

**Peralta Community College District
Annual Program Update Template 2013-2014
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters**

I. Overview			
BI Download:	10/23/2013 17:41	Dept. Chair:	Jenny Lowood
Subject/Discipline:	ENGL	Dean:	Carlos Cortez
Campus:	Berkeley City College		
Mission Statement	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. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	1,205	2,095	2,030	1,182	6,512
Census Enrollment F11	1,022	2,101	2,047	1,083	6,253
Census Enrollment F12	980	1757	1,880	1,164	5,781
Sections F10	35	64	63	33	195
Sections F11	31	62	62	30	185
Sections F12	29	55	57	33	174
Total FTES F10	149.74	254.43	262.23	144.06	810.46
Total FTES F11	135.78	248.94	262.46	128.5	775.68
Total FTES F12	138.98	211.9	245.79	141.73	738.4
Total FTEF F10	9.2	15.3	16.31	8.72	49.53
Total FTEF F11	8.47	14.59	16.08	8.01	47.15
Total FTEF F12	8.53	12.84	14.85	8.8	45.02
FTES/FTEF F10	16.28	16.63	16.08	16.52	16.363
FTES/FTEF F11	16.04	17.06	16.33	16.04	16.4513
FTES/FTEF F12	16.29	16.5	16.55	16.1	16.402

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	1,111.00	1940	1905	1068	6,024
Total Graded F11	970	1989	1932	998	5889
Total Graded F12	945	1685	1793	1090	5513
Success F10	593	1273	1192	720	3778
Success F11	598	1231	1200	642	3671
Success F12	578	1088	1168	711	3545
% Success F10	0.53	0.66	0.63	0.67	0.63
% Success F11	0.62	0.62	0.62	0.64	0.62
% Success F12	0.61	0.65	0.65	0.65	0.64
Withdraw F10	260	415	468	209	1352
Withdraw F11	246	450	555	223	1474
Withdraw F12	232	346	389	230	1197
% Withdraw F10	0.23	0.21	0.25	0.2	0.22
% Withdraw F11	0.25	0.23	0.29	0.22	0.25
% Withdraw F12	0.25	0.21	0.22	0.21	0.22

IV. Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	4.47	3.03	8.36	3.66	19.52
Contract FTEF F11	3.87	3.06	6.94	3.84	17.71
Contract FTEF F12	3.1	3.55	6.03	3.93	16.61
TEMP FTEF F10	4.14	12.28	7.71	4.47	28.6
TEMP FTEF F11	4.54	10.97	8.95	3.54	28
TEMP FTEF F12	5.07	9.17	8.57	3.94	26.75
Extra Service FTEF F10	0.6	0	0.25	0.59	1.44
Extra Service FTEF F11	0.07	0.57	0.2	0.64	1.48
Extra Service FTEF F12	0.37	0.13	0.27	0.94	1.71
Total FTEF F10	9.21	15.31	16.32	8.73	49.57
Total FTEF F11	8.47	14.6	16.09	8.02	47.18
Total FTEF F12	8.54	12.85	14.86	8.81	45.06
% Contract/Total F10	0.49	0.2	0.51	0.42	0.3938
% Contract/Total F11	0.46	0.21	0.43	0.48	0.3754
% Contract/Total F12	0.36	0.28	0.41	0.45	0.3686

V. Qualitative Assessments

<p>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.</p>	
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>The English Department at BCC offers the English AA-T, as well as other certificates and A.A. degrees (Writing, Literature); the major courses in this sequence meet all lower division requirements for English majors transferring to UC Berkeley. Most of the classes offered in the department address general education components of IGETC, CSU-GE, and UC-TCA through many sections of English 1A, English 5, and English 1B. In addition, basic skills course offerings which prepare students for success in these and other transfer courses are English 204A, 204B, and 208 (writing workshop); instructional assistants are critical in the success of students in these basic skills courses.</p>

VI. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

Note: If program assessment has not been completed, describe assessment plan, including date, under "Assessment Findings" and put "NA" under "Action Plan."

