**Peralta Community College District**

## Annual Program Update Template 2014-2015

## DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

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| I. Overview | | | |
| BI Download: | 10/24/2014 | Dept. Chair: | Laurie Brion |
| Subject/Discipline: | ESL | Dean: | Carlos Cortez |
| Campus: | BCC | | |
| Mission Statement | The goal of the ESL program at Berkeley City College is to prepare students for success in transfer and vocational courses and/or immediate employment and meaningful participation in American life. Classes emphasize the development of skills in English grammar, listening and speaking, reading and writing, and cultural and digital literacy. In addition to communication, ESL classes address the following institutional learning outcomes: critical thinking skills, information competency, and global perspectives and valuing diversity. ESL classes are an important component of the college’s foundational skills programs, and serve to advance student access, equity, and success. | | |

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| II. Enrollment | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 794 | 497 | 2,468 | 113 | 3,872 |
| Census Enrollment F12 | 663 | 382 | 2,234 | 73 | 3,352 |
| Census Enrollment F13 | 632 | 415 | 2,154 | 103 | 3,304 |
| Sections F11 | 21 | 15 | 77 | 6 | 119 |
| Sections F12 | 22 | 13 | 78 | 3 | 116 |
| Sections F13 | 20 | 15 | 72 | 4 | 111 |
| Total FTES F11 | 124.50 | 58.53 | 371.44 | 17.63 | 572.1 |
| Total FTES F12 | 100.23 | 52.26 | 335.00 | 9.73 | 497.22 |
| Total FTES F13 | 94.83 | 49.24 | 326.19 | 13.73 | 483.99 |
| Total FTEF F11 | 7.07 | 4.17 | 22.97 | 1.87 | 36.08 |
| Total FTEF F12 | 6.20 | 3.70 | 22.75 | 0.80 | 33.45 |
| Total FTEF F13 | 6.00 | 3.78 | 22.02 | 1.07 | 32.87 |
| FTES/FTEF F11 | 17.60 | 14.05 | 16.17 | 9.45 | 57.27 |
| FTES/FTEF F12 | 16.17 | 14.12 | 14.72 | 12.17 | 57.18 |
| FTES/FTEF F13 | 15.80 | 13.02 | 14.82 | 12.87 | 56.51 |

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| III. Student Success | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 775 | 487 | 2,417 | 113 | 3,792 |
| Total Graded F12 | 646 | 377 | 2,195 | 73 | 3,291 |
| Total Graded F13 | 639 | 414 | 2,170 | 106 | 3,329 |
| Success F11 | 646 | 429 | 1,827 | 70 | 2,972 |
| Success F12 | 539 | 313 | 1,696 | 42 | 2,590 |
| Success F13 | 531 | 337 | 1,648 | 52 | 2,568 |
| % Success F11 | 0.83 | 0.88 | 0.76 | 0.62 | 0.78 |
| % Success F12 | 0.83 | 0.83 | 0.77 | 0.58 | 0.79 |
| % Success F13 | 0.83 | 0.81 | 0.76 | 0.49 | 0.77 |
| Withdraw F11 | 60 | 36 | 314 | 19 | 429 |
| Withdraw F12 | 42 | 29 | 262 | 20 | 353 |
| Withdraw F13 | 67 | 34 | 235 | 24 | 360**!** |
| % Withdraw F11 | 0.08 | 0.07 | 0.13 | 0.17 | 0.11 |
| % Withdraw F12 | 0.07 | 0.08 | 0.77 | 0.27 | 0.11 |
| % Withdraw F13 | 0.10 | 0.08 | 0.11 | 0.23 | 0.11 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| IV. Faculty | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 2.76 | 1.12 | 9.52 | 1.87 | 15.27 |
| Contract FTEF F12 | 2.48 | 0.70 | 9.92 | 0.80 | 13.9 |
| Contract FTEF F13 | 2.57 | 0.85 | 8.04 | 1.07 | 12.53 |
| TEMP FTEF F11 | 3.65 | 3.02 | 13.15 | 0.00 | 19.82 |
| TEMP FTEF F12 | 2.80 | 3.00 | 12.61 | 0.00 | 18.41 |
| TEMP FTEF F13 | 2.87 | 2.93 | 13.14 | 0.00 | 18.94 |
| Extra Service FTEF F11 | 0.65 | 0.03 | 0.28 | 0.00 | 0.96 |
| Extra Service FTEF F12 | 0.92 | 0.00 | 0.23 | 0.00 | 1.15 |
| Extra Service FTEF F13 | 0.57 | 0.00 | 0.85 | 0.00 | 1.42 |
| Total FTEF F11 | 7.07 | 4.16 | 22.95 | 1.87 | 36.05 |
| Total FTEF F12 | 6.20 | 3.70 | 22.76 | 0.80 | 33.46 |
| Total FTEF F13 | 6.00 | 3.78 | 22.02 | 1.07 | 32.87 |
| % Contract/Total F11 | 0.39 | 0.27 | 0.41 | 1.00 | 0.4236 |
| % Contract/Total F12 | 0.40 | 0.19 | 0.44 | 1.00 | 0.4154 |
| % Contract/Total F13 | 0.43 | 0.22 | 0.36 | 1.00 | 0.3812 |

