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.

I. Overview

Date Submitted:	November 1, 2012	Administrator:	
BI Download:	September 25, 2012	Dept. Chair:	
Dept./Program(s): (List departments and programs, including all associate degrees and certificates and components of general education and basic skills)	English Department: Associate in Arts for Transfer in English (English AA-T) English Language and Literature A.A. English Language/Writing A.A. Creative Writing/Fiction C.C. Creative Writing/Poetry C.C. Creative Writing/Playwriting and Screenwriting C.A. Basic Skills, English General Education, Area 1, English Composition – English 1A (major area of focus for communication and information competency) General Education, Area 2, Critical Thinking – English 5 (major area of focus for critical thinking)		
Campus:	Berkeley City College		
Mission	The mission of the English department at Berkeley City College is to provide all students with strong, college-level skills in reading, writing, research, and critical thinking. English courses at the college tend to fall into four broad categories: Basic skills, reading and composition, literature, and creative writing. In addition to communication, courses in English address the following institutional learning outcomes: Critical thinking skills, information competency, and global perspectives and valuing diversity. Through its basic skills courses especially, but also through its general education courses and A.A. degrees, the department addresses the advancement of 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 accelerated approach to basic skills instruction in English, based on findings of program review. (A. access; C. programs of distinction; D. culture of innovation and collaboration; E. resources to advance and sustain mission)

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

3. Increase the number of AA completers by at least 100%, including AA-T recipients, emphasizing a significant increase in the number of AA completers among underserved populations. (A. access, C. programs of distinction)

II.b. Program Outcomes [for each one, cite ILO(s), Appendix I]

PROGRAM 1: **English AA-T/ English Language and Literature A.A.**
-write well organized, well developed, effective, well edited, logically sound, and clear essays
(Communication, Critical Thinking)
- write effective, well edited, well organized research papers of 3,000-5,000 words which apply
appropriate and clear organizational strategies
(Communication, Critical Thinking, Information Competency)
-apply active reading strategies in order to identify main ideas and critically analyze and explain ideas
in texts   (Communication, Critical Thinking)
effectively analyze literature in light of historical context, critical theories, and formal elements
(Communication, Critical Thinking, Global Awareness and Valuing Diversity, Self-Awareness and
Interpersonal Skills)

PROGRAM 2: **English Language/Writing A.A.**
-write well organized, well developed, effective, well edited, logically sound, and clear essays
(Communication, Critical Thinking)
- write effective, well edited, well organized research papers of 3,000-5,000 words which apply
appropriate and clear organizational strategies
(Communication, Critical Thinking, Information Competency)
-apply active reading strategies in order to identify main ideas and critically analyze and explain ideas
in texts   (Communication, Critical Thinking)
apply writing strategies in a variety of genres, considering audience, context, purpose, and genre-
specific conventions
(Communication, Critical Thinking, Global Awareness and Valuing Diversity)

PROGRAM 3: **Creative Writing/Fiction C.C.**
-write a piece of fiction with strong character development, plot, conflict, and dialogue, using original
language   (Communication, Critical Thinking)
-write a novella or short story collection with strong character development, plot, conflict, and
dialogue, using original language   (Communication, Critical Thinking)
-research venues for publication or public presentation of work
(Communication, Critical Thinking, Information Competency)

PROGRAM 4: **Creative Writing/Poetry C.C.**
-write a poem with strong use of voice, imagery, and poetic conventions of form and sound, using
original language   (Communication, Critical Thinking)
-write a well sequenced collection of poetry of at least 24 pages, with strong use of voice, imagery,
and poetic conventions of form and sound, using original language
(Communication, Critical Thinking)
-research venues for publication or public presentation of work
(Communication, Critical Thinking, Information Competency)

PROGRAM 5: **Creative Writing/ Playwriting and Screenwriting C.A.**
-write a play or screenplay with strong character development, plot, dramatic sequencing,
dialogue and/or monologue, using appropriate language to reveal characters
(Communication, Critical Thinking)
-research venues for publication or public presentation of work
(Communication, Critical Thinking, Information Competency)