Program	Outcomes (Abbrev.)	Assessment Findings	Action Plan
<p>Program 1: English Language & Literature AA-T (Comm., Crit. Th., Inf. Comp.)</p>	<ul style="list-style-type: none"> • write strong essays • apply active reading strategies in order to critically analyze texts • effectively analyze literature in light of historical context, critical theories & formal elements 	<p>Students performed well in all skill areas, but achieved their lowest scores (average of 1.8 and 1.9, respectively, with 1.0 being the highest score and 4.0 the lowest) in thesis development and analysis)</p>	<p>Develop literary analysis component of 4 core courses, develop "APCQ" plus weekly assignments for three of 4 courses to develop analytical skills – part 2 completed</p>
<p>Program 2: English Language/Writing AA (Comm.)</p>	<p>See above/Lang. AA Writing AA –</p> <ul style="list-style-type: none"> • write effectively in a variety of genres 	<p>Assessment analysis in progress</p>	
<p>Program 3: Creative Writing Certificates (Comm., Inf. Comp.)</p>	<ul style="list-style-type: none"> • write strong poems, short stories or plays • research publication venues 	<p>Assessment analysis in progress</p>	
<p>Any general education components: Area 1 – English Comp. (Comm., Inf. Comp.) – English 1A Area 2 – Crit. Thinking (Comm., Crit. Th.) – English 5</p>	<ul style="list-style-type: none"> • write a strong research paper (1A) • write strong essays (1A, 5) * apply active reading strategies (1A, 5) • apply critical reasoning techniques 	<p>In the portfolio assessment of English 1A and the classes leading to it (conducted every semester), we discovered that we needed to strengthen students' research skills and that we did not need several steps leading to English 1A.</p>	<p>As a result of our portfolio assessments, we completely redesigned the curriculum of courses, leading to English 1A and revised the way we constructed our research assignments; embedded support has been critical in</p>

	(5)	The assessment of English 5 is in progress.	the new curriculum, and continued assessments have reinforced the success of using embedded support.
Any basic skills components: English 204AB, English 208ABCD (Comm., Inf. Comp.)	These are the same as for English 1A, though the grading scheme for assignments is different.	See above.	See above.
Describe assessment methods you are using: All of the assessments in the English department involve reading of student writing (essays or creative writing) by two scorers, with discrepancies resolved by a third scorer. Scorers use departmentally developed rubrics and norming sessions. All sections of English 1A and courses leading to English 1A participate in a departmental scoring of portfolios, each of which consists of an essay written in class and a research paper. The one exception is English 208 (the writing workshop), which has been regularly assessed through student surveys.			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:			
<ul style="list-style-type: none"> Portfolio assessments have led to a redesign of the English 1A curriculum and creation of an accelerated curriculum of courses leading to English 1A. The new courses include a lab component with imbedded support (instructional assistants). Assessment of courses in the English AA-T sequence has led to improvements in course design and in creation of weekly assignments to improve students' ability to analyze literature. Student surveys of the writing workshop have led to improvements in course delivery. 			

VII. Action Plans			
Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed.			
Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1. advertise the English AA-T program	• develop brochure and advertising strategy with local high schools (Sp 14)	Department chair, PIO	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (1) <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
2. renew turnitin.com license (expires July, 2014)	• pay invoice (Sp 14)	Business Office	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (3) <input checked="" type="checkbox"/> PCCD Institutional Goals (C) <input type="checkbox"/> Other
3. increase budget to ensure sufficient support for instructional assistants and student workers to serve as writing coaches in English and other classes	<ul style="list-style-type: none"> increase budget (Office of Instruction, 1/14) schedule and train instructional assistants and student workers (department chair, 1/14) 	Dean/Office of Instruction, department chair	<input checked="" type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (2, 3) <input checked="" type="checkbox"/> PCCD Institutional Goals (A, E) <input type="checkbox"/> Other

