Peralta Community College District

Program Review Template 2012-13

Below please find the program review form, to be filled out by department chairs and program leaders. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2013-14 budget year.

BCC Program Review 2012-2013 -- English as a Second Language

I. Overview

Date Submitted:	November 1, 2012	Administrator:	Linda Berry
BI Download:	September 25, 2012	Dept. Chair:	Laurie Brion
Dept./Program(s):	**English as a Second Language**		
Campus:	Berkeley City College		
Mission	The goal of the ESL program at Berkeley City College is to prepare students for success in transfer and vocational courses and/or immediate employment and meaningful participation in American life. Classes emphasize the development of skills in English grammar, listening and speaking, reading and writing, and cultural and digital literacy. In addition to communication, ESL classes address the following institutional learning outcomes: critical thinking skills, information competency, and global perspectives and valuing diversity. ESL classes are an important component of the college's basic skills programs, and serve to advance student access, equity, and success.		

II. Goals and Outcomes (add lines as needed)

II.a. Goals (for each one, cite Institutional Goal(s), Appendix II)

1. Refine, institutionalize, assess, and continue to improve BCC's new accelerated approach to basic skills instruction in English as a Second Language. (A. access; C. programs of distinction; D. culture of innovation and collaboration; E. resources to advance mission)

2. Maximize student learning by completing all program and course assessments and implementing their action plans. (C. programs of distinction; E. resources to advance mission)

3. Develop partnerships with local high school and adult school ESL programs in order to create pathways to college (A. access; B: partners; C. programs of distinction; D. culture of innovation and collaboration; E. resources to advance mission)

4. Develop tutoring and support services for BCC's English language learners. (A. access; B: partners; C. programs of distinction; D. culture of innovation and collaboration; E. resources to advance mission)

II.b. Program Outcomes [for each one, cite ILO(s), Appendix I]
PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I).:
PROGRAM 1: N/A, no certificate or degree offered
PROGRAM 2:
General Education component(s): N/A
Basic Skills component(s): Basic Skills component(s): English as a Second Language - the entire department emphasizes preparation for vocational and transfer programs Program Outcome 1: Demonstrate proficiency in reading and composition Institutional Learning Outcomes (ILOs): Communication, Critical Thinking Program Outcome 2: Demonstrate proficiency in listening and speaking ILOs: Communication, Critical Thinking, Interpersonal Skills Program Outcome 3: Demonstrate proficiency in information literacy and research skills ILOs: Information Competency, Critical Thinking Program Outcome 4: Demonstrate proficiency in cultural literacy, including U.S. classroom procedures and expectations ILOs: Ethics and Personal Responsibility, Self-awareness and Interpersonal Skills, Global Awareness and Valuing Diversity

III. Evidence			
III.a. Institutional Data			
Enrollment	**Fall 2009**	**Fall 2010**	**Fall 2011**
Census Enrollment (duplicated)	616	485	499
Sections (master sections)	23	16	15
Total FTES	85.75	57.98	58.75
Total FTEF	13.83	9.53	8.33
FTES/FTEF	12.4	12.16	14.1
Retention			
Enrolled	622	485	500
Retained	526	435	451
% Retained	85%	90%	90%
Success			
Total Graded	596	469	487
Success	473	378	429
% Success	79%	81%	88%

Faculty Data (ZZ assignments excluded)			
	Fall 2009	Fall 2010	Fall 2011
Contract FTEF	2.21	1.63	1.12
Hourly FTEF	4.70	3.13	3.02
Extra Service FTEF	0.00	0.00	0.03
Total FTEF	13.83	9.53	8.33
% Contract/Total	0.32	0.34	0.27
Faculty Data Comparables F2011 (ZZ assignments excluded)			
	Alameda	**Berkeley**	**Laney**	**Merritt**
Contract FTEF	2.76	1.12	9.52	1.87
Hourly FTEF	3.65	3.02	13.11	0.00
Extra Service FTEF	0.65	0.03	0.28	0.00