General Education component(s):
General Education, Area 1, English Composition – English 1A
(communication and information competency)
General Education, Area 2, Critical Thinking – English 5
(critical thinking)

Basic Skills component(s): Basic Skills, English

III. Evidence			
III.a. Institutional Data			
Enrollment	**Fall 2009**	**Fall 2010**	**Fall 2011**
Census Enrollment (duplicated)	1991	2089	2103
Sections (master sections)	65	64	62
Total FTES	243.2	254.01	249.13
Total FTEF	31.71	30.61	29.19
FTES/FTEF	15.34	16.6	17.07
Retention			
Enrolled	2,032	2,200	2,182
Retained	1,563	1,632	1,603
% Retained	77%	74%	73%
Success			
Total Graded	1,910	2,050	2,061
Success	1,293	1,348	1,279
% Success	68%	66%	62%

Faculty Data (ZZ assignments excluded)			
	Fall 2009	Fall 2010	Fall 2011
Contract FTEF	4.54	3.03	3.06
Hourly FTEF	11.12	12.28	10.97
Extra Service FTEF	.21	.00	.57
Total FTEF	31.71	30.61	29.19
% Contract/Total	.29	.20	.21

Faculty Data Comparables F2011 (ZZ assignments excluded)				
	Alameda	**Berkeley**	**Laney**	**Merritt**
Contract FTEF	3.87	3.06	6.94	3.84
Hourly FTEF	4.54	10.97	8.95	3.54
Extra Service FTEF	.07	.57	.20	.64
Total FTES	135.78	249.13	262.74	128.52
% Contract/Total	.46	.21	.43	.48

Overview:

As of Fall 2011, the English department at Berkeley City College is one of the largest in the college; it provides students with strong skills in reading and writing, critical thinking, and research skills (primary institutional learning objectives) and aids in preparing students for transfer, CTE, or other goals. The department awards an English AA-T, an associate of arts degree in English language and literature, an associate of arts degree in English language/writing, and certificates of completion in creative writing focusing on fiction, playwriting/screenwriting, or poetry. The majority of sections of English classes offered at the college are those classes in reading and composition which are required of all students who wish to transfer to four-year colleges or otherwise matriculate, and basic skills courses which help underprepared students to ready themselves for these higher level courses. English

courses at the college tend to fall into four broad categories: literature, creative writing, reading and composition, and basic skills.

In the area of literature, the college currently offers the four classes which U.C. Berkeley requires of its lower division English majors; students planning to transfer as English majors to U.C. Berkeley must have taken at least two of these classes. The acceptance rate for B.C.C. English majors applying for transfer to U.C. Berkeley who have taken at least two of these classes has been approximately 80% over the last five years, with 12 students accepted to U.C. Berkeley in fall 2011 and 11 students accepted to other transfer institutions. In the last year, the department has begun to offer an English AA-T degree; it is made up of almost the same courses as the pathway, the only difference being the addition of an elective, English 50 (Multicultural American Literature), as an alternative to English 17 (Shakespeare). Successful completion of the AA-T with at least a 3.0 grade point average will guarantee students admission to a California State University and will give "extra points" to students applying to the University of Caliornia. With proper advertising, this program should increase the number of English majors successfully transferring to four-year institutions.

The college offers a comprehensive creative writing program, as reflected in the certificates cited above. The work of creative writing students in poetry, fiction, and playwriting/screenwriting at Berkeley City College is showcased in <u>Milvia Street</u>, the college's award-winning journal of art and literature. The journal is also a training ground for student editors and has received support and accolades from throughout the college; however, it has been underfunded. The department has offered a successful summer creative writing intensive program since 2008.

The English department has worked actively with the basic skills initiative committee to improve instruction in basic skills. Through BSI funding, the department has been able to increase the availability of English tutors and has worked with colleagues in other departments to pilot an interdisciplinary learning community for basic skills students entitled "PERSIST." This program, which is based on the work of Diego Navarro in the "Digital Bridge Academy" at Cabrillo College, is in its early stages; those piloting the program are learning from successes and even more from those areas needing improvement, and the program will, it is hoped, continue to improve. Additionally, the college has introduced an accelerated basic skills class, which is currently in the process of institutionalization as English 202. This class combines lecture and lab and provides additional support for students (instructional assistants in the lab portion of the class) in order to move them successfully from basic skills to transfer level in one semester.

