



2018-19 Program Review- Instructional

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

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: Reading and composition, reading and composition support, literature, and creative writing. The English discipline 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. In addition to communication, courses in English address the following institutional learning outcomes: Critical thinking, information competency, and global perspectives and valuing diversity. Through its English 1A and support courses especially, but also through its general education courses and A.A. degrees, the department addresses the advancement of student access, equity, and success.

The mission of the English AA-T is to provide students with strong, college-level skills in reading, writing, and literary analysis. This program prepares students for transfer to the English Department at CSU or UC campuses or at private four-year schools.

List your Faculty and/or Staff

Bukola Adesokan, Steve Budd, Sharon Coleman, Grace Ebron, Heather Fullerton, Hollie Hardy, Daniel Horan, Scott Hoshida, Meredith Isaksen, Loretta Kane, Linda King, Michelle Koerner, Chris (Alvin) Lebo-Planas, Julianne Leigh, Jenny Lowood, Aaron Lockett, Anna Mantzaris, Tomas Moniz, Sabrina Nelson, Jessie Nguyen-Bilse, Adan Olmedo, Louisa Roberts, Adam Sandel, Cleavon Smith, Laura Smyrl, Frank Spinelli, Terry Tricomi, Laura Woltag, Charis Woodward, Sonya Wozniak, Georgie Ziff, Amy Zink, Laura Zink

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

- The department proposed to plan a cohort model for students beginning at the English 264 level so that these students could remain with the same instructor and student cohort through completion of English 1A, in the hopes of improving retention and throughput for underrepresented students. The department used an APPLE and a Transformation Grant to develop the curriculum for this cohort approach.

Completed - The department used its Transformation Grant in order to develop the curriculum to attain this goal. The schedule shows that this curriculum was implemented. Throughput data from the District show that the percentage of students at Berkeley City College who began one level below English 1A that actually completed English 1A (28%) is significantly higher than at the other colleges in the District.

- The department will continue to use the successful cohort model described above, but, because of the implementation of AB 705, will use it to ensure that students who begin in "English 1A Plus" will continue, the following semester, with the same instructor in English 5, and will continue to use English 508ABC, the non-credit support course. Thus, the department will fully comply with AB 705, starting in Fall 2019, in a way that maximizes student success.

- One of the goals of the English AA-T is to provide transfer opportunities for BCC students, particularly at local CSU and UC campuses.

Completed - An analysis of transfer articulation with CSU and UC, using assist.org, shows that completion of the AA-T in English with a gpa of 2.0 guarantees students admission to a CSU, and completing the courses in this AA-T fulfills all transfer requirements for English majors at U.C. Berkeley, U.C.L.A., U.C. Santa Barbara, U.C. Irvine, and U.C. Santa Cruz, and meets four out of five requirements, which is sufficient for transfer, at U.C. Davis. We need to prioritize marketing these transfer opportunities for English majors.

Describe your current utilization of facilities, including labs and other space

Because of the need for students to use computers in order to develop research and writing skills, English 264 (soon to be converted to English 1A Plus) is taught partially in a computer lab setting and partially in a smart classroom (BCC 313 and 311, respectively, with "line of sight" between them), and English 1A is taught in classrooms that have computer carts with Chromebooks, which they use frequently in class (315 and 316).

Many instructors have had difficulties with the Chromebooks, ranging from the computers routinely losing charge to loss of keys to the carts to students having changed the language on the Chromebooks (for example, to Chinese) in such a way that they were difficult to change back. Therefore, it would be best for students if the department had use of a second computer lab to address the sections of "English 1A Plus" beginning in Fall 2019.

Additionally, to prepare materials for class, part-time English instructors use computers in room 560 that are among the oldest computers on the campus. The department needs an upgrade of computers for part-time instructors in room 560.

Enrollment Trends



Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

Overall, enrollments in the English discipline at BCC have dropped during the three years from 2015/16 to 2017/18, from 538.58 FTES to 512.75 to 464.71. To some extent, this reflects the downward trend at the college as a whole, and to some extent, it reflects the increase in the number of students completing noncredit classes (the FTES figures above do not include non-credit course completions). Non-credit enrollment increased from 0 in 2015/16 and 2016/17 to 582 census enrollment in 2017/18. Interestingly, enrollments in English 5 increased slightly during this period from 85.73 FTES in 2015/16 to 90.81 FTES in 2017/18. This may be a result of departmental work on student throughput (see program goals). This bodes well for overall rates of transfer at the college since this is a required course for transfer to CSU or UC campuses, which comes after the first transfer-level composition course in English. In other areas, primarily literature and creative writing, numbers have fluctuated from year to year.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Productivity has been higher overall in the daytime than in the evenings for students in English at BCC. However, working students require that certain sections be available to them in the evening.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

