SELF STUDY
OF
THE ENGLISH DEPARTMENT

Bronx Community College
of the
City University of New York

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Chairperson

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Introduction

The English Department of Bronx Community College has changed in many ways since the time of our last departmental self-study, undertaken eight years ago in Fall 2008. At that time the department was home to 31 full-time faculty; today that number is 38, with twice as many full professors and a higher percentage of tenured faculty. The selection of courses taught has evolved over this period as well, with the rise of para-collegiate continuing-education programs and the advent of the Pathways curriculum in Fall 2013 emerging as factors that have contributed to our changed landscape of course offerings. The contrast is telling: In Fall 2008 our offerings included 50 sections of developmental courses, fully 38% of classes taught in the department, whereas in Fall 2016 we taught 21 sections of developmental classes, accounting for less than 12% of our overall offerings. In Fall 2008 we taught 69 sections of credit-bearing classes, including four sections of elective courses; in Fall 2016 we taught 142 sections of credit-bearing classes, including 22 sections of electives. In a larger sense the status of the department within the institution has begun to change as well: Whereas eight years ago we were known purely as a "service" department, teaching the skills and proficiencies students would need for their major course of study at the college, as of the Fall 2016 semester the department is also home, for the first time in its history, to its own major, the Associate of Arts in English. For all of the change the department has seen over the past several years, many of our essential, fundamental goals and challenges remain perennially the same. We feel that this self-study comes at a fortuitous time, affording us the opportunity to reflect on how we are handling the task of facing our changing curricular landscape while remaining true to our core mission of developing our students as readers, writers, and critical thinkers through a well-planned curriculum and engaged pedagogy.

Department Overview

Mission

The English Department supports Bronx Community College's mission of providing "a strong academic foundation for students of diverse backgrounds, preparations, and aspirations" through course offerings aimed at building English language mastery. Our classes in Composition, Literature, and English as a Second Language share the common goal of developing students' facility with language, as well as enhancing their critical and analytical skills. Further, we strive to provide students the skills they will need throughout their education and work life while remaining committed to the college's mission of instilling in our students "the value of informed and engaged citizenship and service to their communities."

The curriculum: developmental, composition, electives

All BCC students take at least one English course in their time here, our Composition and Rhetoric I course, ENG 11. Students in programs designed to transfer to four-year institutions (AA and AS programs) take as part of their Required Core coursework both halves of our composition sequence, while those in the Liberal Arts AA programs also take at least one English elective, and perhaps more, beyond the required composition core. (See Appendix 1 for a copy of the Liberal Arts AA curriculum.) Many of our students first take developmental courses needed before entering into ENG 11. We offer two levels of developmental writing courses, ENG 1 and ENG 2, with placement based on the student's score on our CUNY Assessment Test in Writing (CATW). The department also offers a six-hour, three-credit "bridge" course, ENG 10: Fundamentals of Composition and Rhetoric, specifically for students

who have shown reading proficiency through passing out of developmental reading and have achieved a "high-fail" on the CATW. This course contains all of the material of ENG 11 (and is equivalent in terms of credit and transferability) while also providing two additional hours of instruction weekly to help students develop needed writing skills. Our ESL faculty offer three levels of ESL classes (ESL 1, 2, and 3), as well as ENG 9, which is an ESL equivalent to our ENG 1 course and is taught by ESL faculty. Beginning ESL students may be directed to the college's Language Immersion Program (CLIP) before then placing into either the ESL, developmental, or credit-bearing sequence upon completion. CLIP is closely aligned with our department, and its director works with both our ESL faculty and the department chair not only to ensure appropriate placement for students exiting CLIP and entering the college, but also to provide opportunities to make that transition as smooth and supported as possible.

The transition to the Pathways curriculum in Fall 2013 led to a fundamental change in the offerings in both composition and elective courses. Previously, students in programs that required an ENG elective took the two-semester composition sequence of ENG 11 (or 10) and 12 (Composition and Rhetoric II) and then went on to take as their elective either ENG 14 (Writing About Prose Fiction), ENG 15 (Writing About Drama), ENG 16 (Writing About Poetry), or one of the then-infrequently-offered literature electives such as ENG 61 (Shakespeare) or ENG 72 (The Bible as Literature). As the Pathways curriculum was being developed, the department was informed that according to Pathways guidelines, the 4-hour/3-credit nature of ENG 14, 15, and 16 made them ineligible to serve as electives, which needed to be in 3-hour/3-credit format. The decision the department faced was whether to keep these three courses in their 4/3 format and offer them instead as Composition II courses within the Required Core (parallel options to ENG 12) or to change them to 3/3 format and run them as electives. Given that those classes were always primarily focused on composition, the department after some discussion opted for the former, and so these classes now run as Composition II options. This change in turn opened up room for new elective offerings to fill the role previously occupied by 14, 15, and 16.