In all sections of freshman composition classes as well as those reading and composition classes leading to it, the department administers a portfolio test, which helps to maintain departmental standards for all composition instructors and which gives students critical information about their skills related to learning outcomes. Data from this test have been used each semester for the past four semesters for course and program assessment. Analysis of the results has been used to design the new accelerated basic skills class (English 202, described above), to redesign freshman composition and all courses leading to it, and to redesign ESL writing courses at the college.

Due to budget cuts, the department no longer offers individual, drop-in tutoring. Instead, "writing workshop" classes (English 208 and 258) offers support from instructional assistants and student workers, who serve as "writing coaches," or tutors, in a highly organized, group tutoring format. Surveys have shown this to be a very successful approach, and the college is able to offer tutorial support very efficiently in this way. It is critical that the budget for instructional assistants in English be increased if the college is to offer the new, accelerated course as well as sufficient sections of the writing workshop.

At the transfer level, English department classes are offered at different times and days, and seem to serve the needs of many of the students planning to transfer.

Action Plans:
• advertise the new English AA-T program
• add a line item to the B.C.C. budget in order to adequately fund the college's art and literary journal, *Milvia Street.*
• assess success of students in new, accelerated basic skills class (to be institutionalized as English 202) and increase sections, if results of assessment warrant this action
• increase budget for instructional assistants in English to allow for sufficient support in writing workshop classes and in English 202 (see above)

Curriculum

The English department curriculum is current and effective. Most transfer-level courses in the department were updated within the last three years; these include English 1A, 1B, 5, 10A, 10B, 14, 21, 17A, 17B, 20, 31, 32A, 32B, 33B, 37A, 37B, 44A, 44B, 47, 50, 53, 74, 82, 85A, 85B, 85C, 86, 87, 88, 94, 100, 101A, 101B, and 130.   Most pre-transfer courses also have current outlines, updated no later than Spring 2011; these are English 201A, 201B, 217A, 217B, 269A, and 269B.

Some creative writing courses outlines are currently being rewritten to reduce the number of courses in a "family," in response to new Title V regulations concerning course repeatability. Thus, English 71A, 71B, 72A, 72B, 73A, and 73B are being rewritten as 71, 72, and 73 (Introduction to Fiction Writing, Intermediate Fiction Writing, and Intensive Fiction Writing); similarly, 91A, 91B, 92A, 92B, 93A, and 93B are being rewritten as 91, 92, and 93 (Introduction to Poetry Writing, Intermediate Poetry Writing, and Intensive Poetry Writing). Additionally, English 258ABCD will be deactivated in order to reduce the number of courses in the "family" of courses titled "Writing Workshop." The course outline for the Children's Literature course (English 47) will be updated so that it is aligned with the C-ID descriptor for that course.

As a result of program assessments and resulting action plans (see above), the department has introduced a new, accelerated basic skills course, which is currently in the process of institutionalization as English 202. This course has been taught for two semesters as English 248UX (see above).

Additionally, the one-unit course which has been linked to freshman and basic skills composition classes to create the college's "first year experience" is currently being institutionalized as LRNRE 100; the curriculum for this course is based on "ACE" curriculum developed by Diego Navarro – curriculum which has been shown to be effective to increase

student success in a number of studies, cited on the ACE website. Surveys among students who have taken the experimental version of this class have shown that they believe that taking the course has improved their chances for success in college.

The following course outlines are in the process of revision: English 83 (Fall 2001), 89 (Fall 2000), 120 (Fall 2002), 138 (Spring 2008), 208ABCD (Summer 2009), 231 (Fall 2004), 232A (Fall 1997), 232B (Summer 1996), 237A (Fall 1996), 237B (Fall 1996), and 238 (Spring 2008). The following courses will be deactivated: English 211, 220, and 258A, B, C, and D.