English 1A is offered at BCC at all times from 8 a.m. to 10 p.m. Monday through Thursday and on the weekend. Courses such as English 1B and 5 are offered in the morning, afternoon, and evening, as well as online. When only one section of a course is offered in a given semester, it's scheduled after 4:30 p.m. if high school students are likely to take it and in the evening if working adults are likely to take it.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Faculty in the English Department have completed graduate programs in pedagogy such as the Composition Certificate or M.A. Degree at San Francisco State University, pedagogical coursework at institutions such as Mills College, or the Faculty Diversity Internship Program, or they have been mentored by full-time faculty in the department. Evaluations show that BCC English faculty are student-centered, using careful scaffolding, group learning, and interactive approaches to maximize student learning and engagement. English “support” classes at BCC rely on trained writing coaches supervised by instructors who themselves have been trained in effective use of instructional assistants. The Department also utilizes a community of practice for instructors of “English Plus” classes (English classes with support, complying with AB 70 5), and many faculty have received training through the Faculty Experiential Learning Institute and Reading Apprenticeship Program.

How is technology used by the discipline, department?

Faculty in the English Departments use Canvas and the interactive classrooms, as well as computer carts in rooms 315 and 316 and the computer lab in room 313. They use Zoom video conferencing to engage with students online.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

BCC English faculty who teach online and hybrid courses are held accountable for high standards in relation to contact with students and maintenance of course content that replaces class time; this normally consists of discussion boards and additional reading and writing to meet the student learning outcomes for a given course.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

All English courses have been updated in CurriQunet Meta within the past three years. In order to update each of the courses within three years, the department will use the following curriculum review schedule:

Fall 2018 - English 1A, 10A, 10B, 70A, 70B, 71A, 72A, 73A, 217A (completed)

Spring 2019 – English 14, 15, 47, 74

Fall 2019 – no courses

Spring 2020 – English 86, 87, 88, 89, 99, 508A, 508B, 508C

Fall 2020 – English 91A, 92A, 93A, 94

Spring 2021 – English 1B, 5, 17A, 17B, 20, 21, 44B, 50, 85A, 85B, 85C, 130, 208A, 208B, 208C, 208D, 264A, 264B

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

The English Department will work with BCC's articulation officer to articulate several courses that are likely to meet agreements with specific U.C. campuses. These include English 44 and 20.

In addition, the Department plans to comply with AB 705 and, as such, is developing curriculum for an "English 1A Plus" program that combines English 1A and 508 to provide additional support for students who need it to succeed in English 1A and then offers the same students a section of English 5 with the same teacher the following semester.

Assessment- Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

Course Number	Course Name	Student Learning Outcomes
ENGL 001A	Composition and Reading	<p>Upon completion of this class, students will be able to do the following</p> <ol style="list-style-type: none"> 1. Write well organized, well developed, effective, well edited, logically sound, a clear essays 2. Write effective, well edited, well organized research papers of 3,000-5,000 words which apply appropriate and clear organizational strategies 3. Apply active reading strategies in order to identify main ideas and critically analyze and explain ideas in texts
ENGL 001B	Composition & Reading	<p>Upon completion of this class, students will be able to do the following</p> <ol style="list-style-type: none"> 1. Write well organized, well developed, effective, well edited, logically sound, a clear essays 2. Research appropriate secondary sources, both print and online, and apply documentation skills, including MLA formatting, without plagiarism 3. effectively analyze literature in light of historical context, critical theories, and/or formal elements
ENGL 005	Critical Thinking in Reading and Writing	<p>Upon completion of this class, students will be able to do the following</p> <ol style="list-style-type: none"> 1. Write well organized, well developed, effective, well edited, logically sound, a clear essays 2. Apply active reading strategies in order to identify main ideas and critically analyze and explain ideas in texts using primary and secondary sources
ENGL 010A	Creative Writing	<p>Upon completion of this class, students will be able to do the following</p> <ol style="list-style-type: none"> 1. Write a piece of fiction with strong character development, plot, conflict, and dialogue, using original language 2. Write a poem with strong use of voice, imagery, and poetic conventions of form and sound, using original language 3. Write a play or screenplay with strong character development, plot, dramatic sequencing, dialogue and/or monologue, using appropriate language to reveal characters
ENGL 010B	Creative Writing	<p>Upon completion of this class, students will be able to do the following</p> <ol style="list-style-type: none"> 1. Write a poem with strong use of voice, imagery, and poetic conventions of form and sound, using original language 2. Write a piece of fiction with strong character development, plot, conflict, and dialogue, using original language 3. Write a play or screenplay with strong character development, plot, dramatic sequencing, dialogue and/or monologue, using appropriate language to reveal characters
ENGL 014	Non-Fiction Writing	<p>Upon completion of this class, students will be able to do the following:</p> <ol style="list-style-type: none"> 1. Apply active reading strategies in order to identify main ideas and critically analyze and explain ideas in texts 2. Define and execute news-gathering strategies (communication, critical thinking) 3. Apply strategies of journalistic writing effectively, considering audience, content, purpose, and platform

