

Berkeley City College

English
Program Review
Fall 2015

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Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

$$\text{FTES} = \text{WSCH} \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$\text{FTES} = 120 \times 17.5 / 525 = 4.0$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = $35/2 = 17.5$.

Retention: The percent of students earning any grade but “W” in a course or series of courses. To compute retention for a class, take class completion with grade other than “W” and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade “C” or better.

The Comprehensive Instructional Program Review Report

1. College: Berkeley City College

Discipline, Department or Program: English/ESOL/Education Department/
English Discipline

Date: September 27, 2015

Members of the Comprehensive Instructional Program Review Team:
Jenny Lowood (chair), Scott Hoshida, Adan Olmedo, Cleavon Smith

Members of the Validation Team:

2. Narrative Description of the Discipline, Department or Program:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the 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. 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 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.

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. Students who complete the English AA-T simultaneously complete the requirements for transfer to U.C. Berkeley and many other schools (including U.C.L.A., U.C. Santa Cruz, and all California State Universities), which partially accounts for the high transfer rate of English majors from Berkeley City College to U.C. Berkeley (over 80% over the last five years) and other colleges. This program is the only one of its kind in the District.

The majority of sections of English classes offered at the college are those general education classes in reading and composition which are required of all students who wish to transfer to four-year colleges or otherwise matriculate (English 1A, 1B, and 5), and foundational courses which help underprepared students to ready themselves for these higher level courses (English 264A/264B and 208).

The creative writing program at BCC is the only one of its kind in the district. It offers an introductory course plus courses in all of the major genres of writing (poetry, fiction, and playwriting/screenwriting) at four levels, while scheduling a minimum of sections (four) per semester. Many students from this program receive certificates and transfer to programs such as the creative writing program at San Francisco State University. *Milvia Street*, BCC's art and literary journal, showcases the work of students in creative writing and fine art classes at the college. This journal has won several national awards.

Instructional assistants and tutors are critical in the success of students in foundational courses and transfer-level English, particularly English 204 and 208, which rely on embedded support. The department works actively in recruiting, training, and scheduling writing tutors.

Accelerated Foundational Course

The following information comes from the 2014 BCC Self Evaluation for ACCJC:

The work of the BCC English Department, which revamped its precollegiate program as a result of findings from ongoing portfolio assessments, serves as an example of the use of data analysis to improve institutional effectiveness at BCC.

As a result of portfolio assessment findings over several semesters ([see *Restructuring the Writing Program at Berkeley City College in Assessment Update*](#)), it became clear to the English Department at BCC that students who had enrolled in a precollegiate class two levels below transfer level performed, on average, almost as well as students enrolled in the BCC precollegiate English class one level below transfer. In a normed-grading process, during which graders did not know the source of students' final portfolios, most of the portfolios written by students in the class two levels below transfer would have received a passing score in the class one level below transfer, and average scores were very close to average scores of portfolios written by students in the course one level below transfer. This pattern prompted BCC to initiate the English basic skills acceleration intervention in Spring 2012 as a pilot course, English 248 UX, which later became English 204AB.

The English department was aware of statewide research which documented that longer basic-skills course-sequences correlate with "exponential" increases in student attrition for "fundamentally structural" reasons (Hern, 2010, p. 2). A recent evaluation of sixteen community colleges participating in the California Acceleration Project found that reducing the length of basic skills sequences increased developmental students' success rates by eight percentage points in transferable English courses, and 26 percentage points in transferable math courses (Research and Planning Group, 2014). The English

Department decided to pilot a project which assumed that students in “basic skills” English classes could do work at a challenging level, and therefore accelerate, if they were given sufficient time and support to do so.

The accelerated developmental English course combined all students who “tested below” transfer-level English in the BCC placement test into one group and provided increased access to personalized support in the form of instructional assistants and longer classes, as well as a rigorous curriculum, similar to that of the transfer-level course. The pilot course was taught for three semesters, before assuming permanent status as English 204AB and replacing all other precollegiate English sequences in Fall 2013. Most developmental students were expected to complete transfer-level coursework in one semester, with some needing two semesters. Learning outcomes assessment findings through portfolios continued to affirm the results of the initial findings and validated the success of the new course curriculum.

The Peralta Community College District Office of Institutional Research provided data and cohort-level analyses to “track” the progression of developmental English cohorts. Course-level data provided by Institutional Research show the relative completion rates in transfer-level English (English 1A) for students who took basic skills English classes at BCC and then enrolled in English 1A:

- New model – Of the 36 students enrolled in English 204A during Fall 2013, 61 percent completed English 1A successfully. These are the only statistics available for English 204A
- Old model (two levels below transfer) – Of the 294 students enrolled in English 269A from Fall 2011 to Fall 2012, 19 percent completed English 1A successfully.
- Old model (one level below transfer) – Among the 737 students enrolled in English 201A from Fall 2011 to Fall 2012, 20 percent completed English 1A successfully