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| V. Qualitative Assessments | |
| **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. | 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.    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. |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion. | All courses in the ESL Program emphasize preparation for vocational and transfer programs.  Because of the desire to allow for multiple pathways, ESL certificates have been designed to allow for entry into multiple majors and CTE areas.  District data for BCC ESL Program FTES and FTES/FTEF appears to be incorrect.  Compared to the other ESL programs in the district, one would expect FTES to rise and fall parallel to census numbers. However, although BCC’s ESL census numbers were higher in F’13 than in F’12, according to the district data FTES decreased. The incorrect FTES data also means that FTES/FTEF data are inaccurate. These errors may be due to the fact that BCC’s ESL classes are late-start, and therefore have different census dates and a different formula for calculating total hours of instruction based on start dates and holidays. Additionally, although F’13 census numbers show 415 ESL students enrolled, and 34 withdrawn, the total number graded was reported to be 414.  More accurate data is needed in order to assess the program. |

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| VI. Course SLOs and Assessment | |
|  | Fall 2014 |
| Number of active courses in your discipline | 12 |
| Number with SLOs | 12 |
| % SLOs/Active Courses | 100% |
| Number of courses with SLOs that have been assessed | 11 |
| % Assessed/SLOs | 92% |
| Describe types of assessment methods you are using  The assessment methods used have included a writing portfolio, videotaping of oral presentations, quizzes, and surveys. Except for the quizzes and surveys, assessments have been conducted using rubrics created by the department, and student work has been assessed by multiple readers after norming sessions. | |
| Describe results of your SLO assessment progress  All core ESL courses (grammar, listening/speaking, and reading/writing) have been assessed. All elective courses offered in Fall 2014 have been assessed. One new elective will be assessed in Spring ’15. | |
| Describe how assessment results and reflection on those results have led to improvements.  The ESL program has been completely restructured, based on program assessment action plans. All aspects of the core curriculum have been changed. In addition, the results of student surveys led to the creation of new electives in the program, and two certificates of proficiency in high intermediate and advanced ESL. | |

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| VII. Program Learning Outcomes and Assessment | |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline  High Intermediate and Advanced ESL Certificates of Proficiency | 2 |
| Number with Program Learning Outcomes | See section VI  ESL is a program housed in the English Department |
| Number assessed | See section VI |
| % Assessed | See section VI |
| Describe assessment methods you are using  See section VI | |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.  See section VI | |

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| VIII. Strategic Planning Goals | |
| Check all that apply.  XAdvance Student Access, Success & Equity  XEngage our Communities & Partners  XBuild Programs of Distinction  XCreate a Culture of Innovation & Collaboration  ☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.  According to the Academic Support Index (ASI), English learners are one of the groups most “at-risk” for “academic underperformance”. The ESL program serves to advance student access, equity, and success for English learners entering BCC’s transfer and vocational programs, and is an integral part of BCC’s foundational education sequence. The ESL program has formed partnerships with Berkeley Adult School, Berkeley High School and Oakland International High School in order to facilitate English learners in transitioning to college. The ESL program also has a unique collaboration with the English Department in offering an accelerated foundational course sequence and participating in a joint writing portfolio assessment. Moreover, the ESL program has developed a one-stop testing, orientation and counseling process for matriculating English learners, including the use of guided self-placement. |

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| IX. College Strategic Plan Relevance |
| Check all that apply    XNew program under development  XProgram that is integral to your college’s overall strategy  XProgram that is essential for transfer  XProgram that serves a community niche  XPrograms where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.  ☐Other |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  Include overall plans/goals and specific action steps.   1. Improve computer technology and access for ESL students – currently, the ESL Program has no dedicated lab space or computers, yet computer literacy is an essential component of the program’s accelerated curriculum, and thus necessary for student success. 2. Improve computer technology in the computer lab used by the English/ESL Department (313) – The computers in 313 repeatedly “crash” and lose student work. This room is used by students in ESL 218/220, the ESL Grammar and Writing Workshops. 3. Continue to ensure a sufficient budget for instructional assistants and student workers to serve as writing coaches in ESL 218 and 220 in order to support the curriculum described above. 4. Hire a full-time instructional assistant in English/ESL – This would ensure stability for the courses described above 5. Purchase Kurzweil 3000 to improve students’ reading skills – Currently, the English/ESL department is exploring the use of this tool to boost reading skills and proposes to pilot an assessment in collaboration with the math department to test whether it can improve student learning. 6. Renew license for turnitin.com, which is an integral component of all writing classes in the English/ESL department and is also used by faculty in many other departments at BCC. 7. Continue support for the ESL Learning Community (LEAP-Learning English for Academic Purposes). LEAP helps to increase student success by providing academic and social supports specifically designed for English learners (e.g. dedicated counseling classes, community building cohort-based activities), and by promoting a course sequence leading to certificate completion and/or transfer. 8. Hire student worker to serve as ESL Peer Mentor. 9. Increase student access by developing and validating multiple measure assessment instruments for ESL placement. |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.  Full-time ESL/English tutor  ESL/English tutors for all ESL Grammar and Writing Workshops and for individual tutoring in ESL |
| Please describe and prioritize any **equipment, material, and supply** needs.  Chromebooks: approx. $300 each x 80 = $24,000 Chromebook charging carts (20 capacity): approx. $1300 each x 2 = $2600 Printers: approx. $800 each x 2 = $1600  Total= $28,200  turnitin.com renewal  Kurzweil 3000 renewal |
| Please describe and prioritize any **facilities** needs.  Designated classrooms with chrome books, and/or computer lab access |