In anticipation of this new landscape of elective courses, department members designed four new courses in 2012 that reflected areas of need and interest: ENG 21: Introduction to Creative Writing, ENG 47: Latino Literature, ENG 48: Afro-Caribbean Literature, and ENG 57: Introduction to Women's Literature. These courses were enthusiastically received by the college's Curriculum Committee and Senate, and also eventually approved by CUNY for inclusion within the Pathways Flexible Core offerings. They have run, at capacity, ever since. While this exciting new work was going on, several members of the department also spent time poring through BCC catalogs from the 1960s, dredging up from the misty past literature electives that had not run at the college in decades, in some cases almost half a century. Some of these courses required updating of course titles and descriptions, and thus were brought to Curriculum Committee and through faculty governance, while others were ready to go as they were. Many of these classes are now run regularly and attract a great deal of student interest. In essence, the elective offerings in English look completely different than they did in 2008.

Several factors have influenced the growth of elective offerings from the department, most notable among them the nature of the "Flexible Core" component of the Pathways curriculum and BCC's 2005 decision to put into effect a two-course Writing Intensive (WI) requirement for graduation from the college. Since the English department was successful in getting many of its

electives accepted into the various areas of the Flexible Core, interest in these courses—with their guaranteed transferability within CUNY—has been quite high. Additionally, the two-course WI requirement has led to great interest among students in our electives. While theoretically we could offer our elective courses either in WI format or not, in practice the department always runs electives as WI. Given the great amount of writing students must do in any of these electives, coupled with our faculty members' experience with the principles of writing-intensive instruction—providing a variety of writing opportunities, both formal and informal, scaffolding assignments, etc.—we see no reason not to run these courses in WI format. Students whose program requires an ENG elective, such as Liberal Arts AA students, are aware that the completion of this requirement also brings with it one of their two required writing-intensive classes. Those who enjoyed their experience in that class and have openings in their flexible core requirements could go on to take another ENG elective and once again satisfy both the programmatic requirement and the WI requirement in one class. A final factor that will likely continue to drive expansion of elective offerings is the Fall 2016 beginning of the AA in English (see Appendix 1 for the curriculum and a pattern sheet). The program will be discussed in more detail in the "Programs and Courses" section, below.

Faculty and staff
Profile
We have a full-time faculty of 38, including 10 professors, 11 associate professors, 12 assistant professors, 4 lecturers, and one Higher Education assistant, who directs the college's Writing Center. Among the professorial faculty, 22 have tenure while 11 are on tenure track; all four lecturers have attained the Certificate of Continuous Employment (CCE). We currently have 5 full-time substitutes as well. The faculty and staff of the department and our allied institutions and programs is as follows:

- Professors: Susan Amper, John Athanasourelis, Robert Beuka, Frederick De Naples, Marianne Pita, Christina Sassi-Lehner, Timothy Sedore, H. Elizabeth Smith, Sharon Utakis, Tsegaye Wodajo

- Associate Professors: David Blot, Julie Bolt, Camilla Dacey-Groth, Michael Denbo, Kathrynn Di Tommaso, Donna Kessler-Eng, Andrea Parmegiani, Julia Rodas, Sandra Tarlin, Maria Treglia, Kathleen Urda

- Assistant Professors: Grisel Acosta, M. Laura Barberan, Melissa Coss, Joseph Donica, Jillian Hess, Leslie Hurley, Jonathan Katz, Swan Kim, Sharmila Mukherjee, David Puglia, Jonathan Scott, John Ziegler

- Lecturers: Marc Barnhill, Frances DiSalvo, Nancy Gear, Andrew Rowan

- Part-Time Instructors: The English Department employs between 45 and 55 part-time faculty members (adjunct lecturers and adjunct assistant professors) each semester.

- Staff: Secretary (full-time): Maryann Russo, CUNY Administrative Assistant; College Assistant (part-time): Amandy Arias; Writing Center Director: Janet Robertson, Assistant

to Writing Center Director: Kenisha Thomas; Director of CUNY Language Immersion Program (CLIP): Ellen Balleisen

Scholarship and creative activity
As faculty of the City University of New York, all BCC professors are expected to publish; we are pleased that the English Department consistently leads the way in both quantity and quality of published works and presentations. Faculty members present their work year-round at conferences and regularly publish in peer-reviewed journals, collections of essays, and proceedings. At the moment, several faculty members have scholarly monographs under contract and nearing completion; others serve as editors of scholarly journals and newsletters. Our creative writing faculty regularly publish in the genres of fiction, poetry, drama, and creative nonfiction. In the past few years, English department faculty members have served as invited speakers, readers, and lecturers at regional, national, and international events.

