## Annual Program Update Template 2014-2015

## English

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| I. Overview | | | |
| BI Download: | 10/24/2014 | Dept. Chair: | Jenny Lowood |
| Subject/Discipline: | ENGL | Dean: | Carlos Cortez |
| Campus: | Berkeley City College | | |
| Mission Statement | The mission of the English discipline 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, literature, creative writing, and foundational (“basic skills”) courses. 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 foundational courses especially, but also through its general education courses and A.A. degrees, the department addresses the advancement of student access, equity, and success. | | |

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| II. Enrollment | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 1,022 | 2,101 | 2,047 | 1,083 | 6253 |
| Census Enrollment F12 | 980 | 1,757 | 1,880 | 1,164 | 5781 |
| Census Enrollment F13 | 1,105 | 2,425 | 1,852 | 1,182 | 6564 |
| Sections F11 | 31 | 62 | 62 | 30 | 185 |
| Sections F12 | 29 | 55 | 57 | 33 | 174 |
| Sections F13 | 35 | 75 | 59 | 35 | 204 |
| Total FTES F11 | 135.80 | 249.06 | 262.54 | 128.55 | 775.95 |
| Total FTES F12 | 139.07 | 211.93 | 245.84 | 141.79 | 738.63 |
| Total FTES F13 | 151.27 | 314.44 | 240.10 | 147.30 | 853.11 |
| Total FTEF F11 | 8.47 | 14.59 | 16.08 | 8.01 | 47.15 |
| Total FTEF F12 | 8.53 | 12.84 | 14.85 | 8.80 | 45.02 |
| Total FTEF F13 | 10.15 | 19.17 | 15.05 | 9.29 | 53.66 |
| FTES/FTEF F11 | 16.04 | 17.07 | 16.33 | 16.04 | 65.48 |
| FTES/FTEF F12 | 16.30 | 16.50 | 16.55 | 16.11 | 65.46 |
| FTES/FTEF F13 | 14.91 | 16.41 | 15.95 | 15.85 | 63.12 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 970 | 1,989 | 1,932 | 998 | 5889 |
| Total Graded F12 | 945 | 1,685 | 1,793 | 1,090 | 5513 |
| Total Graded F13 | 1,123 | 2,396 | 1,874 | 1,169 | 6562 |
| Success F11 | 598 | 1,231 | 1,200 | 642 | 3671 |
| Success F12 | 580 | 1,095 | 1,169 | 712 | 3556 |
| Success F13 | 693 | 1,519 | 1,200 | 746 | 4158 |
| % Success F11 | 0.62 | 0.62 | 0.62 | 0.64 | .62 |
| % Success F12 | 0.61 | 0.65 | 0.65 | 0.65 | .65 |
| % Success F13 | 0.62 | 0.63 | 0.64 | 0.64 | .63 |
| Withdraw F11 | 246 | 450 | 555 | 223 | 1747 |
| Withdraw F12 | 232 | 346 | 389 | 230 | 1197 |
| Withdraw F13 | 307 | 585 | 474 | 262 | 1628 |
| % Withdraw F11 | 0.25 | 0.23 | 0.29 | 0.22 | .25 |
| % Withdraw F12 | 0.25 | 0.21 | 0.65 | 0.21 | .22 |
| % Withdraw F13 | 0.27 | 0.24 | 0.25 | 0.22 | .25 |

