BCC Program Review 2011-2012 -- English

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| I. Overview | | | | | | | |
| Date Submitted: | 10/10/11 | | Administrator: | | Krista Johns | | |
| BI Download: | 9/19/11 | | Dept. Chair: | | Jenny Lowood | | |
| Dept./Program(s):  (List departments and programs, including all associate degrees and certificates and components of general education and basic skills) | English Department:  English Language and Literature A.A.  English Language/Writing A.A.  Creative Writing/Fiction C.C.  Creative Writing/Poetry C.C.  Creative Writing/Playwriting and Screenwriting C.A.  Basic Skills, English  General Education, Area 1, English Composition – English 1A  (major area of focus for communication and information competency)  General Education, Area 2, Critical Thinking – English 5  (major area of focus for critical thinking) | | | | | | |
| Campus | Berkeley City College | | | | | | |
| College Mission | Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.  *Adopted by the Peralta Board of Trustees April 12, 2005* | | | | | | |
| Unit/Dept/Program  Mission | The goals of the English department at Berkeley City College include providing all students with strong skills in reading and composition, preparing students for transfer, and providing basic skills instruction in English. English courses at the college tend to fall into four broad categories: Basic skills, reading and comprehension, literature, and creative writing. In addition to communication, courses in English address the following institutional learning outcomes: Critical thinking skills, information competency, and global perspectives and valuing diversity. Through its basic skills courses, especially, but also through its general education courses and A.A. degrees, the department addresses the advancement of student access, equity, and success. | | | | | | |
| II. Goals and Outcomes (add lines as needed) | | | | | | | |
| II.a. Goals (for each one, cite Institutional Goal(s), Appendix II) | | | | | | | |
| 1. Create English AA-T program at B.C.C., using only courses currently offered at the college. (A.1, access; A.3.1 innovative programs for increasing student persistence) 2. Implement accelerated approach to basic skills instruction in English, based on findings of program review. (A.1, access; A.2, success; A.3, equity; A.2.1., basic skills best practices; A.2.2., acceleration models; A.3.1 innovative programs for increasing student persistence; C.2, alternatively designed programs; E.2, structural change) 3. Complete all program reviews and implement their action plans. (A.2.4. learning outcomes proficiency; C.1, SLO assessment) 4. Complete the redesign of the writing workshops at B.C.C. to provide sufficient and sustainable support for students in the areas of composition, reading, and critical thinking. (A.2, success; A.3, equity; A.2.2 acceleration models; A.3.1 innovative programs for increasing student persistence C.2, alternatively designed programs) | | | | | | | |
| II.b. Program Outcomes [for each one, cite ILO(s), Appendix I] | | | | | | | |
| PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I).: | | | | | | | |
| PROGRAM 1: **English Language and Literature A.A.**  -write well organized, well developed, effective, well edited, logically sound, and clear essays  ([Communication](javascript:void(0);), [Critical Thinking](javascript:void(0);))  - write effective, well edited, well organized research papers of 3,000-5,000 words which apply appropriate and clear organizational strategies  ([Communication](javascript:void(0);), [Critical Thinking](javascript:void(0);), [Information Competency](javascript:void(0);))  -apply active reading strategies in order to identify main ideas and critically analyze and explain ideas in texts ([Communication](javascript:void(0);), [Critical Thinking](javascript:void(0);))  effectively analyze literature in light of historical context, critical theories, and formal elements  ([Communication](javascript:void(0);), Critical Thinking, Global Awareness and Valuing Diversity, Self-Awareness and Interpersonal Skills) | | | | | | | |