We are proud that we have been able to maintain a strong scholarly and creative output despite limited institutional support in this area. Our budget for reimbursement of conference travel, for example, has been woefully lacking for many years. Though we are glad that the budget is slightly higher this year, it is an unfortunate reality that all faculty members must handle their own conference travel throughout the year, paying all costs up front with the hope of having only a small percentage reimbursed at year's end. Fortunately, the college has begun to offer some limited travel grants in recent years, and English Department faculty have been quite successful in securing these. BCC and CUNY have also, for the past few years, offered scholarly and creative mentoring programs for junior faculty; one measure of our level of faculty engagement in this area is that every junior faculty member in our department has applied to be part of the CUNY-wide Faculty Fellowship Publication Program since its inception. Nine of our assistant professors have been accepted into the program in the last three years. On the other end of the spectrum, CUNY offers scholarship support and incentive to senior faculty members at its community colleges through the annual Chancellor's Research Fellowship; in the most recent cycle of this award (2016-17), out of 24 of these awards given out CUNY-wide, four went to members of our department alone. This unusually high level of recognition speaks not only to scholarly commitment, but also to the value and quality of the work being produced by BCC English faculty.

(Please see the faculty profile attached as Appendix 2 for more information on scholarly/research/creative interests of faculty members.)

Teaching and allotment of classes
Out of our 191 sections taught in the Fall 2016 semester, 86 were assigned to tenured/tenure-track full-time faculty, 22 to full-time substitutes, and 83 to adjunct faculty. In Spring 2017, out of 180 sections offered, 75 are being taught be tenured/tenure-track full-time faculty, 21 by full-time substitutes, and 84 by adjunct faculty. Over the past three years we have been fortunate enough to hire six tenure-track assistant professors. Half of these hires covered vacancies created by retirements, while the rest were needed additions, considering the continued growth of our course offerings, particularly within elective areas. The need for more full-time faculty still exists, and we anticipate more searches coming up. We are also hopeful that the administration

will allow us to use a clause of the new union contract to do an internal search to hire some of our best adjuncts as full-time lecturers.

Assessing and supporting effective pedagogy
The primary method for keeping our courses current and promoting effective teaching is through departmental committees organized by level. The ESL faculty group, the developmental (ENG 1/2) committee and the composition (11/12) committee each meet monthly to discuss pedagogical concerns, innovations, and best practices. Current examples of such work include the ENG 1/2 committee's work to rewrite the ENG 2 curriculum entirely, based on CUNY's changing standards for exit from developmental writing (with a rewrite of the ENG 1 curriculum forthcoming), and the ENG 11/12 committee's ongoing investigation into the research paper process and creation of a research paper guidelines document for faculty teaching in the composition sequence. In addition, most of the monthly departmental meetings provide forums for pedagogical discussions and demonstrations.

As for assessing faculty members' knowledge within the discipline and their teaching practices, formal observation is a primary method: By the terms of the Professional Staff Congress contract, all full- and part-time faculty are observed by peers for at least ten consecutive semesters; in addition, each semester, full- and part-time faculty are evaluated by their students. These evaluations provide both numerical and written feedback to the instructor; chairs are privy to numerical feedback. Beyond these formal methods of evaluation, many opportunities exist for faculty to expand their abilities in the classroom and knowledge in the disciplines: the Center for Teaching, Learning and Technology (CTLT) offers regular workshops on incorporating educational technology; the ongoing ePorftolio seminar has introduced a large portion of the English faculty to this useful online platform; and the Digital mentorship program prepares instructors—both full- and part-time—to teach hybrid and online courses. We have had continued interest and participation from full-time faculty and adjuncts in this program.

Faculty engagement
Outside of these strictly pedagogical matters, department faculty are involved in a number of instructional programs, co-curricular programs, initiatives, and student clubs that support students' experience at the college and deepen their engagement. Our Developmental Writing Coordinator created and coordinates the Tutorial Intervention Program (TIP), which supports student retention, progress, and success in developmental coursework through the use of embedded tutors in ENG 2 and 10 sections. Our basic-writing specialist created an affective assessment that helps students to understand what educational and support services are available to them on campus; this work has been influential across the college in terms of recognizing not only the link between adequate support and student success, but also the need to make support services visible and accessible to all. Members of our faculty maintain active roles in groups devoted to the interface of technology and pedagogy, including the Teaching, Learning, Technology Roundtable (TLTR) and the Digital Humanities Working Group. The Writing Across the Curriculum (WAC) program, while not technically under the umbrella of the English Department, has long been associated with us through its coordinators and co-coordinators over the years, most of whom have come from English. The current WAC coordinator, a member of our department, regularly reports to the department on WAC-related initiatives and offerings. The English Department is also home to a faculty member who serves as advisor to the

Communicator, our student newspaper, the Phi Theta Kappa honors society, and the college's global initiatives, including the Salzburg Seminar and the United Nations Pathways Video Conferences and UN Ambassador Forum.