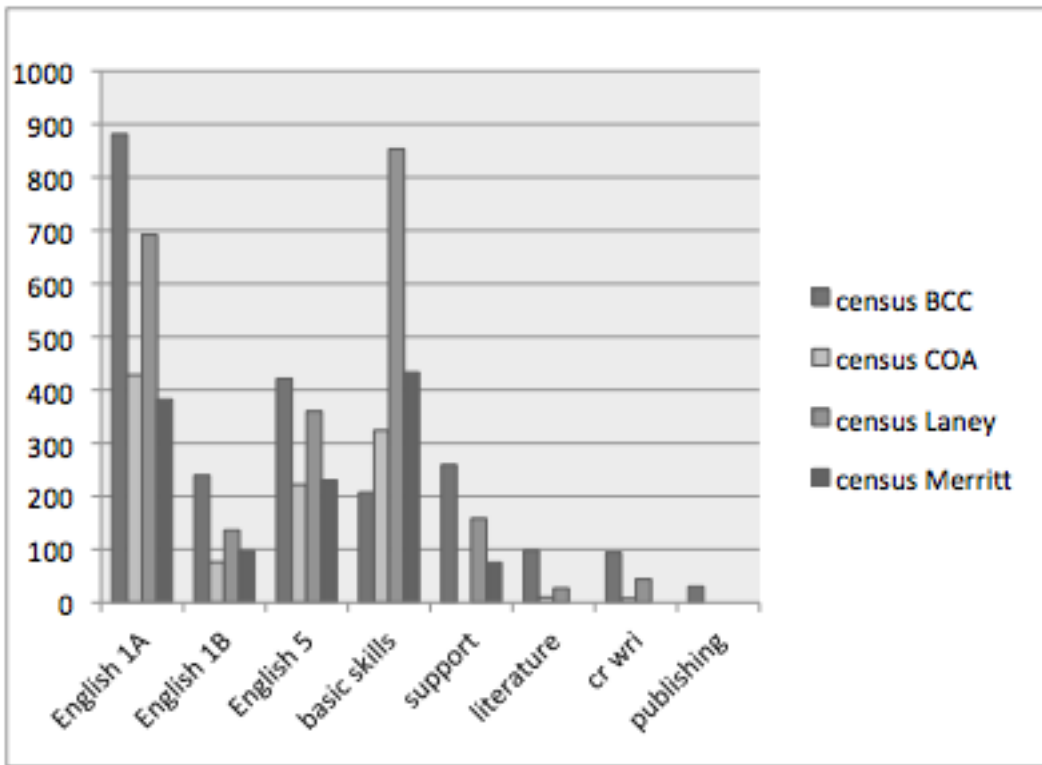
With this improved throughput, the ratios of students in pre-transfer classes to those in transfer-level classes has changed in ways that would be consistent with students moving more quickly into and out of English 1A. A comparison of numbers of students at the college in different levels demonstrates this (see Chart 1 below). As of Fall 2015, the enrollments of students in these courses after census day shows a similar ratio. The percentage of English 1A students out of the combined total of English 1A and pre-1A students was 81% (881 students in English 1A, 207 in English 204AB), as of 8/29/15, while the other colleges in the district show ratios similar to BCC’s ratio in 2012 (See Chart 2).

Chart 1: Ratios of BCC Students in English 1A vs. Pre-1A Class

	English 1A	Eng. pre-1A	Total	1A/ Total
Spring 12	275	224	499	55.1%
Spring 13	338	257	595	56.8%
Spring 14	402	136	538	74.7%
Spring 15	476	197	673	70.7%

Chart 2: Students Enrolled in English Classes in Peralta

	census BCC	census COA	census Laney	census Merritt	head counts as of 8/29/15
English 1A	881	428	692	382	
English 1B	239	76	136	97	
English 5	421	222	360	230	
basic skills	207	324	853	433	
support	259	0	158	75	
literature	98	10	27	0	
cr wri	94	8	44	0	
publishing	30	0	0	0	
Total	2229	1068	2270	1217	



3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

- The following courses have been reviewed and updated within the past three years: English 14, 15, 21, 85A, 264A, and 264B
- The following courses were reviewed in 2011 in preparation for the 2012 program review: English 1A, 1B, 5, 10A, 10B, 17A, 17B, 70A, 70B, 71A, 72A, 73A, 74, 85B, 85C, 86, 87, 88, 89, 91A, 92A, 93A, 94, 138, 201A, 201B, 217A, and 217B.
- The following courses were reviewed prior to 2011: English 47 (2010), 50 (2010), 120 (2008), 130 (2010), 208ABCD (2008), 817 (2009).

The courses in group C will be updated in Fall 2015. The courses in group B will be updated in Spring 2016. The courses in group C will be updated in Fall 2016.

What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

Because a C-ID descriptor now exists for English 47 (Children's Literature), the department will modify the course outline to fit that C-ID descriptor. All of the courses in the department (English 1A, 1B, 5, 10A, 85A, 85B, and 85C) eligible to meet C-ID descriptors have been accepted as matching C-ID descriptors, except for this one.

In addition, English 120 will be split into English 120A and 120B in order to allow students to develop experience as journal editors and to focus on publishing their work. Because these courses can be taught concurrently, this allows for greater enrollment and higher productivity in the class.

Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

Degrees and Certificates:

- English AA-T
- A.A. degree in English language/writing
- certificate of completion in creative writing focusing on fiction, certificate of completion in creative writing focusing on playwriting/screenwriting
- certificate of completion in creative writing focusing on poetry

Note: None of these degrees or certificates can be completed through Distance Education (50% or more of the courses taught online).

4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

Questions:

How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

Departmental SLOs are available on the departmental website (<http://www.berkeleycitycollege.edu/wp/english/>) and on the college’s assessment website (<http://www.berkeleycitycollege.edu/wp/slo/>), as well as on the course outlines of record. All instructors are required to include SLOs on their syllabi, and assessments are directly tied to SLOs.

*Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.*

Improvement 1. Every semester, all students in all sections of English 1A as well as those reading and composition classes leading to 1A (approximately 30-40 sections), as well as ESL writing classes, participate in a portfolio assessment, which helps to maintain departmental standards for all composition instructors and gives students critical information about their skills related to learning outcomes; the results of this assessment are analyzed departmentally and used to make improvements in the classes. One of the most important results of this has been the development of an accelerated foundational English course (recently renumbered English 264AB, but previously English 204AB), replacing the two-semester sequence, English 269AB, leading to English 201AB. In addition, it has led to the restructuring of curriculum for English 1A. This work has been documented in an article, *Restructuring the Writing Program at Berkeley City College*, in the national periodical about assessment, *Assessment Update*, available at <http://www.assessmentupdate.com/article-print-page/restructuring-the-writing-program-at-berkeley-city-college-or-how-we-learned-to-love-assessment-and-use-it-to-improve-student-learning.aspx> and is discussed on pages three to four of this report.

Improvement 2. The program assessment for the English AA-T has primarily focused on student work in “mastery” classes for the program (English 17, 85A, 85B, 85C), based on a common rubric aligned to the program outcomes. As a result of assessment findings, the faculty teaching these classes have developed common curricula, including common materials, and have also developed a website, available in “BCC Resources” on the college “resources” page, called *Lit Crit*.

Improvement 3. The writing workshop classes (English 208ABCD and ESL 218ABCD) have been surveyed regularly, leading to improvements in scheduling and development of a course website.

*Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.*

Plan 1. Portfolio assessment results indicate that students in the accelerated English classes are doing well, in terms of achieving student learning outcomes. While the throughput from pre-1A classes to completion of English 1A has improved, as documented in BCC's accreditation report, the department would like to see an increase in the number of students who begin at the English 264 level and successfully complete English 1A, especially among underrepresented students; the District has reported that, while the overall throughput for this course is good, it is significantly lower among Hispanic students. The department would like to plan a cohort model for students beginning at the English 264 level so that these students can remain with the same instructor and many of the same students through completion of English 1A, in the hopes of improving retention and throughput for underrepresented students. It is planning to apply for an APPLE to conduct this work.

Plan 2. The department would like to improve participation in assessment of SLOs in creative writing classes. All instructors of creative writing are participating in the ILO assessment underway during Fall 2015.

Plan 3. As a result of the critical thinking ILO assessment results, English 1B and English 5 instructors will develop and share model assignments calling for addressing multiple points of view.

Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

The English Department does not have distance education programs. It includes only one course which is taught exclusively through distance education (in one section once per year). Courses with multiple sections (English 1A, 1B, and 5) are taught face to face and via distance education, either as hybrids or purely online courses. In these cases, sections of distance educations are assessed in the same way as other sections. The assessment results for online and hybrid courses in these cases have been consistently similar to those for face-to-face sections.

The instructors of online courses in the English Department constantly grapple with the difficulty of procuring space for proctored exams; additionally, some students have difficulty coming to the campus at the times that proctored exams are scheduled. The college could improve its ability to ensure integrity in these classes by developing a testing center at BCC.

Describe assessment results for courses with multiple sections. Are there similar results in each section?

Comparing assessment results for courses with multiple sections has consistently shown similar results in each section. Our department has noted significant improvements as a result of implementing global interventions, such as the development of new curriculum across the board, rather than focusing on individual sections.

Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

Student work from English courses has been included in the ILO assessments for communication and critical thinking and will be included in the ILO assessment for self-awareness and interpersonal communication, using the "teamwork rubric."

How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

The program curriculum alignment matrix for the English AA-T is shown below. The bottom of the matrix shows how each program outcome is aligned with institutional learning outcomes.

English AA-T Program Curriculum Alignment Matrix

Course	Program Outcome 1 (essay writing)	Program Outcome 2 (active reading)	Program Outcome 3 (analysis of literature)	
English 1A (prereq)	I	I		
English 1B	D	D	I	
English 5	D	D		
English 85A	M	M	M	
English 85B	M	M	M	
English 85C	M	M	M	
English 17A or B (elective)	M	M	M	
English 50 (elective)	M	M	M	
<p>PO 1: write well organized, well developed, effective, well edited, logically sound, and clear essays</p> <p>ILO's: communication, critical thinking</p>				
<p>PO 2: apply active reading strategies in order to critically analyze texts</p> <p>ILO's: communication, critical thinking, global awareness/valuing diversity</p>				
<p>PO 3: effectively analyze literature -- fiction, poetry, drama, and creative non-fiction -- in light of historical context, critical theories, and formal elements</p> <p>ILO's: communication, critical thinking, global awareness/valuing diversity</p>				
<p>Assessment tools: essay assessment/ English 85A, 85B, 85C</p>				

I = skill introduced
D = skill developed
M = skill mastered

Additionally, the AA in Writing and certificates in creative writing are most closely aligned with the communication ILO, though some of the courses align with global awareness and critical thinking, as noted on Taskstream.