III.b. External Evidence				
Total FTEF	124.54	58.75	371.84	17.65
% Contract/Total	0.39	0.27	0.42	1.00

| CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | 1. Foreign immigrants are 1⁄2 of area growth, suggesting the need for continued, robust ESL programs (PCCD Strategic Planning Newsletter, April 2008)
2. Over 30% of Alameda County residents foreign born; in over 40% of households a language other than English spoken at home (U.S. Census Bureau Alameda County Statistics, 2006-2010)
3. Over 15% of Alameda County's K-12 students are English language learners (East Bay Economic Development Alliance website)
4. There is a need to further improve enrollment among students under 25 years-old, through concurrent high school enrollments, expanded basic skills instruction, ESL and counseling, targeting current high school students as well as those who've dropped out or who've graduated, but do not continue." (McIntyre Report: PCCD Long-Range Enrollment Projections 8/08)
5. Health, K-12, and Professional, Scientific and Technical and Services are the three largest job growth markets in our area, with many jobs requiring middle-skill workers with high school diplomas plus a college certificate. PCCD offers training programs in all of these areas, thus it is vital to prepare ESL students to enter and succeed in these programs. (East Bay Career Advancement Academy Conference, 10/7/11). |

Overview:

The goal of the ESL program at Berkeley City College is to help prepare students for success in transfer and vocational courses and/or immediate employment and meaningful participation in American life. Classes emphasize the development of skills in English grammar, listening and speaking, reading and writing, and cultural and digital literacy.

BCC's ESL program has among the highest retention and success rates in the college and district. In Fall 2011, the retention rate was 90% and the success rate was 88%. The program also has the highest percentage of international students, and students who take transfer and vocational classes in addition to ESL (see Appendix IV). The ESL program is thus an important feeder to BCC's transfer and vocational programs. The program helps raise college success rates, brings in extra funds from non-resident tuition, and contributes to the accomplishment of our institutional learning outcome of Global Awareness and Valuing Diversity as well as our mission to advance student access, equity and success. As just one recent example of student success, BCC's 2012 valedictorian was an international student who started out in our ESL classes just several years before.

The number of sections in the ESL program has been reduced by 43% due to budget cuts. We have been trying to maintain a sequence of both day and evening classes in order to serve international students, who primarily take daytime classes, and local students, some of whom can only study in the evening and need English instruction in order to advance in their jobs or start new careers.

Due to budget cuts, increased tuition, and new financial aid restrictions, English language learners are increasingly being forced to bypass needed ESL classes. In response, we have developed a new accelerated ESL curriculum aimed at helping students get through the course sequence more quickly and with fewer acquired units. Through the support of Title III and the Basic Skills Initiative, and working closely with our colleagues at the other Peralta colleges, we have used this time of reductions to radically revision and restructure our curriculum to allow for acceleration and to scaffold the skills needed for success in transfer and vocational programs. To inform our curriculum design, we used data from SLO assessments, student focus groups, and other Teaching and Learning Center sponsored inquiry and action projects. We have been named a "model district" by California's Acceleration in Context Initiative, and our work has been receiving statewide recognition.

As the college seeks to increase the number of international students and receives more non-resident tuition money through the District's new budget allocation model, it will be important to provide adequate programs and services for this population. At the same time, extra efforts need to be made to keep college open and accessible to local students during this time of diminished resources. Through the support of the Title III Grant and the Basic Skills Initiative, we have been increasing our outreach efforts to the ESL programs at Berkeley Adult School and Berkeley High School, in order to help local students learn about opportunities to further their education, and help them apply and get registered before classes fill up.

In order to best serve both local and international students, it is recommended that in the next few years BCC start offering a full ESL program with all four levels of classes, instead of the two currently offered. It is also recommended that BCC give priority to basic skills classes when scheduling rooms in the main building; provide adequate tutoring resources and computer lab space; support opportunities for language and cultural exchanges within the larger BCC community; and hire a dedicated

international student counselor, full-time ESL instructional assistant, and additional ESL contract faculty member.

As BCC's enrollment has increased, classroom space has been at a premium. Because all classes in the ESL program are "late start" classes and these tend to be scheduled after other classes, the ESL classes are sometimes the last to be assigned rooms, put on TBA status temporarily, and then placed off-site. This is particularly confusing for English language learners, especially for those just putting the first tentative foot inside college doors, and past experience has shown that off-site ESL classes lead to higher attrition rates. Because they are a vulnerable population, basic skills students should be in the main building for greater access to services, a greater feeling of community, and the motivation and sense of possibility gained from being in proximity to other students, pathways and programs. Moreover, well-equipped smart classrooms are essential for us in achieving the objectives of our new accelerated curriculum, which includes training in digital literacy so that ESL students will be prepared to succeed in transfer and vocational classes. Currently, the BCC Education Committee is considering implementing a policy that ensures access to space in the main building for vulnerable populations, such as ESL. The English/ESL department encourages implementation of this policy.