English faculty serve as advisors on any number of campus clubs, including the Peace Club, the Secular Humanist Club, the Seekers, the Dreamers Club, and the Tennis and Poetry Club. Two faculty members serve as co-advisors to the Creative Writing Club, a vibrant group whose work culminates each academic year in the publication of our student literary magazine, *Thesis*. We are proud of the level of engagement our faculty consistently demonstrate not only in the classroom, but in the co-curricular realm as well.

Programs and Courses
AA in English: Overview
The 2008 Self-Study concluded with this thought regarding "future directions" for the department: "Given the interest in reviving moribund literature courses and in supporting students' creative writing, the English Department is likely to propose an English Option for the Liberal Arts and Sciences A.A. degree program and offer at least a creative writing elective course if not a Creative Writing Option." This thought was seconded by our Middle States reviewers, who suggested the addition of a program of study in English. Years in the making, the program that emerged in the Fall 2016 semester is not precisely what was mentioned in this suggestion: Rather than an AA in Liberal Arts with an option in English, the department is instead offering a stand-alone AA in English program. As those who worked closely together on this program for several years prior to its approval would learn, the process of getting a Liberal Arts Option approved and a stand-alone program approved are as different as night and day. In contrast to the relatively quick and easy approval process for an Option, the creation of the AA in English entailed years of effort: writing, revisions, meetings, discussions, modifications, concessions, articulations, and presentations. We feel that the process encouraged—or perhaps demanded—our reflection about our courses, learning objectives, and larger philosophy as a department. It necessitated frank discussions about who we are and where we want to go next. In that sense, the English major, while just begun, has already been something of a success for us. The program that debuted last semester, following approval by BCC faculty governance, provost and president, the CUNY Board of Trustees, and the NY State Education Department, is in the end rather similar to a Liberal Arts program, and that is by design: We see English as perhaps the quintessential Liberal Arts field while also believing that its study is only enlivened and contextualized by a broad-based, interdisciplinary program of study. For this reason—and to work toward ensuring the best transferability for our students—we have steered away from an exotic pattern sheet and instead offered something akin to a Liberal Arts program of study, but with more room carved out for the study of writing and literature.

We should also note that the new English AA program does not feature the Creative Writing option or track mentioned back in the 2008 report, thought it does include the "Creative Writing elective course" foreseen back then. Indeed, that elective course, ENG 21: Introduction to Creative Writing, has proven to be a very popular class here for our many students interested in creative writing. The advent of that course several years back provided the spark for the return of our Creative Writing Club and our student literary journal. In addition, BCC graduates who got their start as creative writers in that class have gone on to publish in literary magazines, obtain

graduate degrees, and win poetry awards. The success of this class has led to the proposal of a second creative writing class, ENG 122: Creative Nonfiction. Currently under review by the college's Curriculum Committee, this course is one of three new proposed electives—along with ENG 149: Transnational Literature and ENG 181: Asian-American Literature—that together indicate the breadth and currency of upcoming course offerings.

We believe that the AA in English program will help students build vital, foundational skills that will prepare them for success in baccalaureate programs and beyond, not to mention how valuable reading and writing skills are in all walks of life. The *raison d'etre* for this program is based on the needs of two groups of students, those who will become English majors and those who will not. The first group essentially speaks for itself: We have many very strong writers on our campus who implicitly understand the importance of reading and writing to their forthcoming careers. Of course, not all of our student-writers are skilled in all areas of language development—many of them are second-language English speakers—but that is just another reason why this program is so necessary. A major in English will also encourage general literacy on our campus. As is well established, English skills and reading are problems for many of our students, and one way to promote the appreciation of these skills is through the recognition by our students that literature itself is a discipline that can lead to a professional career. There is, of course, no panacea for the problems with language that many students have, but an English major will at least emphasize the importance of this question. Also, the major will bring with it many activities, like a common read, readings by current writers (especially those living in the Bronx), and clubs that will encourage reading as an activity on our campus. The general atmosphere is very important to all of us at BCC, and we offer this program as a means to promote academic thinking and reading in general throughout our college and to encourage our students to read and write as much as possible.

We are aware that it will take time to grow this major, though we have been somewhat surprised to see that, only in its second semester of existence, the English AA already has over fifty students enrolled in it—a number that matches our initial five-year projection for the program. At a recent meeting of many of these students, along with department faculty, we learned of their various plans and aspirations for future study at the four-year level and beyond. Our aim is to maintain this level of close involvement with and support of our students: They are now assigned to our department for academic advisement, and we believe and expect that this advisement will go beyond the realm of merely helping them decide which courses to choose according to their pattern sheet. In order to coordinate not only student advisement but also faculty teaching assignments for our elective courses and course-level and program-level assessment, the program has a coordinator, elected by the faculty for three-year terms (as is the case with chairperson and writing coordinators). Our first English AA Program Coordinator has taken a proactive approach to the position, creating a handbook on the English major for students; working with our department's representative to the college's Assessment Council to create program-level learning objectives; presenting the major at a summer meeting of the college advisement team; and working with the office of Academic and Transfer Resources to pursue additional articulation agreements.