ENGL 015	Non-Fiction: Special Projects	Upon completion of this class, students will be able to do the following: 1. Identify purpose, genre, audience, and rhetorical strategies in a variety of print and online texts 2. Apply editing strategies and leadership skills to prepare others' work for publication 3. Write well-edited, publishable quality non-fiction essays, reviews, and feature stories 4. Apply reading strategies in order to analyze the news for bias, spin, framing, and reliability
ENGL 017A	Shakespeare	Upon completion of this class, students will be able to do the following 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays 2. Effectively analyze literature of Shakespeare in light of historical context, critical theories, and/or formal elements
ENGL 017B	Shakespeare	Upon completion of this class, students will be able to do the following 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays 2. Effectively analyze literature of Shakespeare in light of historical context, critical theories, and/or formal elements
ENGL 020	Introduction to Dramatic Literature	Upon completion of this class, students will be able to do the following 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays 2. Effectively analyze plays as literature in light of historical context, critical theories, and/or formal elements
ENGL 021	Film Criticism and Analysis	Upon completion of this class, students will be able to do the following 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays 2. Effectively analyze films as literature in light of historical context, critical theories, and/or formal elements
ENGL 047	Children's Literature	Upon completion of this class, students will be able to do the following 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays 2. Effectively analyze children's literature in light of historical context, critical theories, and/or formal elements
ENGL 048UA-ZZ	Selected Topics in English	See specific section of ENGL 48 (selected topic) for SLOs.
ENGL 049	Independent Study in English	See specific section of ENGL 49 (independent study) for SLOs.
ENGL 050	Multicultural American Literature	Upon completion of this class, students will be able to do the following: 1. Write a strong essay demonstrating ability to analyze multicultural literature, considering historical and social context

ENGL 070A	Transforming Autobiography into Creative Writing	Upon completion of this class, students will be able to do the following: 1. Write a piece of fiction with strong character development, plot, conflict, and dialogue, using original language 2. Write a poem with strong use of voice, imagery, and poetic conventions of form and sound, using original language 3. Write a play or screenplay with strong character development, plot, dramatic sequencing, dialogue and/or monologue, using appropriate language to reveal characters
ENGL 070B	Transforming Autobiography into Creative Writing	Upon completion of this class, students will be able to do the following: 1. Write a piece of fiction with strong character development, plot, conflict, and dialogue, using original language (short story or part of novel) 2. Write a poem with strong use of voice, imagery, and poetic conventions of form and sound, using original language 3. Write a play or screenplay with strong character development, plot, dramatic sequencing, dialogue and/or monologue, using appropriate language to reveal characters
ENGL 071A	Introduction to Fiction Writing	Upon completion of this class, students will be able to do the following: 1. Write a piece of fiction with strong character development, plot, conflict, and dialogue, using original language (short story or part of novel)
ENGL 072A	Intermediate Fiction Writing	Upon completion of this class, students will be able to do the following: 1. Write a piece of fiction with strong character development, plot, conflict, and dialogue, using original language
ENGL 073A	Intensive Fiction Writing	Upon completion of this class, students will be able to do the following: 1. Write a piece of fiction with strong character development, plot, conflict, and dialogue, using original language
ENGL 074	Fiction: Special Projects	Upon completion of this class, students will be able to do the following: 1. Write a novella or short story collection with strong character development, plot, conflict, and dialogue, using original language (novella or short story collection of 24+ pages) 2. Research venues for publication or public presentation of work
ENGL 085A	Literature in English Through Milton	Upon completion of this class, students will be able to do the following: 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays 2. Effectively analyze literature in English through Milton in light of historical context, critical theories, and/or formal elements
ENGL 085B	Literature in English: Late 17th through Mid-19th Century	Upon completion of this class, students will be able to do the following: 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays 2. Effectively analyze literature in English from the late 17th through mid-19th century in light of historical context, critical theories, and/or formal elements
ENGL 085C	Literature in English: Mid 19th through the 20th Century	Upon completion of this class, students will be able to do the following: 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays 2. Effectively analyze literature in English from the mid-19th century to the present in light of historical context, critical theories, and/or formal elements

