**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: | ESOL-LEAP (Learning Engish for Academic Purposes) Learning Community | Dean: | Carlos Cortez |
| Campus: | BCC | | |
| Mission Statement | The LEAP (Learning English for Academic Purposes) learning community is designed to support BCC English learners who have the goal of earning a certificate or degree at a U.S. college or university. This cohort-based program requires enrollment in foundational reading/writing and counseling courses, and provides other academic and social supports to help students navigate through and succeed in the U.S. higher education system. | | |

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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. | International students in the Peralta Community College district primarily have the goal of earning a certificate or degree in the United States.  The East Bay Economic Development Alliance (East Bay EDA) Special Report on the East Bay Workforce, 2013, reported the following about the immigrant population in the East Bay:  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. |
| 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.  As the LEAP program (formerly known as ESL Pathways) started in Fall semester ’14, completion data is not yet available. General ESL program data is not currently accurate, as reported on the ESL APU. |

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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”. LEAP, the ESL learning community, 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 and LEAP have 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 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 program has developed a one-stop testing, orientation and counseling process for matriculating English learners, including the use of guided self-placement and the opportunity to enroll in the LEAP cohort to facilitate transition to college. LEAP has also partnered with the BCC Service Community in order to provide peer mentorship in helping students reach their transfer goals. |

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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  ESL Peer Mentors  Support of the BCC Service Community  Professional development opportunities for faculty: stipends for retreats, regular planning meetings, FIGs, DARTs and APPLEs. |
| 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  Promotional materials: $1500  General Supply Budget |
| Please describe and prioritize any **facilities** needs.  Two designated ESOL classrooms with chrome books, laptop carts, and printers. |