The curriculum for the AA in English (see Appendix 1 for the Curriculum and a semester-by-semester pattern sheet) employs the typical Pathways pattern of 12-credit Common Core and 18-

credit Flexible Core, followed by 30 credits of "Major Requirements" specific to the program. In our program 12 of those 30 Major Requirements credits are in English classes, and the other 18 are distributed among the Liberal Arts fields of Art/Music, History, Communications, Modern Languages, and Social Science. Hence, English majors at BCC will take (including their 2-course composition requirement in the Required Core) at least six English classes in total. (Depending on what course choices they make in the Flexible Core, students could, if they wish, take more English courses than that while still fulfilling degree requirements within 60 credits.) After their initial composition course (ENG 10 or 11), students majoring in English would next have a choice among a menu of composition II courses; our recommendation will be for them to take a new course created as part of the proposal for the AA program, ENG 113: Writing About Literature, a multi-genre, literature-based Composition II course. Beyond the Required Core composition classes, students will need to take one required ENG class—ENG 55: Introduction to Literary Studies—and their choice of three other ENG elective classes. (See Appendix 1 for a listing of catalog descriptions/SLOs for all English classes at BCC.)

The English Department is well aware of the importance of Assessment in the current academic environment and we are prepared to assess the AA in English in a detailed and complete manner. Figures will be maintained concerning the number of students entering the program and successfully completing it. We will also track the number of students who leave the program. Students who complete the program will be surveyed as to how well the program served their needs. We will also survey how many of our graduating students continued with a major in English at a four-year college and find out how prepared they were for their Bachelor's degree. We will publish our findings for this program each year for at least the first five years of the program.

We will also generate formal assessment surveys for required courses within the major, including our new course, English 113 (Writing About Literature) and our newly revised course, English 55 (Introduction to Literary Studies). Among the learning outcomes to be assessed will be the students' ability to write a critical paper from specific critical perspectives, whether or not students are able to cite primary and secondary sources in correct MLA format, and whether or not students can adapt primary and secondary sources in a meaningful way into their own writing. Papers will be evaluated by members of the English Department's Assessment Committee and will statistically measure how successful students are in demonstrating these skills. Our primary assessment concern will be whether or not students are prepared to major in English at a four-year college.

At the conclusion of each academic year, the Program Coordinator will generate a report on the overall status of the English major. The report will demonstrate the success of the program and offer recommendations on how to improve it. After the report has been approved by the Assessment Committee, it will be presented to the Chair of the English Department, the Provost of Bronx Community College, and the Chairperson of the English Department of John Jay College of Criminal Justice. A summary of this report will be shared with the entire English faculty of Bronx Community College at the first department meeting of the following academic year. Meetings of the English Major Committee will be open to all members of the English Department.

We have an articulation agreement in place with the English Department of John Jay College of Criminal Justice, which presently has 300 English majors in their program. (A copy of the articulation agreement is attached as Appendix 6.) We are currently working on a second articulation agreement, with Lehman College. We also have an articulation agreement outside of CUNY, with Iona College.

While the AA in English is the only degree program the department offers, our ESL and developmental sequences represent self-contained progressions of courses as well. They are particularly apt for overview and discussion at this time, given CUNY's recent decision to revamp developmental education at the university through the elimination of high-stakes testing in developmental courses and its replacement with multiple-measures of assessment for progression through and out of the developmental sequence.

ESL Sequence: Overview
As mentioned above, our ESL faculty teach three levels of ESL courses as well as ENG 9, which is an ESL version of the first-level developmental course, ENG 1. Initial placement by level is based on the ESL faculty's review of an incoming student's writing exam—either the CATW or a departmentally-administered ESL exam. Beginning ESL students could opt to enter the CLIP program or else enroll into ESL 1, an 8-hour per week course. Students exit out of the top-level course in the sequence, ESL 3, into ENG 9. Intersession workshops are available for students who were unable to pass an ESL class during the semester, and also for students whose rapid progress through a level made the workshop a viable option to speed the developmental progression along. Once ESL students do reach the ENG 9 level, they again have the opportunity for self-paced advancement: Those who perform well in the class and pass the ENG 9 exam at midterm can take the CATW exam at semester's end, with the chance of exiting developmental work altogether at that point.