Due to budget cuts, BCC no longer offers individual tutoring. In order to fulfill the college's mission of advancing student access, equity and success, it is critical to maintain tutoring support at the college. As noted in the English Department program review, surveys have demonstrated that the Writing Workshop model is a successful and cost effective approach for group tutoring. The ESL program is currently expanding the ESL Writing Workshop to include other skills such as grammar, listening and speaking, and reading.   An adequate number of instructional assistants are needed to staff these workshops, and to work in accelerated ESL reading and writing classes.

As budget cuts have stripped our ability to offer students a variety of electives, Title III and BSI funds have helped us develop and offer "college-hour" workshops on topics of interest to ESL students (e.g. "Transfer Basics", "Pronunciation: The Music of English", "Understanding American Speakers and Their Accents"), and also to hold program-wide competitions such as a Spelling Bee and an American Culture Bee. Title III has also been funding the ESL/Global Studies "Buddies" project, which brings together students in the ESL and Global Studies departments for cultural exchange activities, and Global Awareness Week, a collaboration between the ESL and Global Studies programs with activities presented to the entire college community.

Through the support of the Perkins Grant, the ESL program has been researching ways to support English language learners in CTE/transfer programs, some of whom may never take a regular ESL class. We have been developing an online compendium of English learning resources, as well as developing ESL skills labs. We have also been developing trainings and materials for content instructors to support them in working with English language learners, and these are currently being offered in "DART" workshop format (Discuss-Apply-Reflect Tools) through the Teaching and Learning Center.

The ESL program coordinates the reading and scoring of the District's ESL writing placement test for incoming students, and delivers an orientation and question and answer session immediately following each test session, for up to 18 sessions each year during the fall, spring and summer semesters. Due to budget cuts, Student Services has cut the funding for readers, and this cost is currently being covered by Title III. The college should seek an alternative source of funding in order to institutionalize this valuable function. In addition, we recommend that the college and district replace the current ESL

placement test instrument, the "CELSA", with the ESL COMPASS test, which is much better suited for placing students into our new curriculum.

In order to develop and maintain quality educational programs and services for basic skills students, the college needs to actively pursue new grants which can be used to build on the progress made through Title III and BSI. In addition, institutionalized funding for tutoring services must be a priority, as well as support for the Teaching and Learning Center, including stipends for part-time faculty to participate in professional development activities and SLO assessments. Moreover, if the college wishes to increase the number of non-resident students, more contract ESL faculty will be needed in order to maintain standards and support a full ESL program.

Action plans:

- Hire instructional assistants for ESL lab classes and accelerated reading and writing classes
- Hire a full-time ESL tutor and skills lab coordinator
- Fund ESL writing placement test readers and orientation leaders
- Hire a designated counselor for international/ESL students
- Hire another full-time ESL faculty member
- Replace the CELSA placement test with the COMPASS
- Give basic skills classes priority when scheduling rooms in the main building

Curriculum

In response to the budget cuts, financial aid limitations making it difficult to complete the ESL course sequence, and assessment and research results showing the benefits of accelerated and contextualized curriculum for basic skills students, representatives from all of Peralta's ESL programs held a retreat in Spring 2010 to discuss how we might revision our course offerings. The result was the creation of an entirely new accelerated ESL curriculum. Twenty-four course outlines were written and passed through college and district curriculum committees during the '11-12 academic year, and the new curriculum was launched in Fall 2012. All other courses were updated in Spring 2010.

The new ESL program sequence has been reduced from four to three core classes (Grammar, Listening and Speaking, Reading and Writing) and from six to four levels, allowing students the opportunity to advance through the program more quickly and with fewer units accrued. The new curriculum also features six key strands woven throughout every class at every level in order to scaffold essential skills for success in college level coursework:

1. U.S. college, classroom and study skills
2. information literacy: computer skills/research
3. intercultural communication and U.S. culture
4. sentence level accuracy
5. comprehension (reading/listening) and production (writing/speaking) processes
6. critical thinking

The ESL program is now developing a common midterm assessment for each of the three core classes. Results will be used to advise students about their readiness for acceleration, as well as to assess student learning outcomes. Based on surveys and student feedback, the program is also developing new elective classes and certificates of proficiency. Course outlines have been completed for new ESL lab classes in

grammar and listening and speaking, and there are plans to develop more lab classes for reading and research skills. The labs may be run concurrently or separately, following the writing workshop model already in place.