| PROGRAM 2: **English Language/Writing A.A.**  -write well organized, well developed, effective, well edited, logically sound, and clear essays  ([Communication](javascript:void(0);), [Critical Thinking](javascript:void(0);))  - write effective, well edited, well organized research papers of 3,000-5,000 words which apply appropriate and clear organizational strategies  ([Communication](javascript:void(0);), [Critical Thinking](javascript:void(0);), [Information Competency](javascript:void(0);))  -apply active reading strategies in order to identify main ideas and critically analyze and explain ideas in texts ([Communication](javascript:void(0);), [Critical Thinking](javascript:void(0);))  apply writing strategies in a variety of genres, considering audience, context, purpose, and genre-specific conventions  ([Communication](javascript:void(0);), [Critical Thinking](javascript:void(0);), Global Awareness and Valuing Diversity) | | | | | | | |
| PROGRAM 3: **Creative Writing/Fiction C.C.**  -write a piece of fiction with strong character development, plot, conflict, and dialogue, using original language ([Communication](javascript:void(0);), Critical Thinking)  -write a novella or short story collection with strong character development, plot, conflict, and dialogue, using original language ([Communication](javascript:void(0);), Critical Thinking)  -research venues for publication or public presentation of work  ([Communication](javascript:void(0);), Critical Thinking, Information Competency) | | | | | | | |
| PROGRAM 4: **Creative Writing/Poetry C.C.**  -write a poem with strong use of voice, imagery, and poetic conventions of form and sound, using original language ([Communication](javascript:void(0);), [Critical Thinking](javascript:void(0);))  -write a well sequenced collection of poetry of at least 24 pages, with strong use of voice, imagery, and poetic conventions of form and sound, using original language  ([Communication](javascript:void(0);), [Critical Thinking](javascript:void(0);))  -research venues for publication or public presentation of work  ([Communication](javascript:void(0);), Critical Thinking, Information Competency) | | | | | | | |
| PROGRAM 5: **Creative Writing/ Playwriting and Screenwriting C.A.**  -write a play or screenplay with strong character development, plot, dramatic sequencing, dialogue and/or monologue, using appropriate language to reveal characters  ([Communication](javascript:void(0);), [Critical Thinking](javascript:void(0);))  -research venues for publication or public presentation of work  ([Communication](javascript:void(0);), Critical Thinking, Information Competency) | | | | | | | |
| General Education component(s):  General Education, Area 1, English Composition – English 1A  (communication and information competency)  General Education, Area 2, Critical Thinking – English 5  (critical thinking) | | | | | | | |
| Basic Skills component(s): Basic Skills, English | | | | | | | |
| III. Evidence [filled by District Research) | | | | | | |
| III.a. Institutional Data | | | | | | |
| Enrollment | | Fall 2009 | | Fall 2010 | | Fall 2011 |
| Census Enrollment (duplicated) | | 1991 | | 2089 | | 2097 |
| Sections (master sections) | | 67 | | 71 | | 63 |
| Total FTES | | 243.2 | | 254.01 | | 243.77 |
| Total FTEF | | 16.15 | | 16.01 | | 14.73 |
| FTES/FTEF | | 15.06 | | 15.86 | | 16.55 |
| **Retention** | |  | |  | |  |
| Enrolled | | 1991 | | 2089 | | N/A |
| Retained | | 1563 | | 1632 | | N/A |
| % Retained | | 81 | | 79 | | N/A |
| **Success** | |  | |  | |  |
| Total Graded | | 1910 | | 2050 | | N/A |
| Success | | 1290 | | 1341 | | N/A |
| % Success | | 67 | | 65 | | N/A |
| Withdraw | | 347 | | 418 | | N/A |
| % Withdraw | | 18 | | 20 | | N/A |