5. Instruction:

Describe effective and innovative strategies used by faculty to involve students in the learning process.

Most courses taught in the English department are highly student-centered, and instructors use a variety of strategies to teach skills and engage students. The department has developed a website (<http://eberkeley.org/resources/course/view.php?id=8>) for sharing teaching materials and lesson plans. This highlights some of these strategies.

Assessment results have also led to effective and innovative strategies, as described above under “assessment.”

In an effort to increase student engagement and success, the English Department offers contextualized sections of English courses (e.g., English 1A for Multimedia Arts or English 1B with a theme of dystopias). Recent research presented at the 2015 Strengthening Student Success Conference and the 2015 Digital Media Educators’ Conference advises that students in STEM and CTE disciplines greatly benefit from this type of coursework, which enhances their written communication and research skills.

In addition, given that all courses and programs have an interest in improving retention, success, and transfer rates, we (along with other departments at BCC) propose a Cross-College Thematic General Education Curriculum. This curricular theme would change semester to semester, creating and reinforcing an academic community with shared interests and experiences.

How has new technology been used by the discipline, department or program to improve student learning?

English faculty use a variety of technological tools, usually including class moodle sites and turnitin.com. Because of the need for students to use computers to develop research and writing skills, English 204/264 is taught partially in a computer lab setting, and English 1A is taught in classrooms that have computer carts with chromebooks, which they use frequently in class. Many instructors have had difficulties with the chromebooks, ranging from the computers 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. In addition, the computer lab used by the English Department (room 313) contains the oldest computers on the campus; the computers in the English Department office (room 560) are also very old. Therefore, the department is, unfortunately, using computers in classrooms, computer labs, and the departmental office which are unreliable (often crashing) and difficult to use because they are so slow.

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?

All students in all sections of English 204/264 and 1A participate in a common portfolio exam, which is graded through a collective, departmental effort. All other courses are assessed routinely. Instructors in the English department use turnitin.com to help maintain the integrity and consistency of academic standards, both through its plagiarism detection feature and through the use of rubrics and effective, robust feedback components.

How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

As noted above, the instructors of online sections of English courses constantly grapple with the difficulty of procuring space for proctored exams; additionally, some students have difficulty coming to the campus at the times that proctored exams are scheduled. The college could improve its ability to ensure integrity in these classes by developing a testing center at BCC.

Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

Overall enrollment trends in the past three years:

	FTES	Headcount
Spring 2013	258.36	2181
Spring 2014	263.67	2113
Spring 2015	277.93	2181

It is clear that enrollments in the English Department at BCC have remained steady over the past three years. Chart 2 shows the shifts in enrollment patterns in the department, and the narrative section discusses the ways in which these shifts are consistent with changes in curriculum.

An explanation of student demand (or lack thereof) for specific courses:

The demand for English courses that fulfill general education requirements (English 1A, 1B, and 5), as well as courses leading to English 1A (English 204, recently renumbered as English 264) has been consistently high, as demonstrated by enrollment figures (see Chart 2, above).

Sections of classes that fulfill the English AA-T (English 85A, 85B, 85C, and 17A) had been steadily growing from their inception to the point at which the AA-T was adopted at BCC. Before the adoption of the AA-T, these classes were advertised as fulfilling the requirements for students planning to transfer to U.C. Berkeley; because many students who come to BCC as English majors plan to transfer to U.C. Berkeley, this focus made the classes desirable. When the classes were readvertised with a focus on the C.S.U. system (warranted by the adoption of the AA-T), the enrollments dropped, to the extent that one of the classes was cancelled in Fall 2015, for the first time in at least three years. As a result, it seems critical to strongly advertise the English AA-T not only for its important feature of guaranteeing transfer to the C.S.U. system, but also as a pathway to the English major at U.C. Berkeley and other U.C.'s.

Enrollments in creative writing classes in fiction, poetry, and playwriting have been consistently strong. However, the two classes which feature publications of student work, either as creative writing and visual art in *Milvia Street* (English 120) or as non-fiction in *BCC Voice* (English 14, concurrently taught with English 15), have typically had low enrollments. These publications are clearly important to the college, as *Milvia Street* is an important showcase for students enrolled in creative writing and studio art classes, and the *BCC Voice* provides a "voice" to BCC students, which has been affirmed by ASBCC. The department will continue to work on methods of increasing enrollments in these classes.