Our offerings of ESL sections have certainly diminished since the time of the last self-study: In spring 2009 we offered 24 sections of ESL classes in total: two of ESL 1, four of ESL 2, six of ESL 3, and twelve of ENG 9; this semester we are offering 14 sections of ESL classes in total: one of ESL 1, three of ESL 2, five of ESL 3, and five of ENG 9. This diminished set of offerings is part of the larger changing landscape of developmental education at BCC and across CUNY; a similar evolution can be seen in our developmental sequence as well.

Developmental Sequence: Overview
It is fair to say that at the moment of this self-study, developmental writing at BCC and across CUNY is in the midst of a period of great change. The first part of this is the by-now familiar story of dwindling numbers of students and offerings: Between our two levels of developmental, ENG 1 and 2, we offered a combined 39 sections in Spring 2009, while we are offering a combined 12 sections this semester. The loss of those 27 sections—and the 650 or so students who had once filled them—prompts the obvious question: Where did those students go? No doubt numerous factors have come into play, including (one hopes) better preparation on the high-school level; changing practices in placement-exam administration that allow incoming students to be more comfortable and better prepared on placement test day; changing demographics, etc. Institutional and community-based factors have also served to redirect students who once placed directly into developmental courses: The CUNYStart program, an

intensive, semester-long developmental program that is run as part of the college's continuing ed/Student Success initiatives, instructs as many as 250 students per year in developmental reading and writing. On another pre-collegiate level, community-based organizations (CBOs) in the area also offer programs that help to prepare students to take and pass college placement exams like our CATW. Taken together, these various factors have played parts in the shift away from developmental and toward credit-bearing courses in our department at BCC.

To the extent that the work of CBOs and CUNYStart offer low-cost avenues toward helping our students succeed and move forward in their education, they represent a most welcome addition. Still, several members of our department have pointed out their concerns with what appears to be an institutional (CUNY-wide) offloading of developmental education out of the colleges and into pre-college and paracollegiate programs, initiatives, and institutes. Many fear that this shift risks de-professionalizing developmental education, and marginalizing developmental students, at CUNY—and in that sense contradicts CUNY's historic mission of providing access to quality instruction for all.

But this philosophical concern represents only one side of the changing face of developmental education at BCC. The CUNY community colleges have also been charged by our University Provost with developing an alternative model for exit from developmental education (in all areas—reading, writing, and math), one that replaces CUNY's long-standing practice of using a high-stakes exam for determining exit from remediation with a new model that uses multiple measures for assessing readiness to pass out of developmental classes and into the credit-bearing coursework. For English departments like ours at BCC, this means reworking the curriculum and assessment practices for our developmental sequence away from a culmination in a winner-take-all CATW exam. CUNY has mandated that the CATW exam will remain as part of the upper-level developmental course, but will count only for 35% of the final grade for that class, with the other 65% coming from the student's work throughout the semester.

Our developmental writing coordinator and chair have been working with a consortium of CUNY English faculty to pursue this change on the university-wide level; here at BCC, a committee convened by the developmental writing coordinator has been working hard to re-envision both halves of our developmental composition sequence. CUNY has yet to announce the start date for the new policy, but with the work we have already completed, we are certain that we will be ready when the time comes.

We believe that this new "multiple measures era" brings great opportunity while also posing distinct risks. On one hand, the energy that has already gone into the revision of our developmental curriculum promises to make those classes stronger, as we eliminate test-prep strategies in favor of course material and pedagogy more closely aligned with our credit-bearing composition courses. On the other hand, the possibility remains that a percentage of students will now be passing into the credit-bearing ENG 11 who would not, under the former system, have made that cut. ENG 11 is already a class notable for its wide array of ability levels among incoming students; should the new "multiple measures" approach to exiting developmental coursework, combined with the offloading of much of that work in the first place to others outside of the college, make for an even wider gulf in ability levels, that could impact the very nature of our flagship composition course and how it is taught. We are already working in

anticipation of this trend, and we are aware that we may well need to call on the college and university for whatever support is needed (embedded tutors, additional instructional hours, etc.) to keep ENG 11 a viable Freshman Composition course in the new era.

Course-level learning outcomes
With the changing nature of some courses, as described above, and the introduction of new proposed elective classes, we have tried in all cases to establish continuity through clearly defined, agreed-upon Student Learning Outcomes (SLOs) for all of our courses. We first began the move away from linking our courses to General Education proficiencies and instead toward defining course-based SLOs as the college moved toward the Pathways curriculum, and all courses proposed to be part of that curriculum needed to identify SLOs indicating both discipline-specific and more general proficiencies to be mastered in the class. In response to our administration's college-wide call in the 2015 academic year for all departments to not only identify appropriate SLOs for all courses but also make them publicly accessible, we broke into working groups based on course type (ESL, developmental, composition, elective) and worked on creating draft versions of SLOs for all courses that did not yet have them through preparation for the Pathways curriculum. The working groups then reported these draft SLOs back to the department for consideration, revision, and ultimately approval. This was another process that turned out to provide a beneficial opportunity to reflect on both content and process in our courses. The SLOs for all courses can be found in Appendix 1.