All ESL writing classes participate in the English Department portfolio assessment each semester. ESL faculty work with English faculty to align standards and provide detailed feedback to students about their skills in relation to those standards. ESL students with high enough scores on the portfolio have the opportunity to accelerate and earn credit by exam for English 1A.

All courses in the ESL department have SLOs, which are also mapped to institutional learning outcomes (see Appendix III). 100% of the ESL courses under the "old" curriculum were assessed, and the results were instrumental in developing the new accelerated ESL curriculum. Assessment results are available on Taskstream. Program level assessment is based on an aggregation of course assessments. All prerequisites have been validated.

Berkeley City College is a member of PEAC (Peralta ESL Advisory Council), which meets once or twice a month and includes representatives from each of Peralta's ESL programs. One of the tasks of PEAC is to ensure that ESL course content is up-to-date and articulated for the many students who cross-register within the district.

Course assessments in ESL 218 (ESL Writing Workshop classes) indicate the critical importance of instructional assistants serving as writing coaches (i.e. tutors). It is essential that the college institutionalize an adequate budget for instructional assistants in order to maintain this support service.

> Action Plans:
>
> • increase budget for instructional assistants in ESL to allow for sufficient support in writing workshop classes and in accelerated reading and writing classes
> • develop electives to complement new accelerated ESL curriculum
> • develop and institutionalize midterm assessments for all core classes
> • develop ESL certificates of proficiency to encourage progression and show completion
> • provide faculty stipends for curriculum development and SLO assessment

Instruction

ESL classes at BCC are highly student-centered, and our new accelerated ESL curriculum requires that students use technology right from the beginning levels. The majority of our faculty have created class websites on Moodle, and students are required to use technology when giving presentations, doing research, turning in papers, participating in online forums, etc.

Our faculty meets together regularly to discuss pedagogy and curriculum, and to conduct and analyze SLO assessments. We also work closely with the English faculty in scoring the departmental portfolio exam for English and ESL composition classes, and analyzing the results for insight into how we can improve instruction. ESL faculty have been very active in Teaching and Learning Center activities, including FIGs, APPLEs and DARTs, and these activities have informed our practice and our recent curriculum overhaul. In addition, PEAC (the Peralta ESL Advisory Council), composed of representatives from all of Peralta's ESL programs, meets regularly to discuss curriculum and ensure consistency across campuses for the many students who cross-register.

ESL students at BCC tend to enroll late for a variety of reasons, including linguistic and cultural barriers, unfamiliarity with and/or problems with the financial aid process, and lack of computer skills necessary to deal with online registration. As a result, over 50% of our enrollments can occur after the first day of class, making the program particularly vulnerable to premature class cuts. In order to avoid this, we have instituted late start classes, with all ESL classes now beginning in the third week of the semester. In contrast to many other classes in the college that may be oversubscribed weeks or months before classes begin, but have few students remaining at the end – our classes have very high retention and success rates, and there can be more students in class at the end of the semester than at the beginning.

As mentioned earlier, rising tuition rates combined with financial aid restrictions will likely result in an increasing number of students who will try to bypass ESL and go directly to transfer or certificate program classes for which they are unprepared. Lack of English proficiency will make it harder for them to succeed. It is thus more important than ever for the college to offer sufficient tutoring support.

Demand for our daytime ESL classes is higher than demand for evening classes. This is partly because international students must study full time and are restricted to taking only one evening class. Our evening program primarily serves local working adults. Both programs are necessary to serve the needs of our local and international constituencies, but budget cuts have made it difficult to hold on to a coherent program sequence in both the day and the evening. Since budget cuts have limited the number of sections we can offer, we have not wanted to sacrifice the evening program in order add more daytime classes. Peralta's Global Education Office has been requesting that we offer a full ESL program (four levels) in order to satisfy international student demand. We think this would also benefit local students and are eager to expand our offerings as soon as resources, including classroom space, permit.