ENGL 086	Introduction to Playwriting and Screenwriting	Upon completion of this class, students will be able to do the following: 1. Write a play or screenplay with strong character development, plot, dramatic sequencing, dialogue and/or monologue, using appropriate language to reveal characters
ENGL 087	Intermediate Playwriting and Screenwriting	Upon completion of this class, students will be able to do the following: 1. Write a play or screenplay with strong character development, plot, dramatic sequencing, dialogue and/or monologue, using appropriate language to reveal characters
ENGL 088	Intensive Playwriting and Screenwriting	Upon completion of this class, students will be able to do the following: 1. Write a play or screenplay with strong character development, plot, dramatic sequencing, dialogue and/or monologue, using appropriate language to reveal characters
ENGL 089	Playwriting and Screenwriting: Special Projects	Upon completion of this class, students will be able to do the following: 1. Research venues for publication or public presentation of work 2. Write a highly polished first act of a play or screenplay with strong character development, plot, dramatic sequencing, dialogue and/or monologue, using appropriate language to reveal characters
ENGL 091A	Introduction to Poetry Writing	Upon completion of this class, students will be able to do the following: 1. Write a poem with strong use of voice, imagery, and poetic conventions of form and sound, using original language
ENGL 092A	Intermediate Poetry Writing	Upon completion of this class, students will be able to do the following: 1. Write a poem with strong use of voice, imagery, and poetic conventions of form and sound, using original language
ENGL 093A	Intensive Poetry Writing	Upon completion of this class, students will be able to do the following: 1. Write a poem with strong use of voice, imagery, and poetic conventions of form and sound, using original language
ENGL 094	Poetry: Special Projects	Upon completion of this class, students will be able to do the following: 1. 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
ENGL 099	Development and Publication of Full-Length Manuscript	Upon completion of this class, students will be able to do the following: 1. Complete all steps in the creation of a book, anthology, zine, or journal, from inception to publication. 2. Demonstrate creative writing skills in poetry, fiction, non-fiction, or playwriting/screenwriting.
ENGL 130	Introduction to English Syntax and Grammar	Upon completion of this class, students will be able to do the following: 1. Demonstrate the ability to parse English sentences 2. Write effective, well edited essays
ENGL 208A	Writing Workshop	Upon completion of this class, students will be able to do the following: 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays
ENGL 208B	Writing Workshop	Upon completion of this class, students will be able to do the following: 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays
ENGL 208C	Writing Workshop	Upon completion of this class, students will be able to do the following: 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays

ENGL 208D	Writing Workshop	Upon completion of this class, students will be able to do the following: 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays
ENGL 217A	Shakespeare	Upon completion of this class, students will be able to do the following: 1. Effectively analyze literature of Shakespeare in light of historical context, critical theories, and/or formal elements
ENGL 264A	Preparation for Composition, Reading, and Research	Upon completion of this class, students will be able to do the following: 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays 2. apply active reading strategies in order to identify main ideas and critically analyze and explain ideas in texts 3. Write well argued, well edited, well organized research papers of 1,000-1,500 words 4. Apply knowledge of own and others' working and learning styles, as well as effective communication strategies, in class and team settings
ENGL 264B	Preparation for Composition, Reading, and Research	Upon completion of this class, students will be able to do the following: 1. Write well organized, well developed, effective, well edited, logically sound, and clear essays 2. Apply active reading strategies in order to identify main ideas and critically analyze and explain ideas in texts 3. Write well argued, well edited, well organized research papers of 1,000-1,500 words 4. Apply knowledge of own and others' working and learning styles, as well as effective communication strategies, in class and team settings
ENGL 508A	Academic Composition Skills: Prewriting and Organization	Upon completion of this class, students will be able to do the following: 1. Write well organized and clear essays.
ENGL 508B	Academic Composition Skills: Paragraph Development, Analysis, and Research	Upon completion of this class, students will be able to do the following: 1. Write well organized, well developed, sound, well researched, and clear essays
ENGL 508C	Academic Composition Skills: Sentence Structure and Proofreading	Upon completion of this class, students will be able to do the following: 1. Write well constructed, effective sentences throughout essays. 2. Demonstrate effective proofreading throughout essays

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

The most successful SLO assessments were those that involved multiple sections of the same course, particularly the English 1A portfolio project. We were able to assess multiple courses with similar SLOs (for example, English 85A, 85B, 85C, and 17AB) with the instructors of the courses working together to assess student work and analyze the results; this was also a successful approach. SLO assessments involving single instructors teaching one section of a course were not as useful.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

All programs have been assessed.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

As mentioned above, the most successful assessments were those that involved multiple instructors working together to assess, analyze results of assessments, and develop action plans.

Collaboration

Most members of the department were involved in the portfolio assessment which occurs every semester. Other collaborations included the assessment of literature courses in the English AA- T and development of assessment plans for creative writing courses. There is ongoing collaboration to ensure the portfolio rubric is as clear as possible and in-class essay topics are engaging for students. The department has held writing competitions (open to the entire campus) to generate new and engaging topics for portfolio in-class essays and to encourage writing; it provides cash prizes and official recognition to the top submissions. The department recently collaborated to create a guided self-placement that would help students determine how much support they could use in Fall 20 19 when there are no pre-transfer level English classes.

Leadership Roles

Seven to eight members of the English Department have taken on the role of Portfolio Assessment Leaders (PALs) to help the process run smoothly; all instructors who teach English 1A are involved in scoring portfolios.