Productivity for the discipline, department, or program compared to the college productivity rate:

Chart 3: English Departments in PCCD -- Fall 2015 (10/21/15)

	SECT	CENSUS	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
BCC	74	2219	241.91	34.43	276.34	3.56	1.02	12.89	17.47	15.81
COA	36	1028	128.62	5.5	134.13	5.21	0.89	3.57	9.67	13.87
Laney	77	2219	267.47	18.91	286.38	9.27	0.39	9.24	18.9	15.16
Merritt	37	1214	134.12	9.46	143.57	4.36	0	4.89	9.25	15.52

College productivity rate: 17.39 (2014-15)

Salient factors, if known, affecting the enrollment and productivity trends:

The majority of sections of English classes at Berkeley City College consist of multiple sections of English 204 (7 sections, Fall 2015), 1A (27 sections), 1B (8 sections), and 5 (13 sections), all of which are limited to 30 students per section, by union contract. Together, these comprise 55 out of 74 sections in the discipline, more than 75% of the course offerings. Therefore, the productivity of 15.81 in Fall 2015 is strong, the highest of the four English disciplines in the Peralta Community College District (see Chart 3 above).

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

English 204/264 and English 1A are offered at all possible times, from 8 a.m. to 10 p.m., Monday through Thursday, as well as on Friday and Saturday mornings. English 5 and 1B are offered at a variety of times, both day and evening, in order to meet the needs of a maximum number of students, and are offered as hybrid and online courses. Literature classes tend to be offered at night because, in most cases, there is one section of each course; since most nighttime students cannot attend in the daytime and most daytime students can attend at night, the department offers these classes in the evening. Creative writing courses are offered at various times in the daytime and evening.

Recommendations and priorities:

- Upgrade computers in room 313 and 560 and add a second computer lab for English Department use.
- Add a Testing Center at the College to maintain integrity of distance education classes.
- Advertise the English U.C.B. pathway
- Advertise English 120 and English 14/15; develop English 120A and 120B
- Continue to develop the English Department website for faculty

6. Student Success and Student Equity:

Describe course completion rates (% of students that earned a grade “C” or better or “Credit”) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

We do not currently have data comparing success rates in relation to special populations, including low income students. However, as Chart 4 below indicates, in all general education and foundational courses as well as literature courses, success rates are lowest for African-American students, and in the case of some courses (notably English 1A), success rates are low for Hispanic/Latino students. Interestingly, success rates are high in creative writing classes for these populations of students.

College course success (not completion) standard: 70%

Department/discipline course success rates:

- Course 1. English 1A (course name and number) 56.7% Fall 2014, 55.7% Spring 2015 success (not completion) rate
- Course 2. . English 1B (course name and number) 74% Fall 2014, 73.4% Spring 2015 success (not completion) rate
- Course 3. English 5 (course name and number) 72.4% Fall 2014, 72.4% Spring 2015 success (not completion) rate
- Course 4. English 204A (course name and number) 70.8% Fall 2014, 59% Spring 2015 success (not completion) rate

Note: Success rates for creative writing courses range from 74.3% to 90.8%, with most course success rates above 70%. Course success rates for literature courses range from 47% to 80%, with some variation (see below).

Chart 4: Success Rates in English Courses at BCC

		Fall 2014	Spring 2015	African Am	Hispanic	other notes
core GE	Engl 1A	56.7% S, 24.7% W	55.7% S, 30% W	F 14 45%, S 14 44.7% S (lowest)	F 14 44.8%, S 15 52.2%	F14 white students highest at 70%, S 15 Asian students highest at 67%
courses	Engl 1B	74% S	73.40%	F 14 66.7%, S 15 67.6%	F 14 74.3%, S 15 60.6%	all areas improved over 1A
	Engl 5	72.4% S	72.40%	F 14 61.3%, S 15 61.25%	F 14 70%, S 15 70.6%	most areas above 70%
found.	Engl 204A	70.8% S	59% S, 25% W	F 14 66.2%, S 15 39%	F 14 60.3% lowest, S 15 70%	204B success rates inconsistent over two semesters (low numbers)

courses	Engl 208	50% S, 30% W	58% S, 22% W	F 14 38%, S 15 54%	F 14 54%, 53%	withdrawal rate high (F 14 31.5%)
creative	Engl 10AB	84% S	87% S	S 15 100% (2)	F 14 1 (success)	
writing	Engl 70A	75% S	90.8% S	100% F + S (12 students S)	100% (4)	
courses	Engl 14	72.2% S		66.70%	0 students	
	Engl 71- 74	73.5% S	70.6%	100% (16 students)	100% (8)	
	Engl 86- 88	64.3% S	66.7%	50%	100% (3)	
	Engl 91- 94	75.9% S	89.70%	100% (3)	100% (1)	
AA-T	Engl 85A	47.6% S	67%	33.30%	1 student (w)	Numbers are small.
courses	Engl 85B	64.2% S	50%	50%	33%	Numbers are small.
	Engl 85C	79% S	80%	0% (2)	100% (3)	Numbers are small.
	Engl 17AB		59.5% S	4 students (w)	50.00%	African American, Hispanic & Multiple are lowest.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Rates of course completion are not significantly different in sections of face and face and distance education/hybrid courses. The information available in this area is currently limited.

Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

The departmental retention rates are shown below:

Chart 5: BCC English Department Retention Rates

Retention		2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
	Total BCC	84.45%	80.51%	76.19%	83.32%	77.03%	76.28%	80.94%	78.36%	77.42%
	BCC English	83.03%	79.47%	74.72%	82.32%	76.47%	73.72%	80.78%	77.89%	78.64%
	BCC Engl 1A	83.33%	78.59%	73.57%	80.30%	75.55%	72.40%	76.84%	75.82%	71.99%
	BCC Engl 204A	NA	NA	NA	NA	80.70%	71.62%	NA	77.65%	75.23%
	BCC Engl 208	75%	81.12%	68.03%	71.05%	80.70%	65.80%	78.13%	72.69%	79.59%
	BCC Engl 5	89.69%	83.59%	80.34%	90.48%	81.29%	81.02%	82.42%	83.18%	86.19%
	BCC Engl 1B	80.00%	75.65%	75.72%	75.91%	75.83%	73.16%	85.59%	85.02%	85.56%
	BCC Engl 85A	NA	66.67%	85.71%	NA	63.64%	82.61%	NA	78.57%	50.00%
	BCC Engl 85B	NA	66.67%	59.38%	NA	78.13%	81.82%	NA	84.38%	80.00%
	BCC Engl 85C	NA	72.22%	78.57%	NA	80.00%	73.33%	NA	76.47%	66.67%

The overall retention rates in English classes at BCC are similar to the overall retention rates in the college as a whole. The rates in English 1A and 204 are consistently lower than the average at BCC or within the department. The rates in English 85A tend to be lower (at least in part because the subject matter – focusing on English literature in old and middle English – is very challenging), and in some courses, such as English 85C, the rates tend to vary.

Are there differences in the retention completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

As of the writing of this report, this information was not available. However, the overall retention rates by age, gender, and ethnicity were available. The retention rates by ethnicity at the college are notable:

Chart 6: BCC Retention by Ethnicity

Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	85.00%	75.00%	70.00%	100.00%	75.68%	70.27%	100.00%	72.50%	63.64%
Asian	87.49%	85.83%	82.95%	86.60%	83.69%	82.75%	87.47%	82.66%	83.73%
Black/African American	78.64%	74.53%	67.94%	77.61%	68.25%	68.04%	74.05%	70.74%	67.37%
Filipino	86.67%	78.02%	78.12%	82.35%	78.52%	77.99%	81.48%	76.38%	80.43%
Hispanic	83.81%	80.00%	74.76%	79.00%	76.24%	75.40%	78.40%	76.29%	76.59%
Multiple	84.80%	80.06%	76.25%	85.07%	75.30%	74.41%	77.51%	77.38%	76.44%
Other Non white	71.43%	89.06%	77.14%	77.78%	71.43%	68.09%	37.50%	67.57%	72.73%
Pacific Islander	90.00%	74.07%	70.59%	78.57%	71.79%	57.58%	42.86%	85.42%	73.91%

Unknown/Non Respondent	86.73%	78.48%	76.77%	82.76%	77.06%	74.05%	77.56%	81.77%	74.68%
White Non Hispanic	86.24%	82.84%	78.39%	86.82%	80.90%	79.65%	84.05%	82.31%	80.55%
Grand Total	84.45%	80.51%	76.19%	83.32%	77.03%	76.28%	80.94%	78.36%	77.42%

It is clear that the most underrepresented groups (excluding those with very low numbers, such as American Indian/Alaskan Native) are “Black/African American” and “Other Non-White.” This is consistent with the findings noted above concerning success rates in English courses at BCC (see Chart 4).

What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

The plan to create cohorts for students moving from English 204 to English 1A will target students in English 204 and 1A, two of the courses in which success rates are notably low. These courses have large numbers of students, and they are critical for students’ success in most college pathways, not just in the English department.

The department will pursue the development of an APPLE to investigate how to further address these concerns.

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. What is planned for the next three years?

Chart 7: BCC English Department Awards 2012-15

Awards in English	2012-13	2013-14	2014-15	Total
Creative Writing/Playwriting & Screenwriting (CP)		2		2
English Language and Literature (AA)	2	1	1	4
English Language and Writing (AA)	3	2	1	6
English Language (AA-T)	8		10	23
Creative Writing/Poetry (CA)	1			1
Total Awards	14	10	12	36

Many of the students in BCC’s AA-T program are focused on transfer to U.C. Berkeley and therefore are not highly motivated to receive the degree. The department would like to work with counseling to improve advertising concerning the benefits of the degree; this would include having a counselor work closely with students in the English 85A, 85B, and 85C classes.

7. Human, Technological, and Physical Resources (including equipment and facilities):

Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount 6

Part-time faculty headcount 32

Percentage of full-time faculty in department: 9%

Full-time/part-time faculty ratio by FTEF: .52

Classified staff headcount: Please see below.

