž20â€Ž/â€Ž2023

Responsible Person

Division Dean

Resource Request

Other

Choose an Option

Improvement Action

Action Item

tutors

Description

tutors and training

To be completed By

â€Ž5â€Ž/â€Ž20â€Ž/â€Ž2023

Responsible Person

Division Dean

Resource Request

Personnel

Student Worker

% Time

Description/Justification

tutors drawn from students who have successfully completed ESOL classes

Estimated Annual Salary Costs

Estimated Annual Benefits Costs

Total Costs

5000

Degrees and Certificates

College Level - Program and Department comparison

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.

47, 60, 57
We have organized workshops with counselors to help students apply.
We have made a guide on the website to assist students in completing the application.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Advising new and continuing students as they enroll in classes.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

Action Item

support to write new certificates

Description

need for collaboration time to design 16+ unit certificates to meet metrics of the new SCFF.

To be completed By

â€Ž5â€Ž/â€Ž24â€Ž/â€Ž2019

Responsible Person

Division Dean

Resource Request

Other		Choose an Option

Resource Request

Other		Other

Description/Justification	**Estimated Cost**
	2500

Engagement

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.

Department Chairs
Adult School outreach
Concurrent Enrollment group
Peralta ESOL Advisory Council
BSSOT Grant - ESOL Coordinator
TESOL presentation
League of Innovation for Community College presentation
Co-advisor for GSA club
Advisor for Japanese Learning Club

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

Berkeley Adult School
Berkeley Public Library
Berkeley High School
Oakland International HS
SF International HS
Author lecture
Curriculum/materials sharing with Laney teachers

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

To the extent possible, adjunct faculty members are equal partners in departmental training, discussions, and decision-making, particularly as members of the Community of Practice.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Action

Improvement Actions

Improvement Action

Action Item

compensation for PT faculty extra work

Description

stipends for
-community of practice
-committee membership
-other extra projects

To be completed By

â€Ž5â€Ž/â€Ž29â€Ž/â€Ž2020

Responsible Person

Division Dean

Resource Request

Other

Other

Description/Justification

stipends for extra work

Estimated Cost

3000

Action Plan Summary and New Program Goals

Total Improvement Plans: 0
Total Resource Request: 0

Review, add or modify the following actions plans that were entered in each section. Then review the Program Goals that were marked as in progress. Determine if you would like to keep the in progress goals and draft new 3-year goals for your department or program. The action plan items should support your new program goals. Align your program goals to the college strategic goals and District Strategic Goals.

Section / Head
Anticipated Completion Date
Actions

Description

Instruction

Engagement

New and Continuing Goals

Discipline, Department or Program Goal
PCCD Goal

College Goal

Design and implement an improved Guided Self-Placement tool in conjunction with other Peralta ESOL departments.

Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.

Advance Student Access, Equity, and Success

Expand the CAP 1A cohort program to meet student demand.

Increase Transfer and Transfer Degrees: Ensure that all of BCCâ€™s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.

Advance Student Access, Equity, and Success