Courses with special focus/modality
English faculty regularly teach sections infused with educational technology, with the most common platforms being Blackboard and ePortfolio. Distance-learning sections are more common than they used to be: In fall 2016 we offered 11 such sections (6 hybrid, 5 fully online), and in Spring 2017 we are offering 8 (5 hybrid, 3 fully online). As for other special-modality courses, we specialize in Writing Intensive courses, with 22 WI sections offered this past fall and 23 running this semester. We also regularly feature courses in the Honors program; we had 3 honors sections running this fall and have 4 for the spring. Within the past two years we have debuted Honors elective sections, with success, and we hope to not only continue but expand this type of offering.

Our faculty members are also eager participants in learning communities: Last semester we taught 10 sections that were part of learning communities, while in spring 4 such sections are running; though more were proposed, low enrollment—perhaps caused in part by insufficient centralized oversight, marketing, and recruitment for the learning communities—led to the demise of several of the proposed LCs for spring. While it seems fair to say that a fully-realized BCC model of learning communities is yet to be articulated, such clusters have had some notable success in recent years, including those originating from our department. Learning communities are potentially very effective programs to help departments contribute to the college mission, since studies have found that collaborative teaching and learning communities help to lessen the effect that socio-economic status has on students' educational achievement. Because socio-economic challenges feature prominently among the demographic factors that make our student population at high-risk of school failure, it is important to fully harness the potential pedagogical benefits of this interdepartmental strategy.

From Spring 2010 to Fall 2015, the following English courses have been linked to courses offered by other departments within the framework of the learning community program: ESL 3; ENG 2, 9, 11. This section of the report compares pass-rates, withdrawal rates, and average grades in English courses that have been offered in learning communities and in courses that have been offered as stand-alone classes.

Table 1: Pass Rates by Learning Community Category and ENG/ESL Course, Sp10 to Fa15

course				Passing – Passing	Passing – Not Passing	Total
ENG 02	lc_section	Regular	N	2220	2404	4624
			%	48.0%	52.0%	100.0%
		Learning Community	N	193	135	328
			%	58.8%	41.2%	100.0%
	Total		N	2413	2539	4952
			%	48.7%	51.3%	100.0%
ENG 09	lc_section	Regular	N	1860	422	2282
			%	81.5%	18.5%	100.0%
		Learning Community	N	31	9	40
			%	77.5%	22.5%	100.0%
	Total		N	1891	431	2322
			%	81.4%	18.6%	100.0%
ENG 11	lc_section	Regular	N	11219	5328	16547
			%	67.8%	32.2%	100.0%
		Learning Community	N	213	71	284
			%	75.0%	25.0%	100.0%
	Total		N	11432	5399	16831
			%	67.9%	32.1%	100.0%
ESL 03	lc_section	Regular	N	843	558	1401
			%	60.2%	39.8%	100.0%
		Learning Community	N	114	39	153
			%	74.5%	25.5%	100.0%
	Total		N	957	597	1554
			%	61.6%	38.4%	100.0%

Table 1 shows that pass rates at the following English levels are higher in learning communities: ENG 2 (+10.8%), ENG 11 (+7.2), ESL 3 (+14.3); they were lower in ENG 9 (-4). Table 2 indicates that withdrawal rates are lower in learning community sections for the following levels: ENG 2 (-8%) and ENG 11 (-5.7); they are slightly higher for ENG 9 (+2.9) and ESL 3 (+0.2%). Average grades (Table 3) are higher in learning community sections in ENG 2 (+0.19), ENG 11 (+0.8) and ESL 3 (+0.51); they are lower in ENG 9 (-0.59).

Table 2: Withdrawal Rates by Learning Community Category and ENG/ESL Course, Sp10 to Fa15

course				Withdrew	Did not withdraw	Total
ENG 02	lc_section	Regular	N	776	3848	4624
			%	16.8%	83.2%	100.0%
		Learning Community	N	29	299	328
			%	8.8%	91.2%	100.0%
	Total		N	805	4147	4952
			%	16.3%	83.7%	100.0%
ENG 09	lc_section	Regular	N	161	2121	2282
			%	7.1%	92.9%	100.0%
		Learning Community	N	4	36	40
			%	10.0%	90.0%	100.0%
	Total		N	165	2157	2322
			%	7.1%	92.9%	100.0%
ENG 11	lc_section	Regular	N	3095	13452	16547
			%	18.7%	81.3%	100.0%
		Learning Community	N	37	247	284
			%	13.0%	87.0%	100.0%
	Total		N	3132	13699	16831
			%	18.6%	81.4%	100.0%
ESL 03	lc_section	Regular	N	106	1295	1401
			%	7.6%	92.4%	100.0%
		Learning Community	N	12	141	153
			%	7.8%	92.2%	100.0%
	Total		N	118	1436	1554
			%	7.6%	92.4%	100.0%