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| **Faculty Data (ZZ assignments excluded)** | |
|  | **Fall 2010** |
| Contract FTEF | 3.63 |
| Hourly FTEF | 10.99 |
| Extra Service FTEF | 0.11 |
| Total FTEF | 14.73 |
| % Contract/Total | 24.67 |

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| Faculty Data Comparables F2010 (ZZ assignments excluded) (Z assignments excluded) | | | | |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 4.14 | 3.63 | 6.94 | 3.68 |
| Hourly FTEF | 4.47 | 11 | 8.94 | 4.27 |
| Extra Service FTEF | 0.07 | 0.11 | 0.2 | 0.45 |
| Total FTEF | 8.67 | 14.74 | 16.08 | 8.41 |
| % Contract/Total | 47.69 | 24.66 | 43.15 | 43.8 |

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| III.b. External Evidence | |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | N/A (program not CTE or vocational) |

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| III.c. Program Outcome Assessments Since Last Reported (add rows as needed) | Findings | Action Plans |
| PROGRAM 1: English Language and Literature/AA | The assessment of the A.A. in English language and literature was completed; students in the literature courses, which students take at the end of the program, demonstrated strong skills in writing and in analyzing literature. | The few action plans noted in Taskstream have been addressed. |
| PROGRAM 2: Other A.A. programs and certificates | Other A.A. programs and certificates will be assessed in Spring, 2012. | N/A |
| General education component: | The assessment of English 1A, based on student portfolios, was completed in spring semester, 2011. It indicated that students were learning conventional writing skills well, but needed additional support in the areas of research and reading skills. | - develop model curriculum for English 1A and English 201 in order to provide additional instruction in research and reading skills |
| Basic skills component: | The assessment of English 269 and 201, based on student portfolios, was completed in spring semester, 2011. The full results are available in Taskstream. One of the most significant findings of the assessments was that English 269 students’ portfolio results were much more similar to the results of English 201 students than anticipated, despite the fact that they did not receive instruction in research skills. In reviewing these findings, the department has concluded that the assessment tool may be responsible for some part of this. Since it currently cannot be validated, it may be best to develop a better tool.  The assessment of English 208 and 258 was completed in Spring 2010, and again in Fall 2011. Student survey results indicated that students felt that their writing improved significantly as a result of their taking these courses; additionally, they indicated the need for more sections of the course and more writing coaches. | * develop accelerated basic skills course to allow students testing into the “bottom level” English course to move into English 1A in one semester      * utilize the findings of the course assessments for English 208 and 258 in this course design * ensure sufficient numbers of writing coaches and sufficient numbers of sections of writing workshop classes * develop an improved tool for assessing placement into writing classes for incoming students |
| Program Outcome Assessments Narrative:    See above. | | |
| III.d. Institutional Goals -- Narrative of Unit/Dept/Program activities in support of institutional goals  [Please refer to Appendix II for full description of goals/objectives.] | | |
| Discuss all that apply.  X Advance Student Access, Success & Equity  X Increase Transfer and Program Completion Rates  X Engage our Communities & Partners  X Build Programs of Distinction  X Create a Culture of Innovation & Collaboration  Develop Resources to Advance & Sustain Mission | Advancing student access, success and equity is a major goal of the department’s basic skills and composition classes, which make up a majority of the sections of English courses at the college. As such, members of the department have been actively involved in BSI and Title III grant projects, and in the PERSIST and TRIO programs. In addition, the success rate for students in writing classes has increased from 45.2% in 2008-09 to 58.8% in 2009-10, an increase of 13.6 percentage points.  In terms of transfer, the department offers a sequence of classes especially designed for English majors planning to transfer to U.C. Berkeley; this has been a particularly successful endeavor, as more than 90% of the students from these courses applying to transfer to U.C. Berkeley as English majors each year from 2004-2009 successfully accomplished this goal. In 2008, 11 of the 92 students graduating from U.C. Berkeley who had transferred from BCC were English majors (figures of this kind for later years are not available at this time). Currently, these transfer classes are articulated to fill major requirements at U.C. Davis, U.C. Irvine, U.C.L.A., U.C.S.B., S.F.S.U., and C.S.U.E.B., in addition to U.C. Berkeley.  The department has developed joint projects with local high schools, theater companies, and community agencies in order to better serve students.  The college's programs of distinction include the English department transfer track (described above), its participation in the PERSIST program, and the "writing workshop" classes, which have served as a district model. The department also offers creative writing classes in poetry writing, fiction writing, and play writing, which are heavily enrolled; the creative writing program, along with the fine arts program at BCC, produces a literary arts journal each year, *Milvia Street*, which has earned several national awards.  Members of the English department have been involved in innovative and collaborative endeavors, particularly through involvement in the PERSIST program and through several faculty inquiry group projects. The department has used course assessments creatively in order to improve student learning. | |