Action Plans:

Retention	Fall 2009	Fall 2010	Fall 2011

- Hire more tutors and instructional assistants
- Continued support for the TLC, including stipends for faculty participation and SLO assessment

Student Success

BCC's ESL program has among the highest retention and success rates at the college and in the district. In Fall 2011, the retention rate was 90% and the success rate was 88%:

Enrolled	622	485	500
Retained	526	435	451
% Retained	85%	90%	90%
Success			
Total Graded	596	469	487
Success	473	378	429
% Success	79%	81%	88%

Most of our students are also taking or plan to take classes in transfer and vocational programs (see Appendix IV). We are developing ESL certificates of proficiency in order to help establish completion rates, and to give students recognition of their progress as well as something to show employers and include on resumes.

ESL class size is capped at 35. The National Council of Teachers of English recommends a class size of 15 for developmental English classes. With such large classes it is not possible for instructors to give each student sufficient individual attention, and so it is important that the college provide more supplemental instruction, with instructional assistants in the classroom and in the ESL Writing Workshop and skills labs. Surveys of the writing workshop have indicated that this is a positive intervention for students.

All ESL writing classes have been participating in the departmental portfolio assessment, and the results have led to curricular changes as we try to better align our curriculum with English in order to prepare our students to transition to English 1A and other transfer level classes. For example, our new accelerated ESL curriculum combines reading and writing into one class, and more explicitly scaffolds the skills necessary to produce a research paper.

Action Plans:

- Hire a full-time instructional assistant in ESL
- Increase budget for instructional assistants in ESL to allow for sufficient support in ESL skills workshops and writing classes

Human and Physical Resources

The chart below shows the current full-time to part-time ESL faculty ratios at BCC compared to other colleges in the district. BCC ranks last in the district in the proportion of full-time ESL faculty.

	Alameda	Berkeley	Laney	Merritt
Contract FTEF	2.76	1.12	9.52	1.87
Hourly FTEF	3.65	3.02	13.11	0.00
Extra Service FTEF	0.65	0.03	0.28	0.00
Total FTEF	124.54	58.75	371.84	17.65
% Contract/Total	0.39	0.27	0.42	1.00

At least one more full-time faculty member should be hired in the near future in order to maintain program functioning and position the program for future growth - particularly if the college aims to increase the number of non-resident students, or if the economy improves to the extent that we can start adding back more classes.

The ESL program has experienced difficulty in recruiting part-time faculty from within the Peralta district as many instructors are already teaching the maximum or near-maximum number of allowable units. It has also proved difficult to recruit faculty with the experience to teach our high intermediate and advanced level classes, and engage, challenge and support our diverse mix of international and immigrant students who come with vastly different levels of academic preparation. We are currently working with the Faculty Diversity Internship Program in order to increase the diversity of our faculty, and to mentor new faculty members.

In Peralta, writing class size is capped at 35 until the first day of the semester when it can drop to 30. Some instructors can have well over 30 students left at the end of the semester; the excellent persistence rate in these classes makes this situation even more challenging, considering that the class size the National Council of Teachers of English recommends for developmental English is 15. As funding for individual tutoring at the college has been cut, it is essential to increase support for instructional assistants so that all ESL classes are sufficiently staffed.

Many ESL faculty rely on turnitin.com for its paper grading and peer editing features, and its ability to check for plagiarism. The college should continue to pay for a turnitin.com license.

The ESL program needs increased access to computer labs. We have been sharing space with the English writing lab in Room 313, but that room is no longer sufficient to meet the needs of both English and ESL classes. In addition, although the computer labs are used for teaching purposes, they are not equipped with document viewers as other classrooms are. Document viewers should be purchased and installed in each lab.

BCC's space crunch and our wish to offer classes in the main building make it more difficult for us to provide a full ESL program consisting of four levels. A full credit ESL program is needed to serve the needs of the local community, as well as our international students. More dedicated classroom space will be necessary to achieve this goal.

Currently the ESL office has two barely functional computers which are shared among 9 faculty members. The office should have three updated desktop computers in order to meet faculty need. In addition, the 5th floor copy machines are unreliable. ESL faculty often need to make last minute copies before class, in order to respond to student needs arising in the previous class. We could use an additional machine on the 5th floor, and access to an additional copier on the 3rd floor would also help relieve pre-class stress due to printer malfunctions.