All courses and programs in the English department have SLOs, the most updated versions of which are available in Taskstream. Program outcomes have been mapped to course outcomes on "curriculum matrices," which are also available on Taskstream. All SLOs for courses and programs have also been mapped to institutional learning outcomes, as indicated on Taskstream. Program assessment has led to a number of improvements in the English department, including (1) the institutionalization of the portfolio assessment for all students in English 1A, courses leading to English 1A, and ESL reading and writing courses; (2) the development of the new, accelerated basic skills course (English 248UX, to be institutionalized as English 202), which includes lecture and lab components, supplemental instruction, and ACE curriculum, among other components, (3) the development of the English 1A model schedule and shared teaching materials, (4) the development of shared teaching materials and pedagogies for teaching literature courses, and (5) emphasis on the writing workshop courses for supplemental instruction.

Course assessments in English 208 and 258 (Writing Workshop classes), as well as English 248UX (to be institutionalized as English 202) indicate the critical importance of instructional assistants serving as writing coaches (otherwise known as tutors) in the department. It is essential that, as the English 202 sections increase, the budget for instructional assistants increase proportionately.

All prerequisites for courses in the English department have been validated.

Action Plans:
• update course outlines, as indicated above
• increase budget for instructional assistants in English to allow for sufficient support in writing workshop classes and in English 202 (see above)

Instruction

Program assessments and subsequent planning meetings work to ensure consistency, common standards, and high quality of instruction in the department. As a central component of program assessment, the faculty members who teach composition (the majority of teachers in the department) come together every semester to score portfolio assignments, and the faculty come together as a whole to discuss results and plan innovations to instruction. Similarly, the teachers who are involved in courses for the major (leading to the AA or AA-T) also work together on program assessment and plans for improvement. They share specific teaching methodologies and materials. Creative writing instructors have just begun to work together on program assessments and will discuss the results next semester.

English classes at BCC are highly student-centered.   Most faculty in the English department at B.C.C. work to emphasize student-centered classes, using a variety of student projects based on modeling, small group activities, and structured, student-led activities. Informed by the results of assessments, members of the department work together regularly to improve their pedagogical techniques. For example, faculty have been involved in numerous Teaching-Learning Center faculty inquiry groups and "APPLEs" to improve curriculum design and teaching methodologies. Most recently, a group of five instructors met to create a "model schedule" for composition classes, which has been shared with the department, and another group is working to create an online repository of materials for teaching the curriculum in this model schedule.

In terms of technology, the English class at BCC is very different than it was five years ago. Almost all instructors in the English department utilize moodle to create web-enhanced instruction in their courses. In addition, most English instructors use the smart classrooms to create engaging, student-centered activities in their classes. Finally, most English teachers use turnitin.com to improve their feedback about essay assignments and to guard against plagiarism.

Enrollment has been high in the department. Composition and basic skills classes have been oversubscribed for the past several years; that is, there has not been enough room for all of the students who wanted to enroll in these courses. Creative writing courses have also had high enrollments. The literature program (the program for majors) has been steadily growing since the English 85 series was introduced. At that time, each of the classes (English 85A, 85B, and 85C, as well as English 17) attracted only a handful of students. Today, the enrollments range from 25-40 in each of the classes; at times, enrollment in some of the classes is as high as 50 students. Because there is a union-mandated "cap" of 30 for composition classes, the enrollment may seem lower than in some other departments, but this belies the fact that students have been turned away from many sections of English classes at BCC for the past several years.

Because of the new AA-T degree in English, it would be advisable to begin offering both evening and daytime sections of the classes. However, it may be that this would cause lower enrollments in some of the sections until the program has been allowed to grow, as is often the case when programs first expand.

It is important that the program advertise its AA-T in English, as well as its new accelerated course (English 202) and freshman experience course (LRNRE 100). Since the writing workshop courses have been successful, these should be advertised to the campus as whole as well.

