| **Berkeley City College’s mission is to provide our diverse community with**  **educational opportunities, promote student success, and to transform lives.** |
| --- |

**Introduction and Directions**

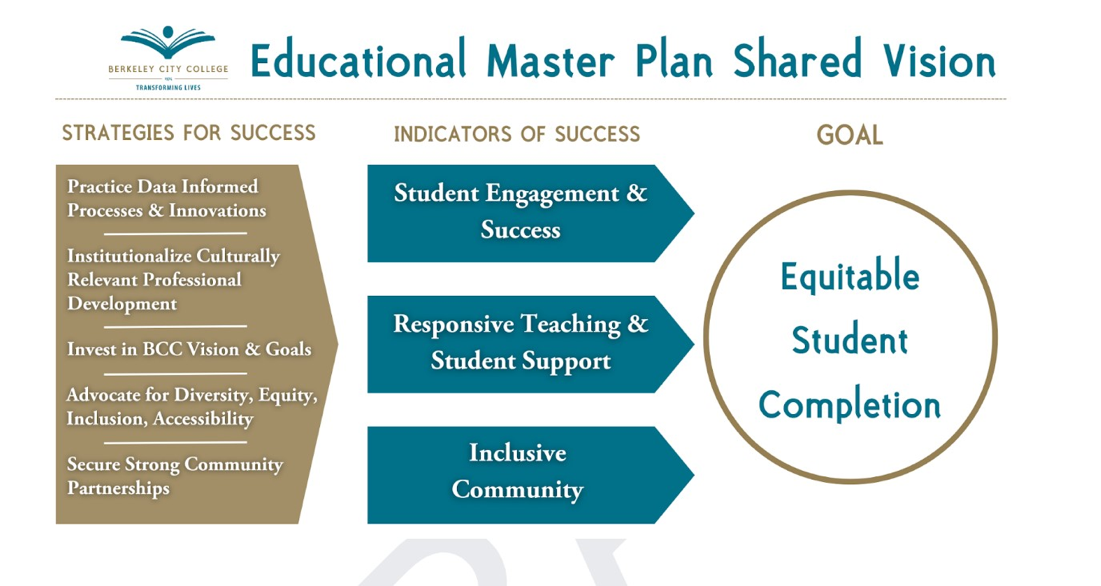
Berkeley City College (BCC), in conjunction with the Peralta community College District, has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews (CPRs) which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

**TIMELINE**

The Annual Program Update (APU) for 2023-2024 marks its 3rd year in the current cycle.

The APU 2023-2024 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, and/or Supervisors to complete this APU.

During 2022-2023, BCC has completed its Educational Master Plan 2024-2028 where we can base our APU review and analysis on the 5 strategies for success and 3 indicators of success that will lead us to achieve our goal of equitable student completion.



The APU is intended to primarily focus upon planning for the subsequent year based on the assessment of the prior year and determine where and how we can improve to support the goal of equitable student completion. It is important to be reminded that the EMP incorporated the State Chancellor's [Vision for Success](https://app.powerbi.com/view) as well as [Student Centered Funding Formula (SCFF)](https://www.berkeleycitycollege.edu/prm/educational-master-plan-2024-2028-2/) in our five year roadmap and our APU process. Please use these foci as your reference to prioritize your department and other goals.

**RESOURCE REQUEST**

In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals.

The APU process directly leads to the institutional resource allocation process and budget planning facilitated by the Institutional Planning and Allocation of Resources (IPAR) Committee for the following academic year (2023-24). The process for this can be found here ([2023-24 APU Timeline](https://bit.ly/BCC-ESOL-MCA?usp=sharing)). This is an opportunity for each department to request resources in Fund 01 (General Funds) to IPAR that will support your department goals and set outcomes that support BCC’s goal of Equitable Student Completion.

**TECHNOLOGY REQUEST**

Finally, for the resource request section, please connect with your Deans, managers, and supervisors regarding your technology needs so that you can be informed about the equipment that is already addressed in the BCC Technology Refresh Plan. If your requests are covered in the Refresh Plan, you do not need to request them in this APU.