Action Plans:

- Hire another full-time ESL instructor
- Hire instructional assistants, including a full-time instructional assistant in ESL
- Continue paying for a turnitin.com license
- Provide dedicated ESL classroom and lab space in main building
- Equip computer labs with document viewers
- Provide functional computers for ESL office
- Increase number of reliable copy machines on 3rd and 5th floors
- Support ESL faculty in reducing writing class size

<u>Community Outreach and Articulation</u>

The ESL program has two major constituencies – local students (immigrant/resident/undocumented), and international students (non-resident/F-1 students). We have been working with the ESL programs at Berkeley High School and Berkeley Adult School to facilitate college transitions for students in our community. We conduct orientations both on and offsite, and help students to register for BCC using CCCApply. We also work with Peralta's Global Education Office to communicate program updates and facilitate international student enrollment.

We have submitted our advanced reading and writing courses (ESL 52A/B) for transfer credit review by the UC Office of the President. We are seeking approval to offer these classes for UC elective credit.

IV. Action Plans

Please describe your plan for responding to the above data. Consider program learning outcomes, institutional goals, external evidence, and BI data. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps. Add rows as needed.

Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1. Create ESL Skills Workshops, modeled on the ESL Writing Workshop, to provide more tutoring support for ESL students.	Develop course outlines and materials (Fall 2012-Spring 2013) Pilot first course (Spring 2013)	Department Chair/ESL Faculty	_X_Assessment Findings __BI Data _X_Institutional Goals _X_Other Perkins Grant – support for ESL students in CTE programs
2. Create new ESL electives to complement new accelerated ESL curriculum	Develop course outlines and materials (Fall 2012-Spring 2013). Pilot first course (Fall 2013)	Department Chair/ESL Faculty	_X_Assessment Findings __BI Data _X_Institutional Goals __Other
3. Develop ESL certificates of proficiency to encourage progression and show completion	Develop certificates in Curricunet (Fall 2012-Spring 2013) Pilot in Fall 2013	Department Chair/ESL Faculty	_X_Assessment Findings __BI Data _X_Institutional Goals __Other
4. Increase budget for instructional assistants in ESL; hire full-time ESL tutor/lab coordinator	Budget increased (Fall 2012-Spring 2013) Full-time tutor hired (Fall 2013)	Vice President of Instruction	_X_Assessment Findings _X_BI Data (class sizes) _X_Institutional Goals __Other
5. Hire an additional full-time ESL instructor	Hire additional full time ESL instructor (2012-13)	Vice President of Instruction	__Assessment Findings _X_BI Data __Institutional Goals _X_Other
6. Implement college policy to give basic skills classes scheduling priority in the main building.	Present proposal to BCC's Education Committee (Fall 2012); Implement by Fall 2013.	Chair, Education Committee/ESL Chair	__Assessment Findings __BI Data __Institutional Goals _X_Other
7. Replace the current ESL placement test (CELSA) with ESL COMPASS	Present proposal to District Matriculation Committee (Fall 2012). Start using COMPASS by Fall 2013.	Chair, District Matriculation Committee/PEAC/ESL Chair	__Assessment Findings __BI Data __Institutional Goals _X_Other

Please describe and prioritize any **faculty, classified, and student assistant** needs. • Hire full-time ESL tutor/lab coordinator (action plan #4) • Increase budget for instructional assistants in ESL to allow for sufficient support in ESL skills workshop classes (action plan #4) • Hire an additional full-time ESL instructor (action plan #5) • Funding for ESL placement test readers and orientation leaders	Student/instructional assistants are needed as writing coaches in the ESL writing and ESL skills workshop classes; they are also needed in our accelerated ESL classes. Funding is needed to pay readers of the ESL placement test; and leaders for ESL orientation sessions. (See narrative under "overview", "curriculum," "student success," and "human and physical resources");
Please describe and prioritize any **equipment, material, and supply** needs. • Funding for turnitin.com license • Document viewers for computer labs – computer labs are used for instruction, yet are not currently equipped with document viewers like all other classrooms. • 3 functional desktop computers for ESL office, Room 558 • Funding for ESL COMPASS placement test	Continue purchasing turnitin.com license Install document viewers in computer labs Provide updated computers for ESL faculty (See narrative under "human and physical resources") Replace the current ESL placement test (CELSA) with the ESL COMPASS test (See narrative under "overview")
Please describe and prioritize any **facilities** needs. • Computer lab access for ESL classes and ESL skills workshops • Adequate classroom space in main building for ESL classes	ESL students and classes need access to computer labs and smart classrooms in order to achieve goals of the new accelerated curriculum, including digital literacy (see narrative under "human and physical resources")