Action Plans:
• advertise the new AA-T program, the LRNRE 100 (freshman experience) course, and the writing workshop classes

Student Success

Over the past two years, the pressure from students to add sections of composition classes (primarily English 1A, English 1B, and English 5) has been so great that the average enrollments have exceeded the union-mandated maximum. The highest average enrollments, according to this union rule, should be 15.0 for composition classes. **Jenny, I think this is a productivity number, not a class size number.** It is true that maximum enrollments are 40 in creative writing and literature classes; however, since the number of sections of composition classes generally represents approximately 80% of the FTES in the department, if the department were at

maximum capacity, there should be no more than 16.0 FTES/FTEF, by union guidelines.   It is worthy of note here that the National Council of Teachers of English recommends that English composition classes have no more than 25 students. It is significant that the FTES/FTEF in the department in Fall, 2009 was 15.34; in Fall, 2010, this figure rose to 16.6, and in Fall, 2011, it rose again to 17.07. The chart below shows that as the FTES/FTEF rose, the retention and success rates dropped accordingly:

	Fall 2009	Fall 2010	Fall 2011
FTES/FTEF	15.34	16.6	17.07
Retention	77%	74%	73%
Success	68%	66%	62%

The English department is a significant component in the college's general education curriculum, as well as in any of its transfer curricula (IGETC, CSU-GE, UC transfer agreements). It awarded 4 AAs in 2010, 6 in 2011, and 7 in 2012. Of these, most were AAs. It is noteworthy that two of the awards in 2012 were for the AA-T, despite the fact that the AA-T had been approved by the state only two months before the awards were granted. The AA-T should be advertised in order to increase the number of awards granted. Because the remaining awards were primarily AAs in English Language/Writing, the AA in Language/Literature should be discontinued.

As described above, the results of the portfolio assessment (administered every semester in English 1A, English 201AB, English 269AB, English 248UX, English 101AB, and ESL Writing classes) has been a major factor in creating curricular changes throughout the department. In addition, the AA-T courses have been assessed through program review, resulting in changes in pedagogy and in course materials. The program assessment of creative writing courses is currently underway.

As noted above, instructional assistants are being used in the classroom to improve student success. The portfolio results, particularly in relation to English 248UX (soon to become English 202), an accelerated course with embedded support from instructional assistants, will continue to give us information about the effectiveness of this intervention. The use of instructional assistants may be a way to mitigate the large class sizes in composition classes.

Action Plans:
• advertise the new English AA-T program
• deactivate the AA in Language/Literature
• assess success of students in new, accelerated basic skills class (to be institutionalized as English 202) and increase sections, if results of assessment warrant this action
• increase budget for instructional assistants in English to allow for sufficient support in writing workshop classes and in English 202 (see above)

Human and Physical Resources

The chart below details the current faculty ratios of fulltime: parttime at Berkeley City College, as compared to the other colleges in the district:

	Alameda	Berkeley	Laney	Merritt
Contract FTEF	3.87	3.06	6.94	3.84
Hourly FTEF	4.54	10.97	8.95	3.54
Extra Service FTEF	.07	.57	.20	.64
Total FTEF	135.78	249.13	262.74	128.52
% Contract/Total	.46	.21	.43	.48

It is clear that the proportion of full-time faculty at BCC is significantly lower than at the other colleges in the district.

In the past three years, the budget for instructional assistants at Berkeley City College has been greatly reduced. Three years ago, there were two full-time instructional assistants in English and a number of instructional assistants as well. Currently, there are no full-time instructional assistants in English, and the budget for part-time instructional assistants (less than the budget for one full-time assistant) has been reduced every semester. These instructional assistants are hired as English tutors who support the basic skills program and work as writing coaches in "writing workshop" classes (English 208 and 258). Because training English tutors is time-consuming but essential and because the department has experienced a great deal of turnover among temporary workers, it would be in the best interests of the department and the college to refill the permanent classified positions, as well as increasing the budget for instructional assistants.

With the new building constructed in 2006-7 have come improved facilities for English classes, including improved access to audio-visual equipment, wireless internet access, and a writing lab. Additionally, the department has made good use of the computer lab which is also known as the "writing lab" (room 313). This room is used for the writing workshops, for the lab portions of the English 248UX/ 202 class, and for instructional use by all sections of composition classes. In particular, this has been very important for instruction in writing research papers.