While no classified staff are technically assigned to the English Department, we rely heavily on instructional assistants for embedded instruction in English 204, as described in the narrative section, and for English 208, the writing workshop, which provides supplemental instruction for students in transfer-level courses. The budget for this is printed below:

Fall schedule:		
English 204 (8 sections) =		24480
English 208 (9 sections) =		17280
ESL 218 (2 sections) =		4800
		46560 (total)
Spring schedule:		
English 204 (8 sections) =		24480
English 208 (9 sections) =		17280
ESL 218 (2 sections) =		4800
		46560 (total)
Summer schedule:		
English 208 (2 .5 sections) =		1920
individual tutoring		
2 tutors x 30 hours each		2700
x 6 weeks		
		4620 (total)

Usage studies at BCC and across California have shown that embedded tutoring ensures a far greater amount of support to students than individual tutoring provides, and that it provides support to underrepresented students, including those in foundational courses, to a much greater degree than traditional, individual tutoring. Therefore, the English Department has recommended and uses the model above in lieu of individual tutoring. This allows for all students in foundational courses to receive individualized instruction from tutors, and for all students receiving tutoring to do so in a sustained and meaningful way.

What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

Due to the very low ratio of full-time to part-time faculty, the English Department should hire two additional full-time faculty members.

Describe your current utilization of facilities and equipment.

What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

As noted above, because of the need for students to use computers to develop research and writing skills, English 204/264 is taught partially in a computer lab setting, and English 1A is taught in classrooms that have computer carts with chromebooks, which they use frequently in class. 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. In addition, the computer lab used by the English Department (room 313) contains the oldest computers on the campus; the computers in the English Department office (room 560) are also very old. Therefore, the department is, unfortunately, using computers in classrooms, computer labs, and the departmental office which are unreliable (often crashing) and difficult to use because they are so slow. The department needs an upgrade of computers in room 313 and 560 and should add a second computer lab.

Please see the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

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

English faculty members at BCC are extremely active in institutional efforts. One full-time faculty member serves as Faculty Senate President at both the college and district levels. Another is currently a union representative and Coordinator of the Faculty Diversity Internship Program at the district level. A third serves as coordinator of the First Year Experience Program. A fourth serves as Curriculum Committee Chairperson and SLO Assessment Coordinator. A part-time instructor serves as Faculty Senator representing the Department, while another serves as Co-chair of the Teaching and Learning Center. Many part-time faculty have attended numerous departmental meetings planning curriculum innovations, assessment activities, and other departmental endeavors. Finally, faculty members have been presenters at statewide conferences, including the Student Success Conference.

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

Faculty involved in the development of *Milvia Street* have collaborated with the Berkeley Arts Council to publish the journal and have scheduled readings at various venues throughout the Berkeley community. In addition, a full-time faculty member has served as a regional coordinator of 3CSN, which has allowed for strong college collaborations with this organization.

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

Adjunct faculty members are involved in all departmental meetings, decision-making, and assessment. The portfolio project brings together all members of the department in an intense, collaborative project that occurs every semester and drives the development of departmental standards and many departmental initiatives.

9. Professional Development:

Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

The English Department has benefited greatly from its participation in FIGs and APPLEs to use data to improve curriculum and collaboration within the department. In addition, faculty members benefit from participation in conferences, such as the Student Success Conference, annual conferences of the National Council of Teachers of Education, the Conference on College Composition and Communication, and so on.

How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

Any instructors hired or scheduled within the department to teach sections of online or hybrid classes are vetted to ensure that they have training and experience in these areas. In addition, teachers are encouraged to take the coursework offered within the district in online education. Finally, instructors are individually trained in the use of moodle and turnitin.com.

10. Discipline, Department or Program Goals and Activities:

Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

Goal 1. Curriculum, Student Success and Student Equity: Develop cohort approach to English 204/264 → 1A sequence

Activities and Rationale: The department proposes to plan a cohort model for students beginning at the English 264 level so that these students can remain with the same instructor and many of the same students through completion of English 1A, in the hopes of improving retention and throughput for underrepresented students. The department is planning an APPLE to develop the curriculum for this cohort approach.

Goal 2. Curriculum: Revise course outlines

Activities and Rationale: Faculty in the department will revise the course outline for English 47 to match the C-ID descriptor, develop English 120A and 120B course outlines (see page 6), and update other course outlines, according to the schedule outlined on page 6.

Goal 3. Assessment: Critical Thinking ILO action plan

Activities and Rationale: As a result of the critical thinking ILO assessment results, English 1B and English 5 instructors will develop and share model assignments calling for addressing multiple points of view.

Goal 4. Assessment: Creative Writing

Activities and Rationale: The department will improve participation in assessment of SLOs in creative writing classes through participation in ILO assessments and/or robust course assessments.

Goal 5. Instruction: Cross-Cultural Thematic Approach

Activities and Rationale: Given that all courses and programs have an interest in improving retention, success, and transfer rates, we (along with other departments at BCC) propose a Cross-College Thematic General Education Curriculum. This curricular theme would change semester to semester, creating and reinforcing an academic community with shared interests and experiences.

Goal 6. Instruction: Departmental Website

Activities and Rationale: The English Department will continue to develop the departmental website to promote innovation and effectiveness in instruction through departmental collaboration.

Goal 7. Student Success and Equity

Activities and Rationale: The English Department will develop a FIG to study achievement data within English courses and make further recommendations for improvement of student success for underrepresented groups.