If you have questions regarding other material in the Annual Program Update, please contact your Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

**Please email the completed Annual Program Update to your Dean by November 30, 2023.**

| **College Profile** |
| --- |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9).  This 2-page dashboard will provide data on the demographics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors. |

| **College Outcomes** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| --- | --- | --- | --- | --- |
| Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 |
| Productivity (Avg. Goal = 17.5) | 13.2 | 13 | 10.9 | 13.9 |
| Success Rate (%) | 77% | 75%\* | 70%\* | 68%\* |
| Degrees + Certificates Awarded (#) | 1,109 | 1,027 | 960 | 855 |

*\*Excludes “EW” grades*

|  |
| --- |

**To view prior Program Reviews,** [**click here**](mailto:psayavong@peralta.edu?usp=share_link)**. To view prior Annual Program Updates,** [**click here**](https://app.powerbi.com/view?usp=sharing)**.**

| **1a. Department Mission**  Please verify the mission statement for your department. If your department has not created a mission statement, provide details on how your department supports and contributes to the [College’s mission](https://drive.google.com/file/d/1xiKMI84yGCETRjx-cNfQRClCAe3Cu63X/view). | | |
| --- | --- | --- |
| The ESOL Program at Berkeley City College provides foundational skills in English for a diverse community, addressing the needs of international students, immigrants who have recently arrived 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. | | |
| **Name(s) of member(s) completing this APU** | **Department** | **Completion Date** |
| Sepi Hosseini | eeeESOL | eNovember 30, 2023 |
| **List faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Gabe Winer  Laurie Brion | Sepi Hosseini  Olga Lewis  Osa Kauffman  Shane Downing  Amanda Bent | |

| **1b. Department Priorities & Goals** |
| --- |
| Based on the [Educational Master Plan](https://drive.google.com/drive/folders/1cJTL936yJGJVKo5P4OGOf2qzsMu3gEqM), [Shared Vision](about:blank), [SCFF](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F), and your department mission, what are your department’s priorities and goals for 2023-24? Look at last year’s priorities and goals, review and assess any changes you would like to make for this year. |
| Increase completion rates for Black and Latinx students.  Continue to recruit and support credit and non-credit students from the community.  Increase accessibility of credit-based enrollment in our program.  Work toward joining ESOL with Guided Pathways.  Expand course offerings of intermediate level classes.  Increase student self-advocacy and access to student services. |

| **2. Institutional Assessment** |
| --- |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan.  Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, assessments must be completed to qualify for the APU resource allocation requests.  <[Click here to view your Round 5 Assessment Calendar](https://app.powerbi.com/view?usp=drive_link&ouid=105861965924346219496&rtpof=true&sd=true)> |
| **2a. What action plans did your department identify upon the assessment of each SLOs and/or PLOs?  Based on your SLO assessment, what did you learn that your department is doing well and areas that you need to improve so that student success rates can be improved?** |
| Reading and Writing:   * Reading Comprehension: Emphasize reading strategies such as pre-reading, guessing vocabulary from context, identifying point of view, tone, purpose, major vs. minor details etc. * Incorporate student services, e.g.: * Guest speakers (e.g. counselors) * Use Canvas to highlight/link to services * Contact assignments: students explore and report on campus resources * Announcements * Add more models of student work and guide students in analyzing them * Move the mock scoring session earlier in the semester so students have a clearer vision of successful research papers * Have students write the in-class essays in class instead of as homework * Provide more models of summary-response essays for analysis * *Add more activities on MLA format* * **Continue** to have students practice reading and writing strategies via timed summary and response assignments * **Continue** in-person and online peer review   Grammar   * Include the detailed explanation of activities * Add more practice exercises by incorporating the use of the online platform MyEnglishLab * Include more independent activities and add a few more writing assignments where students can demonstrate the grammar points studied in class * Include more detailed feedback on students’ writing earlier in the semester * Create a rubric for the midterm and the final essay/assessment and share it with the students prior to the exam * Revise the previously submitted essays, find the ones that meet all the criteria and see if they could possibly be used as sample models * **Continue** to provide opportunities for students to practice freewriting using the grammar studied in class * **Continue** to explore OER resources as an alternative source of materials and grammar topics * **Continue** to expose students to correct examples of correct writing   Writing Workshop   * Explain how point system in the workshop is different from the grading system of other classes. * **Continue** to advocate for more tutor support.   Listening and Speaking TBA Fall 2023 |
| **2b. Describe the status of SLO and PLO completion in Rounds 5 of the Assessment Cycle. Identify the percent of completion. Briefly describe what needs to be done to reach 100% completion. Identify issues or concerns that may prevent your department from completing assessments of SLOs and/or PLOs.** |
| At the end of Fall 2023, it is anticipated that all four course areas (reading and writing, listening and speaking, grammar and writing workshop) will have been 100% assessed for Round 5 of the Assessment Cycle.  Assessment can be further supported via stipends for participating faculty and workshops on assessment topics such as rubric design. |