Action Plans:
• hire a full-time instructional assistant in English; increase budget for instructional assistants in English to allow for sufficient support in writing workshop classes and in English 202 (see above)
• hire 1-2 additional full-time instructors

Articulation

As has been described above under "curriculum," the department offers the courses which U.C. Berkeley requires of English majors; these courses have received "course-to-course articulation" with the U.C.B. courses, as a result of which, the transfer rate for English majors at BCC to U.C. Berkeley has been notably high. In addition, these courses have been packaged in the department's new AA-T program, which was approved in Spring, 2012. Program assessment of these courses has indicated that the students are well prepared for upper division work; program assessment action plans have resulted in improvements to curriculum and classroom materials. The transfer courses which are core parts of the general education

curriculum at BCC have been submitted to meet the C-ID statewide standards. English 1A and English 1B have been accepted as meeting C-ID requirements; English 5 is currently being considered for the C-ID designation.

In addition, Berkeley City College has articulated its introductory creative writing class (English 10) with San Francisco State University, such that it is accepted as the equivalent of S.F.S.U.'s portal class into the creative writing major; a grade of B or better in this class is required of those students who wish to declare a creative writing major at that institution. A number of B.C.C. students have successfully made the transition into that program.

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. Advertise the new English AA-T program, the freshman experience program, and writing workshop classes	English department chair, PIO develop materials (Fall 2012) Materials disbursed (Spring 2013)	English department chair, faculty advisor, PIO	__Assessment Findings __BI Data X Institutional Goals __Other
2. Assess success of students in new, accelerated basic skills class (to be institutionalized as English 202) and increase sections, if results of assessment warrant this action	Portfolio assessment results analyzed (December 2012) Fall schedule created (early Spring 2013)	English faculty, assessment liaison, department chair	X Assessment Findings __BI Data __Insitutional Goals __Other
3. Increase budget for instructional assistants in English to allow for sufficient support in writing workshop classes and in English 202; hire full-time English tutor	Budget increased (Fall 2012-Spring 2013) Full-time tutor hired (Fall 2013)	Vice President of Instruction	X_Assessment Findings X BI Data (class sizes) __Insitutional Goals __Other
4. Update course outlines which have not been updated in more than five years, no longer comply with Title V repeatability guidelnes, or are no	English department chair updates course outlines and deactivates program (by May 2013)	English department chair	__Assessment Findings __BI Data __Insitutional Goals X_Other: Title V Regulations

longer taught; deactivate the AA in Language/Literature			
5. Hire 1-2 additional full-time instructors in English	Hire additional full-time instructor (2012-13)	Vice President of Instruction	__Assessment Findings X BI Data __Insitutional Goals __Other
6. Adequately fund the college's art and literary journal, *Milvia Street*	Add line item to budget to adequately fund *Milvia Street*	Vice President of Instruction	__Assessment Findings __BI Data X Institutional Goals __Other

V. Resource Needs	Link to Action Plans (Section)
Please describe and prioritize any **faculty, classified, and student assistant** needs. • Hire full-time English tutor (action plan #3) • Increase budget for instructional assistants in English to allow for sufficient support in writing workshop classes and in English 202 (action plan #3) • Hire 1-2 full-time English teachers (action plan #5)	Student assistants are needed as writing coaches in the writing workshop classes; they will also be needed in the same capacity in the accelerated basic skills English class, as we add sections. (See narrative under "overview", "curriculum," "student success," and "human and physical resources")
Please describe and prioritize any **equipment, material, and supply** needs. • Supplies needed to advertise English AA-T, accelerated English class, first-year experience class, and writing workshop classes (action plan #1) • Adequate and reliable funding for *Milvia Street* (action plan #6)	It's important to advertise these programs, which are designed to promote student success and completions. (See narrative under "instruction" and "student success") It's important to fund *Milvia Street,* an essential component of BCC's creative writing and fine arts programs. (See narrative under "overview,")
Please describe and prioritize any **facilities** needs.	

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