Please see the Comprehensive Instructional
Program Review Integrated Goal Setting
Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review Prioritized Resource Requests Summary for Additional (New) Resources

College: Berkeley City College

Discipline, Department or Program: English

Contact Person: Jenny Lowood

Date: 10/26/15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	<ul style="list-style-type: none"> • Hire two additional full-time English faculty members 	5		16, 17
Human Resources: Classified	<ul style="list-style-type: none"> • Continue to ensure a sufficient budget for instructional assistants and student workers to serve as writing coaches in English 204 and 208 in order to support the curriculum • Hire two full-time instructional assistants in English/ESL – This would ensure stability for English/ESL courses that require embedded tutors. It is worth noting that BCC had .2 FTE tutors in English (one full-time tutor and two half-time permanent tutors) before the budget cuts in 2011 and also that BCC has significantly fewer full-time instructional assistants than the other colleges in PCCD, despite the fact that the BCC English Department is one of the two largest in the district. 	5 5	\$97,740 annually (both classified and student workers, tutors in English classes)	17
Human Resources: Student Workers	<ul style="list-style-type: none"> • Continue to ensure a sufficient budget for instructional assistants and student workers to serve as writing coaches in English 204 and 208 in order to support the curriculum 	5	Please see above.	17

Technology	<ul style="list-style-type: none"> • Improve computers for students and faculty in English courses by upgrading computers in rooms 313, 315, 316, and 560. The curriculum for English courses that use these computers (English 204/264, 208, and 1A) was carefully developed as a result of assessment findings and has been shown to be effective; however, it is greatly compromised by these kinds of technological problems. • Renew license for turnitin.com, which is an integral component of all writing classes in the English/ESL department and is also used by faculty in many other departments at BCC. 	5 5		10, 12, 18
Equipment	<ul style="list-style-type: none"> • Improve computers for students and faculty in English courses by upgrading computers in rooms 313, 315, 316, and 560. The curriculum for English courses that use these computers (English 204/264, 208, and 1A) was carefully developed as a result of assessment findings and has been shown to be effective; however, it is greatly compromised by these kinds of technological problems. 	5		10, 12, 18
Supplies	<ul style="list-style-type: none"> • Provide supplies for advertising the English AA-T as a UCB pathway • Provide supplies for advertising English 120 and 14/15 • Sufficiently fund <i>Milvia Street</i> and <i>BCC Voice</i> 	4		11, 12, 16
Facilities	<ul style="list-style-type: none"> • Provide a second computer lab for English department classes • Provide a Testing Center for online courses at the college 	4 5		10, 12, 18
Professional Development	<ul style="list-style-type: none"> • Continue to fund at least one FIG and one APPLE per year in the department 	5		10, 16
Other (specify)				

Appendix B

PCCD Program Review Alignment of Goals Template

College: Berkeley City College

Discipline, Department or Program: English

Contact Person: Jenny Lowood

Date: 10/26/15

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
<p>1. The department proposes to plan a cohort model for students beginning at the English 264 level so that these students can remain with the same instructor and many of the same students through completion of English 1A, in the hopes of improving retention and throughput for underrepresented students. The department is planning an APPLE to develop the curriculum for this cohort approach.</p>	<p>BCC Goal 1. Increase Equitable Access</p> <p>BCC Goal 2. Improve Equitable Success</p>	<p>Strategic Goals A: Advance Student Access, Equity, and Success 2015-2016 Institutional Objectives A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES.</p>
<p>2. Faculty in the department will revise the course outline for English 47 to match the C-ID descriptor, develop English 120A and 120B course outlines (see page 6), and update other course outlines, according to the schedule outlined on page 6.</p>	<p>BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.</p>	<p>C: Build Programs of Distinction</p>
<p>3. As a result of the critical thinking ILO assessment results, English 1B and English 5 instructors will develop and share model assignments calling for addressing multiple points of view.</p>	<p>BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.</p>	<p>C: Build Programs of Distinction</p>

<p>4. The department will improve participation in assessment of SLOs in creative writing classes through participation in ILO assessments and/or robust course assessments.</p>	<p>BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.</p>	<p>C: Build Programs of Distinction</p>
<p>5. Given that all courses and programs have an interest in improving retention, success, and transfer rates, we (along with other departments at BCC) propose a Cross-College Thematic General Education Curriculum. This curricular theme would change semester to semester, creating and reinforcing an academic community with shared interests and experiences.</p>	<p>BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.</p>	<p>C: Build Programs of Distinction</p>
<p>6. The English Department will continue to develop the departmental website to promote innovation and effectiveness in instruction through departmental collaboration.</p>	<p>BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.</p>	<p>C: Build Programs of Distinction</p>
<p>7. The English Department will develop a FIG to study achievement data within English courses and make further recommendations for improvement of student success for underrepresented groups.</p>	<p>BCC Goal 1. Increase Equitable Access BCC Goal 2. Improve Equitable Success</p>	<p>Strategic Goals A: Advance Student Access, Equity, and Success 2015-2016 Institutional Objectives A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES.</p>

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____ Signature _____ Date _____

Discipline, Department or Program Chair

_____ Signature _____ Date _____

Received by Vice President of Instruction

_____ Signature _____ Date _____