| **3.** [**Student Equity, Success, & Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link) |
| --- |
| **Using the data dashboards provided above, review and reflect upon the outcome trends for your department. Please also review overall BCC’s data linked here.**  For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](https://drive.google.com/file/d/14FnMslW2ebA23iZl8NlAzk_2OjjGeOu8/view?subject=Program%20Review%20Data%20Dashboard%20Assistance) |
| **We have focused on equitable completion for Latinx and African/African American students How are African/African American and Latinx students doing in success and completion in your department, compared to the BCC overall success and completion rate?** |
| While completion rates in the school as a whole have remained relatively stable since 2018, the ESOL completion rate has steadily dropped from 83.6% in 2018-2019 to 59.9% in 2021-2022. In 2023, the ESOL completion rate has gone up to 65.1%  Completion Rates for the ESOL Department    Completion Rates for BCC overall    Given that ESOL serves immigrant and international students, the category of African/ African-American students within ESOL is almost entirely comprised of African students whereas for BCC as a whole it is mostly African-American students making the comparison somewhat unreliable. At any rate, ESOL shows a higher completion rate of 68.2% for African/ African-American students while for BCC as a whole it is 56.8%.  In the ESOL department, Hispanic/ Latino students have a completion rate of 57.8%, which is a bit lower than Hispanic/ Latino students in BCC as a whole, which is 63%. Hispanic/ Latino students have the lowest completion rate compared to Asian and White. However, this is an improvement of ESOL Hispanic/ Latino students’ completion rate in since 2022 when it was 49.3%. |
| **What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?** |
| In 2023, the ESOL department moved more of its course offerings to a face-to-face modality, which has been shown to be a more effective modality for ESOL as a whole. This benefits all ESOL students, but particularly those who are unfamiliar with technology and school bureaucracy. |
| **What are some strategies for improvements your department can make?** |
| In 2024, the ESOL department will have moved back to an entirely face-to-face modality. In addition, at-risk ESOL students would be more successful with ESOL tutoring in the LRC, of which there is currently none. Additionally, these students would benefit from hiring more counselors with a knowledge of our department and other ESOL programs in the Bay Area. |

| **4.** [**Enrollment Trend and Productivity Dashboard**](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. |
| --- |
| **The SCFF prioritized 70% of our college’s base allocation on FTES (full-time equivalent student) from enrollment. Review the enrollment trends for your program and describe the strategies you will implement to increase enrollment.** |
| 2023 saw an increase in enrollment to near pre-pandemic levels. In fall 2023 in particular, all our courses filled rapidly many with waitlists, including a newly added low-intermediate writing class. This trend in increasing demand for ESOL classes holds for schools across the Bay Area.  In order to meet as well as maintain this high demand, our department will continue to advocate for increased FTE in order to offer more sections. Currently our course offerings are minimal with only higher level courses and one section of grammar and listening & speaking course. More sections will improve our department’s reputation, make the schedule more accessible to working students and will keep students coming back over several semesters.  In 2023, Peralta ESOL made progress in streamlining the placement/ orientation process by linking the Guided Self-Placement tool with CCCApply. Additionally, we advocate for further improving the BCC Website and accessibility of the CCCApply application as it currently deters students from enrolling in our program as credit where they might otherwise want to take our courses for credit. |
| Community Colleges are funded based on the [Student Centered Funding Formula (“SCFF”)](https://drive.google.com/file/d/1CelN9o5mrlTVVx3ibqDDdj11PcATAjfM/view) which is comprised of the following allocations:   | **Student Centered Funding Formula: Focus and Priorities** | | | --- | --- | | **% Of Allocation** | **Categories** | | 70%  Base Allocation: FTES (Enrollment) | * Credit FTES * NonCredit FTES * Special Admits (Dual Enrollment, etc.) | | 20%  Supplemental Allocation | * Pell Grant * AB 540 * Adult School * Promise Grants | | 10%  Student Success Allocation | * Associate Degrees & Certificates (??) * ADTs * 9 or more CE units * Transfer * Transfer level Math and English in the first year (AB 1705) | |
| | **College Outcomes** | **2019-2020** | **2020-21** | **2021-22** | **2022-23** | | --- | --- | --- | --- | --- | | Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 | | Pell Grant Recipients | 2,281 | 2,181 | 1,826 | 1,837 | | College Promise Grant Recipients | 4,143 | 4,011 | 3,500 | 3,991 | | AB 540 Students | 51 | 22 | 69 | 89 | |