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| IV. Action Plans | | | |
| Please describe your plan for responding to the above data. Consider program learning outcomes, institutional goals, external evidence, and BI data. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  Include overall plans/goals and specific action steps. Add rows as needed. | | | |
| Action Item | Steps/Timeline | Person(s) Responsible | Supporting Data Source  (check all that apply) | |
| 1. Create English AA-T program at B.C.C., using only courses currently offered at the college. (Goal 1) | - bring curriculum to curriculum committee (F ’11)  - bring to CIPD (F ’11)  - apply for state  certification (F ’11) | Department chair, English faculty | \_\_Assessment Findings  \_\_BI Data  X Institutional Goals  \_\_Other | |
| 2. **Develop accelerated basic skills course to allow students testing into the “bottom level” English course to move into English 1A in one semester; utilize the findings of the course assessments for English 208 and 258 in this course design. (Goal 2)** | - develop course outline (F ’11)  - schedule course (S ’12 or F ’12)  assess results (F ’12 or S ’13) | Department chair, English faculty | X\_Assessment Findings  X\_BI Data  X\_Institutional Goals  \_\_Other | |
| 3. Complete all program reviews and implement their action plans. (Goal 3) | - complete action plans (S ’12)  - close the loop,  using FIT’s when  possible) (F’12) | English faculty, assessment liaison | \_\_Assessment Findings  \_\_BI Data  X\_Institutional Goals  \_\_Other | |

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| 4. Complete the redesign of the writing workshops at B.C.C. to provide sufficient and sustainable support for students in the areas of composition, reading, and critical thinking. (Goal 4) | - complete plans (F ’11)  - evaluate, redesign, and implement plans (S ’12) | Department chair, Administration | X\_Assessment Findings  \_\_BI Data  X\_Institutional Goals  \_\_Other |
| 5. Develop model curriculum for English 1A and English 201 in order to provide additional instruction in research and reading skills. | -FIG and FIT groups meet and develop curricula and materials (F ’11) | English faculty in FIG and FIT groups | X\_Assessment Findings  \_\_BI Data  \_\_Institutional Goals  \_\_Other |
| 6. Develop self-assessment tool for incoming students, to replace current assessment for placement in writing class.  (Goal 2) | -develop self-assessment tool (F ’11)  -implement self-assessment (S ’11) | Department chair, English faculty | X\_Assessment Findings  \_\_BI Data  X\_Institutional Goals  \_\_Other |

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| V. Resource Needs | Link to Action Plans (Section IV) |
| Please describe and prioritize any **faculty, classified, and student assistant** needs. | Student assistants are needed as writing coaches in the writing workshop classes; they will also be needed in the same capacity in the accelerated basic skills English class sections.  (Action Plans 2 and 4) |
| Please describe and prioritize any **equipment, material, and supply** needs. |  |
| Please describe and prioritize any **facilities** needs. |  |

Appendix I

**Berkeley City College Institutional Learning Outcomes**

Berkeley City College’s Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO’s. In addition, students achieve these ILO’s throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they

* *Critically read, write, and communicate interpersonally, with audience awareness; and*
* *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking

Students demonstrate critical thinking skills when they

* *identify problems or arguments and isolate facts related to arguments;*
* *use evidence and sound reasoning to justify well-informed positions; and*
* *generate multiple solutions to problems and predict consequences.*

Computational Skills

Students demonstrate computational skills when they

* *master computational concepts and apply them to concrete problems; and*
* *demonstrate algorithmic competence.*

Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

* *analyze the consequences of their actions and the impact of these actions on society and the self; and*
* *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity

Students demonstrate global awareness and show that they value diversity when they

* *identify and explain diverse customs, beliefs, and lifestyles; and*
* *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency

Students demonstrate information competency when they

* *find, evaluate, use, and communicate information in all its various formats;*
* *use library and online resources and research methodology effectively; and*
* *use technology effectively.*

Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

* *analyze their own actions and the perspectives of other persons; and*
* *work effectively with others in groups.*

Appendix II

**Institutional Goals**

**NOTE: The short term goals for Peralta District and for BCC are derivative from the long term goals within the district strategic plan. The Peralta Strategic Plan can be found on the Peralta District website:** [**http://eperalta.org/wp/pbi/**](http://eperalta.org/wp/pbi/)**.**

1. **ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS**

**Peralta District Short Term Goals, 2011-2012**

**A.1 Access:** Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing enrollment to 18,500 FTES (variable based upon funding variations). In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.