Planning Process/ Dept. meetings for Collaboration

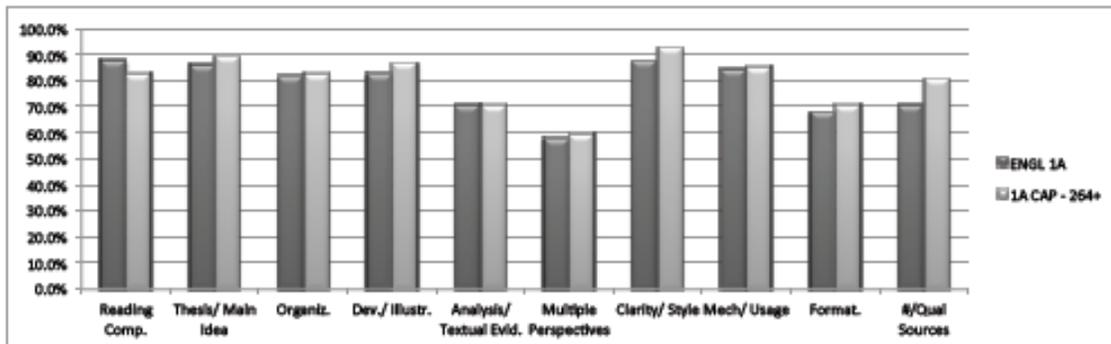
The English Department uses Departmental meetings to plan assessments and to analyze results.

Data Analysis

The BCC English Department has used analyses of SLO assessments to shape its courses and programs in a number of ways. One important example is the development of English 264, a pre-transfer composition course which was designed to maximize student success. Continuing SLO assessments and their analyses led to the development of a cohort approach to this class; students would begin with English 264 and, the following semester, enroll in a section of English 1A with the same instructor and take a simultaneous series of non-credit “support classes” designed for students who had completed English 264. In Fall 2018, through the departmental portfolio assessment, we were able to compare scores of students who had begun at a pre-transfer level and completed this cohort program with the general population of English 1A students, and, to our delight, we found that the students who had completed this sequence of classes outperformed the general English 1A population:

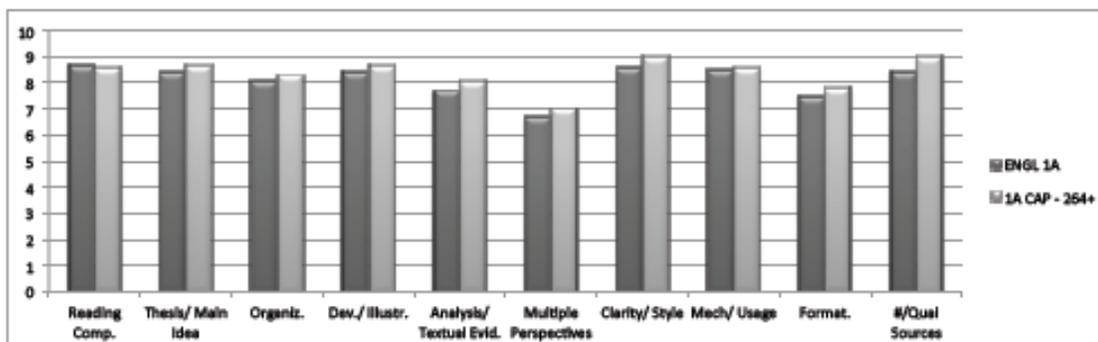
Fall 2018 English 1A Portfolio % above 7

	Reading Comp.	Thesis/ Main Idea	Organiz.	Dev./ Illustr.	Analysis/ Textual Evid.	Multiple Perspectives	Clarity/ Style	Mech/ Usage	Format.	#/Qual Sources
ENGL 1A	87.8%	86.0%	81.7%	82.5%	70.9%	57.7%	87.4%	84.3%	67.6%	70.9%
1A CAP - 264+	82.9%	89.0%	82.9%	86.6%	70.7%	59.7%	92.7%	85.4%	70.7%	80.5%



Fall 2018 English 1A Portfolio Average Scores

	Reading Comp.	Thesis/ Main Idea	Organiz.	Dev./ Illustr.	Analysis/ Textual Evid.	Multiple Perspectives	Clarity/ Style	Mech/ Usage	Format.	#/Qual Sources
ENGL 1A	8.7	8.4	8.1	8.4	7.7	6.7	8.6	8.5	7.5	8.4
1A CAP - 264+	8.6	8.7	8.3	8.7	8.1	7	9	8.6	7.8	9



This led us to conclude that we wanted to repeat the curricular innovations we had developed as part of our approach to AB 705 compliance; we used the design of the support classes to plan our English 1A Plus sections, and we developed a year-long sequence, this time consisting of English 1A, followed by English 5 and support classes.