Berkeley City College Institutional Learning Outcomes

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

Communication
Students show that they communicate well when they
• *Critically read, write, and communicate interpersonally, with audience awareness; and*
• *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking
Students demonstrate critical thinking skills when they
• *identify problems or arguments and isolate facts related to arguments;*
• *use evidence and sound reasoning to justify well-informed positions; and*
• *generate multiple solutions to problems and predict consequences.*

Computational Skills
Students demonstrate computational skills when they
• *master computational concepts and apply them to concrete problems; and*
• *demonstrate algorithmic competence.*

Ethics and Personal Responsibility
Students show the ability to behave ethically and assume personal responsibility when they
• *analyze the consequences of their actions and the impact of these actions on society and the self; and*
• *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity
Students demonstrate global awareness and show that they value diversity when they
• *identify and explain diverse customs, beliefs, and lifestyles; and*
• *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency
Students demonstrate information competency when they
• *find, evaluate, use, and communicate information in all its various formats;*
• *use library and online resources and research methodology effectively; and*
• *use technology effectively.*

Self-Awareness & Interpersonal Skills
Students demonstrate self-awareness and interpersonal skills when they
• *analyze their own actions and the perspectives of other persons; and*
• *work effectively with others in groups.*

Appendix II

Institutional Goals

Berkeley City College's Institutional Goals are aligned with the PCCD Strategic Goals, and are listed below:

Advance Student Access, Success & Equity
Engage our Communities & Partners
Build Programs of Distinction
Create a Culture of Innovation & Collaboration
Develop Resources to Advance & Sustain Mission

Appendix III

ESL Curriculum Alignment Matrix

Course	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4
Reading & Writing I-IV	I, D, M*		I, D, M*	I, D, M*
Listening & Speaking I-IV		I, D, M*	I, D	I, D, M*
Grammar I-IV; Applied Grammar & Editing for College Writers	I, D	I, D	I, D	I, D, M*
Vocabulary/Idioms	I, D	I, D	I, D	I, D, M*
ESL Writing Workshop	I, D		I, D	I, D
Electives				I, D
Mastered by Level 4 (this indicates proficiency for entry into college level work)				
PO 1: Demonstrate proficiency in reading and composition ILO's: Communication, Critical Thinking				
PO 2: Demonstrate proficiency in listening and speaking ILO's: Communication, Critical Thinking, Interpersonal Skills				
PO 3: Demonstrate proficiency in information literacy and research skills ILO's: Information Competency, Critical Thinking				
PO 4: Demonstrate proficiency in cultural literacy, including U.S. classroom procedures and expectations ILO's: Ethics and Personal Responsibility, Self-awareness and Interpersonal Skills, Global Awareness andValuing Diversity				

Institutional Learning Outcomes:
- Ethics and Personal Responsibility
- Information Competency
- Communication
- Critical Thinking
- Computational Skills
- Global Awareness and Valuing Diversity
- Self-awareness and Interpersonal Skills

Appendix IV

ESL students taking CTE OR certificate or transfer class - 2011 FALL AND 2011 SPRING

Date run: 9/19/2011

			Headcount		%
Term	Campus	International/Non-International	CTE OR CERTIFICATE OR TRANSFER	Headcount Total	CTE OR CERTIFICATE OR TRANSFER
2011 Fall	Berkeley City College	Non-international	446	**453**	98.50%
		International	156	**156**	100.00%
	College of Alameda	Non-international	741	**887**	83.50%
		International	135	**141**	95.70%
	Laney College	Non-international	1851	**2159**	85.70%
		International	286	**297**	96.30%
	Merritt College	Non-international	303	**380**	79.70%
		International	41	**42**	97.60%
2011 Fall Total			**2994**	**3413**	**87.70%**
2011 Spring	Berkeley City College	Non-international	462	**469**	98.50%
		International	175	**179**	97.80%
	College of Alameda	Non-international	752	**921**	81.70%
		International	165	**176**	93.80%
	Laney College	Non-international	1841	**2173**	84.70%
		International	307	**322**	95.30%
	Merritt College	Non-international	326	**447**	72.90%
		International	55	**58**	94.80%
2011 Spring Total			**3020**	**3537**	**85.40%**