**A.2 Success:** Implement identified institutional, instructional, and student support changes to improve by 10 percentage points student movement through basic skills/foundation course sequences by 2014-2015.

**A.3 Equity:** Plan, design and implement structural changes to increase fall to fall persistence among major ethnic groups and bring all groups to within 2 percentage points of the highest group by 2014-15.

**BCC Short Term Goals, 2011-2012**

**A.2 Improve persistence, retention, and success by 3 percentage points.**

A.2.1 Implement best practices in basic skills and other pedagogy to improve student persistence, retention and transfer rates.

A.2.2 Implement acceleration models to improve course completion, particularly in basic skills.

A.2.3 Improve student retention in the PACE program.

A.2.4 Attain proficiency in the assessment of learning outcomes by spring 2012.

**A.3 Implement changes to increase fall to fall persistence among major ethnic groups.**

A.3.1 Pilot innovative programs designed to increase student persistence among major ethnic groups.

1. **ENGAGE AND LEVERAGE PARTNERS**

**Peralta District Short Term Goals, 2011-2012**

**B.1 Partnerships:** Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.

**BCC Short Term Goals, 2011-2012**

**B.1 Strengthen community partnerships to enhance career pathways.**

B.1.1 Activate CTE Advisory Committees to meet at least once a school year in order to maintain currency.

B.1.2 Host a spring semester event that highlights the career pathways related to instructional programs (this will include support and involvement of community partners.)

1. **BUILD PROGRAMS OF DISTINCTION**

**Peralta District Short Term Goals, 2011-2012**

**C.1 Assess SLO’s and SAO’s and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates:** Close the assessment loop by using program reviews and annual program updates in instruction and student services to improve student learning and student success.

**C.2 Create Alternatively Designed Programs:** Continue to create or expand programs exemplifying alternative and innovative designs with promise for substantially improving student success.

**BCC Short Term Goals, 2011-2012**

**C.1 Incorporate learning outcomes assessment into program review and budget allocation processes and plans.**

1. **CREATE A CULTURE OF INNOVATION AND COLLABORATION**

**Peralta District Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation:** 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Improve the Planning-Budgeting Integration Model in order to a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges and b) ensure PBI committees set and achieve key milestones/goals.

**D.2 Use Technology in Redesign of Educational Experiences:** Enable more efficient and deeper student learning and student success through the creative use of technology.

**BCC Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation**

D.1.1 Select a BCC representative from each PBIM committee to serve as communication liaison with a monthly report at Roundtable.

D.1.2 Promote a focus on student learning and success in all committee activities.

1. **DEVELOP AND MANAGE RESOURCES TO ADVANCE OUR MISSION**

**Peralta District Short Term Goals, 2011-2012**

**E.1 FTES Target**: Achieve FTES target within the state allocation for the district of 18,500 FTES (variable depending on funding variations) and attain a productivity level of at least 17.5 FTES/FTEF.

**E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes:** Respond to projected state deficits and budget cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on program review and strategic directions; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.

**E.3 Fiscal Stability:** Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.

**BCC Short Term Goals, 2011-2012**

**E.1 FTES Target**

E.1.1 Achieve enrollment target and productivity.

**E.2 Focus Budgeting on Improving Student Success through support for structural changes:**

E.2.1 Advance resource parity for BCC including the transfers of funds or faculty and classified positions as a necessary means of fiscal stability.

E.2.2 Generate general fund savings and leverage funding from other resources.

E.2.3 Monitor annual program budgets to ensure timely expenditures.