Similarly, we've used analyses of SLO assessment results to continuously improve our literature classes for students completing the English AA-T, as well as other courses in the department.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

See the response above. Additionally, in an assessment like the portfolio assessment, instructors are able to clearly identify where their students are underperforming, so they can focus their efforts on improving pedagogy and curriculum that could strengthen these weak areas. For example, the department is currently working to improve students' engagement with "multiple perspectives."

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

We have begun this process through our participation in the assessment of the Education AA-T. We should participate in more assessments of multidisciplinary programs.

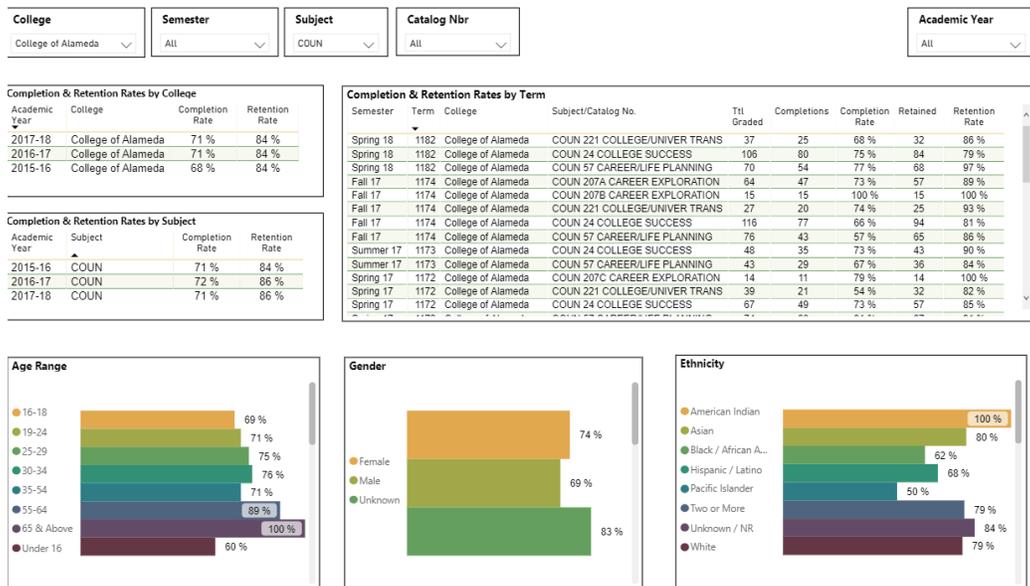
Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your department's participation in assessing Institutional Learning Outcomes.

We have participated in the ILO assessments of Communication and Critical Thinking by contributing student work and participating as "scorers."

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Because of the nature of the learning outcomes in the English Department, authentic assessment involves applying rubrics to essays. This means paying readers to complete assessments in those cases in which they are not assessing their own students' work. In the past, readers were paid to complete ILO assessments in which the English Department participated. Because this will not be the case in the future (due to changes in how ILOs will be assessed), true SLO assessment will require small stipends to be paid to readers in the department.

Course Completion



Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

An analysis of the data on the Power BI dashboard doesn't reflect significant trends for the English Department to the same extent as the Statewide Student Success Scorecard. Due to the nature of the department, it's more meaningful to compare its success rates with those of other English Departments than it is to look at the numbers in isolation. Data from the most recent years calculated by the Student Success Scorecard show the percent of first-time students in 2016-17 who completed six units and attempted any English course in their first year and then completed a transfer-level course in English in their first or second year:

	after 1 yr.	after 2 yrs.
All BCC	60.5%	71.7%
All Statewide	41.2%	59.3%
All COA	35.3%	54.2%
All Laney	56.6%	54%
All Merritt	35.6%	54.5%

Clearly, first-year college students at BCC completed English 1A at a significantly higher rate than the statewide average and a significantly higher rate than students at other

colleges in Peralta. Similarly, an analysis of these figures disaggregated by ethnicity shows similarly higher rates for African-American and Hispanic students (the two groups identified in terms of BCC equity goals):