| **5. Dual Enrollment** |
| --- |
| **As continued decline in overall enrollment for college going population from high school to college (see Service Area Enrollment Pipeline below), it is important for us to look at who will be coming to BCC in the next 5 years. Reviewing the data provided below, what strategies would your department employ to address bringing more high school students to BCC?** |
| In order to increase high school dual enrollment with the college, we should encourage partnerships with local high schools by maintaining relationships with high school counselors and administrators and doing classroom outreach. High school students should also be encouraged to take summer classes at Berkeley City College. Also this semester, counselors reached out to department chairs for a list of recommended courses to provide to DE students. |

| **6.** [**Equitable Student Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  If you need more guidance with this item, click here for additional support.[Click here for additional guidance for how to view and use equity data](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula?usp=sharing). | |
| --- | --- |
| **On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?** | |
| Gender: Women have a bit higher completion and retention rates than men. Women’s completion rate is 73.1%. Men’s completion rate is 61.8%/ Women’s retention rate is 94.3%. Men’s retention rate is 90.4%.  Age: Completion rates range from 61.9% to 79.5% with the highest completion rate among the youngest and the oldest age groups.  Ethnicity: Asian students have the highest completion rates (74.3%), while Hispanic/Latino students have the lowest completion and rates (63.6%). There is smaller range of retention rate with Black/ African at 89.8% and Asian at 94.7%. | |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** | |
| Continue to learn about and implement evidence-based effective practices that are resulting in improved outcomes across the state, such as collaboration with student services, comprehensive advising, eliminating unnecessary prerequisites and other structural barriers. Increase ESOL tutoring and ESOL advisement. | |
| [**Degrees and Certificates Dashboard**](https://docs.google.com/document/d/1DgVZLRmnKQj1jCNucuCNmTB0Wp1F3vLA/edit?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)(<--click on the link) |
| **Review the data on page 1 of the “Degrees and Certificate Awards Trends” Dashboard.**  **What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?** |
| Over time the overall number of degrees and certificates awarded has steadily decreased from 57 in 2017-2018 to 9 in 2022-2023. This is likely due to the overall decrease in enrollment as well as the reduction in contact during COVID with counselors and other faculty who normally inform and support students in obtaining certificates.  Gender: In 2017-2018, certificates awarded were split equally between men and women. In following years, women have made of majority of awardees ranging from 68% to 92%.  Age: No significant trends were identified based on age.  Race: No significant trends were identified based on race.  \*Note: One would have to take these trends as a percentage of overall enrollment demographics in the ESOL department to identify inequities based on gender, age or race. |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** |
| It is crucial that when the District creates the new AP interpreting the state guidance on Credit for Prior Learning, they include certificates as well as degrees in their language, enabling students to use non-credit courses to fulfill credit certificates and vice versa.  Support is needed for an ESOL faculty member to coordinate the rollout of the ESOL Pathways certificates of Achievement with Student Services.  It is also crucial to implement an automated process for certificate petitions. Compensated time is needed to support the development of this process. |
| [**Transfer Dashboard**](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)(<--click on the link) |
| **Review the data on the “Transfer” Dashboard.**  **What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?** |
| This dashboard does not provide data by subject. |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate to improve these outcomes?** |
| In spring 2023, full-time faculty Gabe Winer took a sabbatical to develop the [Guided Pathways certificate programs](https://bit.ly/BCC-ESOL-MCA) and associated OER materials. We anticipate that Guided Pathways will support ESOL students transferring to CSU and UC. |