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| IV. Faculty | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 3.87 | 3.06 | 6.94 | 3.84 | 17.71 |
| Contract FTEF F12 | 3.10 | 3.55 | 6.03 | 3.93 | 16.61 |
| Contract FTEF F13 | 3.29 | 5.09 | 5.18 | 4.36 | 17.92 |
| TEMP FTEF F11 | 4.54 | 10.97 | 8.95 | 3.54 | 28 |
| TEMP FTEF F12 | 5.07 | 9.17 | 8.57 | 3.94 | 26.75 |
| TEMP FTEF F13 | 5.87 | 13.40 | 9.32 | 4.47 | 33.06 |
| Extra Service FTEF F11 | 0.07 | 0.57 | 0.20 | 0.64 | 1.48 |
| Extra Service FTEF F12 | 0.37 | 0.13 | 0.27 | 0.94 | 1.71 |
| Extra Service FTEF F13 | 1.00 | 0.69 | 0.56 | 0.48 | 2.73 |
| Total FTEF F11 | 8.47 | 14.60 | 16.09 | 8.02 | 47.18 |
| Total FTEF F12 | 8.54 | 12.85 | 14.86 | 8.81 | 45.06 |
| Total FTEF F13 | 10.16 | 19.18 | 15.06 | 9.30 | 53.7 |
| % Contract/Total F11 | 0.46 | 0.21 | 0.43 | 0.48 | .3754 |
| % Contract/Total F12 | 0.36 | 0.28 | 0.41 | 0.45 | .3686 |
| % Contract/Total F13 | 0.32 | 0.27 | 0.34 | 0.47 | .3337 |

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| V. Qualitative Assessments | |
| **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. |  |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion. | As of Fall 2011, the English discipline at Berkeley City College is one of the largest in  the college; it provides students with strong skills in reading and writing, critical thinking, and research skills (primary institutional learning objectives) and aids in preparing students for transfer, CTE, or other goals.  The department awards an English AA-T, an associate of arts degree in English language and literature, an associate of arts degree in English language/writing, and certificates of completion in creative writing focusing on fiction, playwriting/screenwriting, or poetry. Students who complete the English AA-T simultaneously complete the requirements for transfer to U.C. Berkeley and many other schools (such as 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.  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 204 and 208).  .  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. |

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| VI. Course SLOs and Assessment | |
|  | Fall 2014 |
| Number of active courses in your discipline | 36 |
| Number with SLOs | 36 |
| % SLOs/Active Courses | 100% |
| Number of courses with SLOs that have been assessed | 31 |
| % Assessed/SLOs | 86% |
| Describe types of assessment methods you are using  Every semester, all students in all sections of English 1A, 204, and 201 (approximately 30 sections), as well as ESL writing classes, participate in a portfolio assessment; the results of this assessment are analyzed departmentally and used to make improvements in the classes. Student work in other classes (including English 17, 85A, 85B, 85C, 91, 92, 93, 94, and others) is assessed, based on rubrics developed for each class or series of classes. In some classes, such as English 208, student surveys or classroom assessment techniques are used for course assessment. | |
| Describe results of your SLO assessment progress  In all sections of freshman composition classes as well as those reading and composition classes leading to it, the department administers a portfolio test, which helps to maintain departmental standards for all composition instructors and gives students critical information about their skills related to learning outcomes. Data from this test have been used each semester for the past six semesters for course and program assessment. Analyses of the results have been used to design the new accelerated foundational class, to redesign freshman composition, and to redesign ESL writing courses at the college.  Assessments of literature classes at the college have led to the development of a “lit crit” website and assignments and materials used commonly by instructors of English 85A, 85B, and 85C.  Student surveys of the writing workshop (English 208) have led to improved curriculum and materials for  students.  During Spring 2015, English department faculty will discuss plans for making improvements in English 1B and 5, based on assessment findings. | |
| Describe how assessment results and reflection on those results have led to improvements.  See above. | |

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| VII. Program Learning Outcomes and Assessment | |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline | 6 |
| Number with Program Learning Outcomes | 6 |
| Number assessed | 6 |
| % Assessed | 100% |
| Describe assessment methods you are using  All programs in the discipline have been assessed using rubric-based evaluations of student work. | |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.  The English AA-T and English Language and Literature AA-T were assessed by the teachers of the literature classes required of the English AA-T. These are currently the only literature classes offered by the department; students who take them may fulfill the requirements of the English Language and Literature AA-T, which is in the process of being deactivated. Assessments of literature classes at the college have led to the development of a “lit crit” website and common assignments and materials, used by instructors of English 85A, 85B, and 85C. | |