African-American Students

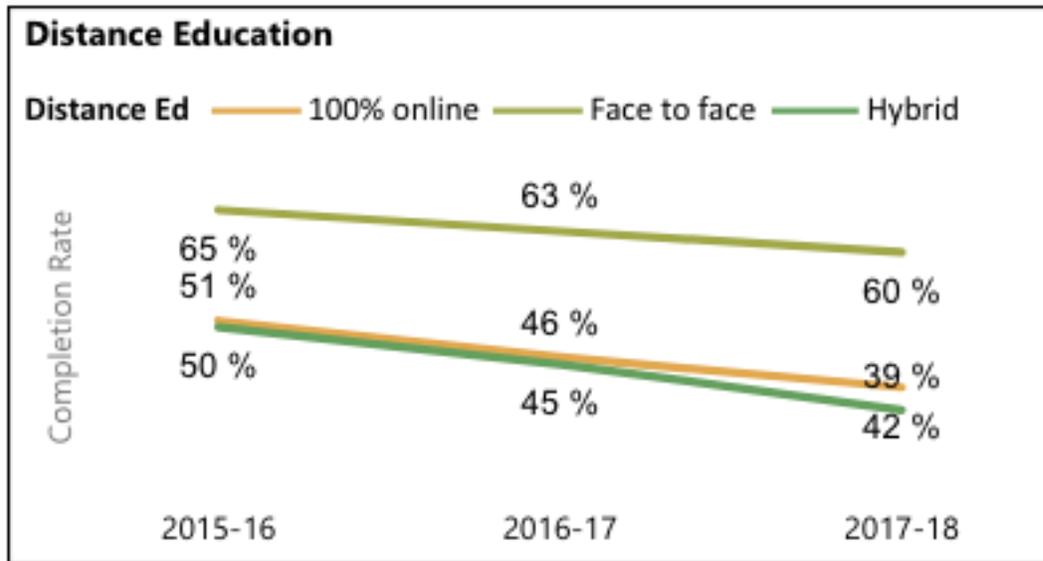
	after 1 yr.	after 2 yrs.
All BCC	52%	60%
All Statewide	27.4%	45.6%
All COA	20.8%	36.1%
All Laney	32%	48.3%
All Merritt	26.3%	46.3%

Hispanic Students

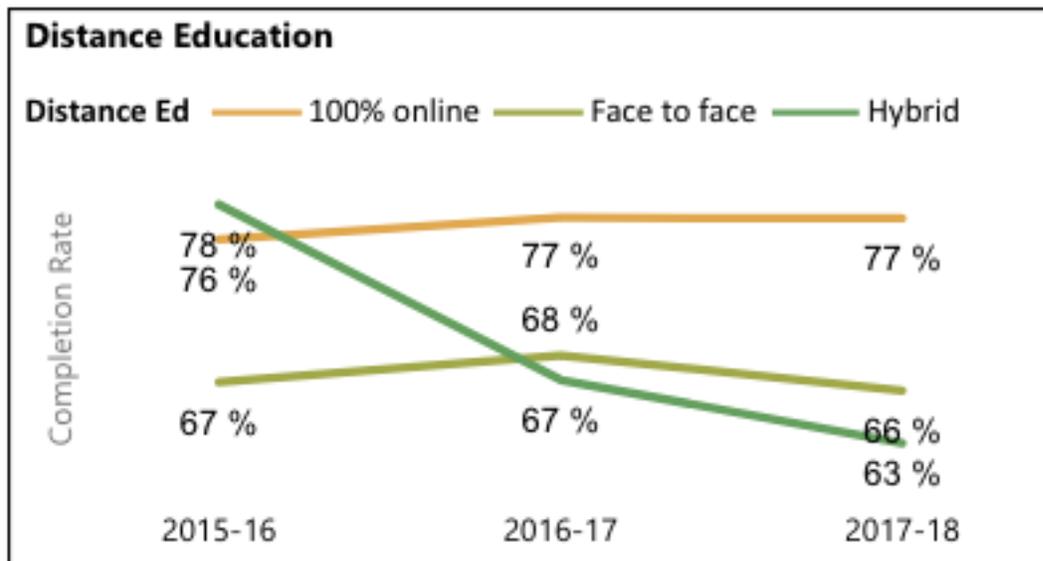
	after 1 yr.	after 2 yrs.
All BCC	63.9%	74.1%
All Statewide	36.2%	54.8%
All COA	28.7%	43.6%
All Laney	31.6%	53.3%
All Merritt	27.7%	47.1%

By the 2016-17 academic year, the BCC English Department had fully implemented English 264, a cohort model for students beginning at the pre-transfer level, so that these students could remain with the same instructor and student cohort through completion of English 1A. It was the only curriculum offered for these students. This approach was meant to improve retention and throughput for underrepresented students. The Student Success Scorecard data indicate that it was a successful effort. It will be important to note how these figures for BCC first-time students in 2019-2020 compare with the statewide average and with other colleges, as a way of assessing the BCC approach to complying with AB 705.

Disaggregating data on the BI Power Tool does point to an important area of concern. In English 1A, students in 100% online and hybrid classes had a much lower completion rate than those in face-to-face classes:



In English 5, however, the completion rates were above 61% regardless of mode of delivery, and in English 1B, students in 100% online classes actually did better than students taking hybrid or face-to-face classes:



Since English 1A contains thousands of students and English 1B and 5 contain hundreds each semester, these data indicate that online classes may be effective for English 1B and 5 students, but they are not successful for many English 1A students.