| **7. Curriculum based on Pathways for Equitable Completion** |
| --- |
| Based on the curriculum mapping and planning of your program answer the following questions. |
| **What specific plans does your department have for sequencing degrees and programs to ensure students successfully complete the programs in the least amount of time?** |
| In spring 2023, full-time faculty Gabe Winer took a sabbatical to develop the [Guided Pathways certificate programs](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) and associated OER materials. We anticipate that Guided Pathways will support ESOL students transferring to CSU and UC if funded support is provided to implement them. |

| **8. Engagement** |
| --- |
| **Discuss how faculty and classified staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.** |
| ESOL instructors continued to collaborate to improve our ability to foster student success. We also continued to share materials, participate in collaborative assessment, and work on various continuing department projects such as building a districtwide Guided Self Placement tool and revising course outlines.  Full-time and part-time faculty serve on Chairs Council, the Peralta ESOL Advisory Committee, Guided Self-Placement Task Force, serve as scholarship readers, and are working on OER materials. Adjunct faculty participate in inquiry groups, serve as liaison to Assessment Committee, and share materials as partners in collaboration. As part of the process of developing ESOL Guided Pathways certificates of achievement, ESOL faculty have worked with lead faculty from disciplines across the school and counselors to identify appropriate courses to include. |
| 1. **Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?** |
| The ESOL department works closely with the International Office, the Undocumented Community Resource Center, counseling, Transitions Liaison, the Learning Resources Center, and the Teaching and Learning Center and the English Department. These collaborations are essential to accomplishing our mission. |

| **9. Prioritized Resource Requests** |
| --- |
| **In the 2022-23 APU, you have provided your resource requests which went through the IPAR process.  In this section, include resource requests from last year that are still needed and/or new resources that have emerged.  Provide justifications. If there are no resource requested, leave the boxes blank.** |

| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| --- | --- | --- |
| **Personnel** |  |  |
| Classified Staff |  |  |
| Student Worker | Support students workers to work as ESOL tutors for the LRC and the Writing Center. |  |
| Part Time Faculty | In order to add the long-sought level 2 classes, which should be ready to offer in Fall 2023, we will need additional FTEF. The new courses are   * 252/512 Reading & Writing 2 (6 units/ 0.4 FTEF) * 262/562 Listening & Speaking 2 (4 units/ 0.3 FTEF) * 272/572 Grammar 2 (4 units/ 0.3 FTEF)   We are down to the absolute minimum of our level 3 and 4 classes, so it is not an option to cancel those in order to provide sections of level 2. Here are some possible options for adding level 2:   * Add one section of 252/552 (6 units/ 0.4 FTEF) * Add one each of 252 to day and evening (12 units/ 0.8 FTEF) * Add one 252/512 and one 262/562 (10 units/ 0.7 FTEF) * Add one of each: 252/512, 262/562, and 272/572 (14 units, 1.0 FTEF |  |
| **Professional Development** | | |
| Department wide PD needed | Collaboration, develop materials, mentor new teachers |  |
| Personal/Individual PD needed | conferences |  |
| **Supplies** | | |
| Software (for whom or role?) | Subscriptions to instruction websites such as Quizlet, ellii.com and esllibrary.com |  |
| Books, Magazines, and/or Periodicals |  |  |
| Instructional Supplies |  |  |
| Non-Instructional Supplies |  |  |
| **Technology & Equipment**  Description/Justification (*Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://www.berkeleycitycollege.edu/bccpub/about-bcc/?usp=sharing) *to verify whether it has already included.)* | | |
| New | Articulated arm for computer in Room 212. Podium with desktop facing class in Room 212. |  |
| Replacement |  |  |
| **Facilities** | | |
| Classrooms |  |  |
| Offices |  |  |
| Labs |  |  |
| Other |  |  |
| **Library** | | |
| Library materials (including streamline media needs) |  |  |
| Library collections |  |  |
| OER |  |  |
| **Other** |  |  |
| OTHER Description |  |  |

**Thank you for your time and effort in completing the Annual Program Update!**

**Please email the completed Program Review to your Dean by November 30, 2023**