4. hire a full-time instructional assistant in English (note: BCC has significantly fewer full-time instructional assistants than the other colleges in PCCD)	<ul style="list-style-type: none"> • advertise position • follow protocol established by human resources department to hire 	Dean/Office of Instruction, department chair, human resources department	<input checked="" type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (2, 3) <input checked="" type="checkbox"/> PCCD Institutional Goals (A, C) <input type="checkbox"/> Other
5. hire an additional full-time English instructor (due to exceptionally high # of part-time FTEF in the department – 9.17 – and low percentage of classes taught by full-time faculty – 28%)	<ul style="list-style-type: none"> • advertise position • follow protocol established by human resources department to hire 	Dean/Office of Instruction, department chair, human resources department	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
6. purchase Kurzweil Firefly or Kurzweil 3000 to improve students' reading skills, especially in "content areas"	<ul style="list-style-type: none"> • purchase software • conduct trainings in use of software for faculty and staff 	Dean/Office of Instruction, department chair, Business Office	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals (A, C, D) <input type="checkbox"/> Other
7. add a line item to the BCC budget in order to adequately fund the college's art and literary journal, <i>Milvia Street</i>		Dean/Office of Instruction, department chair	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals (C) <input type="checkbox"/> Other
8. ensure adequate computer lab access for English and ESL classes, based on curricula developed through assessment		Dean/Office of Instruction, department chair	<input checked="" type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (2, 3) <input checked="" type="checkbox"/> PCCD Institutional Goals (A, C, D) <input type="checkbox"/> Other

VIII. Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

X. Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.	Link to Action Plans (Refer to # of item in section VI)	Estimated Cost: Please use Excel template to estimate costs.
Please describe and prioritize any faculty, classified, and student assistant needs. A. Hire full-time English tutor B. Increase budget for instructional assistants and student workers in English to allow for sufficient support in writing workshop classes, English 204 classes, Learning Community needs, and other needs of the college in English and other classes C. Hire full-time English teacher	A. Action Item #4 B. Action item #3 C. Action item #5	A. \$36,349 B. \$115,000 total annual budget C. \$80,000
Please describe and prioritize any equipment, material, and supply needs. A. Renew license for turnitin.com B. Provide adequate and reliable funding for Milvia Street C. Purchase supplies needed to advertise English AA-T D. Purchase Kurzweil 3000 or Kurzweil Firefly	A. Action item #2 B. Action item #7 C. Action item #1 D. Action item #6	A. \$11,745* B. \$3,000 C. TBD D. \$3,000
Please describe and prioritize any facilities needs. The new curriculum described in the assessment action plan section above relies heavily upon English 204, 208, and 1A having access to a computer lab. BCC 313 has been used for and should continue to be used for this purpose: Sections of English 208 and ESL 218 are scheduled in Room 313 or, when necessary, 312; the lab portions of sections of English 204 are scheduled in 313 or, when necessary, 312, and sections of English 1A have regular access to this lab classroom. As the numbers of these sections have increased, it has become increasingly necessary to provide additional computer lab access for the department. Note: In terms of technology, the department is not making a specific request because we have been assured that computers in offices and in classrooms will be “refreshed” in the coming year. However, we wish to note that this is a critical need, as computers are currently outdated.	Action item #8	

* A multi-year contract will significantly reduce the annual amount (it was \$9,500 for BCC in the last year of the prior three-year contract); also, moodle integration is available for an increased amount.

Appendix I: BCC Institutional Learning Outcomes (ILOs)

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 (Quantitative Reasoning*)

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 (Intercultural Competency*)

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.*

*Proposed changes as of November 2013

Appendix II: Goals

Berkeley City College Institutional Goals 2013 - 2014

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

Peralta Community College District Strategic Goals 2013 - 2014

- A. Advance Student Access, Equity, and Success
- B. Engage and Leverage Partners
- C. Build Programs of Distinction
- D. Create a Culture of Innovation and Collaboration
- E. Develop and Manage Resources to Advance Our Mission

BCC Goals	Alignment with PCCD Goals Below
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students	A. Advance Student Access, Equity, and Success B. Engage and Leverage Partners C. Build Programs of Distinction
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	D. Create a Culture of Innovation and Collaboration E. Develop and Manage Resources to Advance Our Mission
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources	E. Develop and Manage Resources to Advance Our Mission