Degrees & Certificates Conferred



Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

During the years from 201516 to 201718, the following degrees and certificates were awarded in the BCC English Department:

	English AA-T	English AA	Certificates	Non-Credit Certificates
2015-16	8	4	2	
2016-17	8	6	2	
2017-18	8	3	3	64
Total	24	13	7	64

Unfortunately, many students enrolled in classes specifically designed for the English AA-T are not motivated to complete the degree as much as they are to transfer to a UC or CSU. The department should work closely with the BCC Public Information Officer to advertise the benefits of the AAT degree to students.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded? What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Yes, we will work with the BCC Public Information Officer to advertise the program and the benefits of transfer, and we will work to directly contact students who have declared as English majors in order to inform them about the AA-T program.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that fulltime faculty participate in.

Full-time faculty in the English Department at BCC have ~~be~~ heavily involved in college and district activities. Currently, one faculty member serves as D.A.S. president and another is the District Staff Development Officer. Additionally, fulltime faculty currently serve on the Curriculum Committee, PIE Committee, P.B.I.M., and Education Committee as well as the P.F.T., and formerly, fulltime faculty have served as F.D.I.P. coordinator and have served on the District Education Committee. Fulltime and part-time faculty have given presentations on curriculum and reading apprenticeship, among other things.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

English department faculty have collaborated with the Berkeley Repertory Theater, Aurora Theater, and California Shakespeare Theater, as well as a number of local public schools. It would behoove us to develop a strong partnership with local adult schools

Discuss how adjunct faculty members are included in departmental training, discussions, and decision making.

Adjunct faculty members are invited to participate in all departmental meetings; because we have so many adjunct faculty and because many of them participate actively in the department, they generally outnumber full-time faculty at departmental meetings and activities, and since we make departmental decisions collaboratively and democratically adjunct faculty know that their voices are significant in departmental decision-making. For example, all decisions involving the development of and changes to the departmental portfolio rubric have been made at these meetings, and the guided self placement was developed by one full-time and three adjunct faculty members. Adjunct faculty members have participated in all departmental FIGs (faculty inquiry groups) and APPLs (Action Plan Projects for Learning Excellence) and other departmental activities such as participation in Reading Apprenticeship and Faculty Experiential Learning Institute training.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	See the goals section and assessment section for descriptions of the importance of support classes and writing coaches to the success of students in English classes at BCC. We need two full-time instructional assistants to provide stability in “support classes,” including English 208ABCD and 508ABC.			
Personnel: Student Worker	<p>In addition to instructional assistants, student workers are already the backbone of many English “support courses,” and with the implementation of AB 705, the department will be even more reliant upon the use of trained writing coaches, and it will need financial support to ensure they receive quality training in a timely manner.</p> <p>The English department also relies on student workers during its portfolio assessment (discussed in the assessment section above) which happens every Fall and Spring.</p>			
Personnel: Part Time Faculty				
Personnel: Full Time Faculty	The BCC faculty prioritization process has identified the need for an additional full-time faculty member in the English Department as its #3 priority for faculty hires. Please see the English Department faculty prioritization narrative.			

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	The department has been fortunate in the past because it has been able to provide small stipends to faculty who receive FELI (Faculty Experiential Learning Institute) training, and its faculty have received free Reading Apprenticeship training. It would continue to benefit the college and the department to offer these trainings to faculty. They improve the quality of instruction across all English courses, and they consequently support the mission of the department and increase student success.	
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary/Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	<p>TurnItIn.com's online platform subscription is widely used by English department faculty and offers excellent anti-plagiarism software and "quick marks" that expedite the grading process while enabling students to receive in text feedback with links to additional support, voice feedback, and rubric based feedback. It also ensures student essays are not lost, and when plagiarism occurs, instructors are able to quickly and confidently assess the severity of the situation and respond appropriately.</p> <p>The Microsoft Office Suite is also widely used by English department faculty.</p>	
Supplies: Books, Magazines, and/or Periodicals	The office supplies that the English Department has received in the past are sufficient for	\$2000

	departmental faculty to meet the needs of their students.	
Supplies: Instructional Supplies	See above	
Supplies: Non-Instructional Supplies	See above	
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		
Technology & Equipment: Replacement	<p>As mentioned earlier, the computers in room 560 are quite old and slow. Though they are operational, they operate at an undesirable speed. Most composition classes are taught by adjunct faculty, so it is critical for student success in these classes that faculty have access to computers that allow them full functionality for programs on the internet, including Canvas and turnitin.com.</p> <p>The lighting in room 313 is very dim compared with the lab classroom across the hall (room 312). Brighter light bulbs and a dimmer (like that in room 316) would improve the quality of the learning environment.</p>	

Prioritized Resource Requests Summary/Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		

Facilities: Labs	<p>The English department is getting by using laptop carts during lab time though the computers are often not functional, as described above. An additional dedicated lab space would offer a better learning environment when students are working on their essays and conferencing with writing coaches. It is difficult to engage students during “lab” when they are not in a dedicated lab classroom: the quarters are cramped and it is impossible to hold private conferences.</p> <p>In order to meet the needs of many students who find it difficult to receive feedback in front of their peers, the English department requests that room 313 receive office space dividers in a separate seating area within the classroom.</p>	
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		