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| VIII. Strategic Planning Goals | |
| Check all that apply.  Advance Student Access, Success & Equity  Engage our Communities & Partners  Build Programs of Distinction  Create a Culture of Innovation & Collaboration  Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.  Success in English classes is often tied to success in college both because of the central role English plays in general education and because of the importance of reading and writing skills for academic success. The BCC English department has worked to continuously develop effective, accelerated foundational (“basic skills”) English classes -- English 204 and English 208 -- to help students gain these skills. It has also worked to continuously improve the curriculum of English 1A, English 5 (Critical Thinking), and English 1B, the core general education courses in the English department.  Through its collaborative and innovative work, the BCC English department has developed unique approaches to helping students succeed. The English Department has been recognized as a program of distinction in Assessment Update, which published an article describing how the department used assessment findings to overhaul its foundational and freshman composition offerings in a way that challenges and empowers students ([*Restructuring the Writing Program at Berkeley City College*](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)).  Please note that the productivity numbers (FTES/FTEF) reflect a robust English program, since the vast majority of classes in the discipline have a union mandated “cap” of 30 students, but the productivity numbers indicate an average of more than 30 students per class section. In fact, the BCC English discipline is the largest and has the highest productivity rate in the district.  Success rates in the BCC English department are very close to the district average for English departments and close to the success rates in the English departments at the other schools in the district, which means that the accelerated pathway through English 1A ensures a significantly higher rate of success in English 1A for students who begin at the foundational level. Data from the district confirm this high “throughput” from foundational levels through English 1A.  The creative writing program at BCC is the only one of its kind in the district. It offers an introductory course plus all of the courses in all of the major genres of writing (poetry, fiction, and playwriting/screenwriting) at four levels while offering 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.  The English AA-T is the only one of its kind in the District. This program has an exceptionally high rate of transfer to U.C. Berkeley (80%), which is a goal for most of the students in the program, and guarantees admission to CSU schools. |

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| IX. College Strategic Plan Relevance |
| Check all that apply    New program under development  Program that is integral to your college’s overall strategy  Program that is essential for transfer  Program that serves a community niche  Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.  Other |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  Include overall plans/goals and specific action steps.   1. Improve computer technology for English 1A students – Currently, 22 sections of English 1A are scheduled in rooms 315 and 316, which are equipped with computer carts for use in writing and research projects. These computers are integral to the curriculum of the class, but are not acceptable for their use because (1) they do not hold sufficient charge to operate for more than two hours and classes are scheduled in those rooms every two hours, and (2) they do not allow students to save work, which means that if they shut down while students are using them, the students lose their work even if they’ve attempted to save it. The curriculum for this course was 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. 2. Improve computer technology in the computer lab used by the English Department (313) – The computers in 313 repeatedly “crash” and lose student work even when students have attempted to save it. This room is primarily used by students in English 204 (foundational) classes and is also used by students in English 208 (the writing workshop). Again, this means that curriculum which has been carefully developed through assessment analyses and departmental collaboration is jeopardized by technological problems. 3. Advertise the English AA-T program by developing a brochure and advertising strategy for outreach, as well as in-reach. 4. 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 described above. 5. Hire two full-time instructional assistants in English/ESL – This would ensure stability for the courses described above. 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 the largest in the district. 6. Purchase Kurzweil 3000 to improve students’ reading skills – Currently, the English department is exploring the use of this tool to boost reading skills and proposes to pilot an assessment in collaboration with the math department to test whether it can improve student learning. 7. Add a line item to the BCC budget in order to adequately fund the college’s art and literary journal, *Milvia Street,* which is an important showcase for student work in both creative writing and fine art classes at BCC. 8. 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. |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.   * Tutoring for English 208 and 204, as well as ESL and individual tutoring -- at least $150,000 per year, including current expenditures (this figure is an increase over last year’s budget because of the increase in the hourly wages of student workers) * two full-time tutors in English/ESL (this would partially alleviate the cost above) |
| Please describe and prioritize any **equipment, material, and supply** needs.    Chromebooks: approx. $300 each x 80 = $24,000 Chromebook charging carts (20 capacity): approx. $1300 each x 2 = $2600 Printers: approx.. $800 each x 2 = $1600  Total= $28,200  turnitin.com renewal  Kurzweil 3000 renewal  Supplies for creating a brochure to advertise the English AA-T program |
| Please describe and prioritize any **facilities** needs. |