Table 3: Average Grade by Learning Community Category and Course, Sp10 to Fa15[a]

Quality_Points_2

course	lc_section	Mean	N	Std. Deviation
ENG 02	Regular	1.60	4148	1.62
	Learning Community	1.79	312	1.61
	Total	1.62	4460	1.62
ENG 09	Regular	2.65	2182	1.32
	Learning Community	2.06	38	1.45
	Total	2.64	2220	1.32
ENG 11	Regular	2.29	14085	1.36
	Learning Community	2.37	264	1.40
	Total	2.29	14349	1.36
ESL 03	Regular	1.98	1317	1.63
	Learning Community	2.49	149	1.54
	Total	2.03	1466	1.62

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This data suggests that with the exception of ENG 9, sections offered in the learning community program tend to have higher pass-rates and average grades. The spread between these two success indicators is particularly high in ESL 3. This higher spread could be attributed, at least in part, to special clusters for Spanish-speaking students. These clusters have linked ESL 3 to SPN 122, Language and Culture of Latin America, an academic literacy development course in students' mother tongue. This special link was designed based on research showing a positive correlation between ESL students' command of literacy in their first language and their ability to succeed academically in a second language. Between Fall 2013 to Fall 2015, pass-rates in the ESL 3 sections linked to SPN 122, were at 100%. In terms of withdrawal rates, learning communities have generally had a positive impact at the ENG 2 and ENG 11 level, and a slightly negative impact at the ENG 9 and ESL 3 levels.

Overall, the learning community program is helping the English department contribute to the college mission by improving success indicators, but further studies are needed in order to fully harness the potential of this high-impact practice. First of all, it would be worth investigating whether there are particular course parings—such as ESL 3 and SPN 122—whose impact is particularly significant. Secondly, once effective course pairings have been identified, it would be useful to examine, through a survey and focus group interviews, teaching practices that facilitate academic success for each English course level. The findings of these studies should be shared at department meetings and with the rest of the campus community at events such as Faculty Convocation, Faculty Day, and the Learning Community Showcase.

Student Learning Assessment
Over the past three years, the English department has conducted an assessment, each semester, of how well we are preparing students to meet the goals and learning outcomes of our flagship course, ENG 11. The tool for this assessment is the course's final exam. The English Department administers a common final exam to all sections of English 11 (and English 10) each semester. This exam is based on a long reading passage that students have time to prepare in advance. At the exam they are given a second, much shorter, reading on a related topic, and they are asked to compose an essay that discusses ideas raised in the readings, provides their own perspective on those ideas, and uses and correctly documents material from the two readings. The assessment, overseen by our department's co-coordinators of assessment, is conducted by a group of faculty volunteers who have been normed using an analytic rubric. The rubric ranks, on a five-point scale, performance in each of four areas that are themselves reflective of the learning outcomes of the course: critical reasoning and analysis; organization; language and conventions; and citation. (See Appendix 3for the rubric and the most recent Assessment Reports.) Results of each semester's assessment are shared with the college's Assessment Council and are used within the department to inform pedagogical discussions, workshops, and reforms moving forward. For example, when the first couple of assessments revealed consistent problems with proper citation techniques among our students finishing ENG 11, we devoted a substantial portion of a pre-semester faculty workshop to teaching citation and continued to feature the issue at composition committee meetings during the year. One year saw a lower than expected performance in critical reasoning and analysis, and our composition coordinator addressed the issue with a series of best-practices presentations on reading, analysis, and response within the department meetings of the following semester. As of the Spring 2016 semester, the department, under the guidance of our representative to the college-wide Assessment Council, has added an ENG 12 assessment,

using the course's research paper as the subject of the assessment. In the Fall 2016 semester we piloted the research paper assessment for ENG 11 as well, while continuing with the ENG 12 assessment. What we are most interested in at this time is seeing how well we are doing in guiding our students through the process of composing a research paper, as they move through the two halves of our composition sequence. While that work may be entirely new to many students coming into ENG 11, by the time they exit ENG 12, it is fair to expect—of the students and of ourselves—that they will have progressed considerably and be proficient in this process. Our hope in assessing ENG 11 and 12 together is to trace how well that progression is working.

Student Support
Academic Support for Students: Advisement, Tutoring, Lab Facilities, and Other Resources
The English Department provides advisement to students and also works closely with student service offices on campus to refer students to available campus resources when necessary. English Department members serve as faculty advisors to students who are English majors or Liberal Arts majors, or who have not yet declared a major. Faculty advisors meet with students prior to registration to assist them in course selection and the timely completion of degree program requirements. In addition, the English department has a Success Coach for students who provides advising in the department several times a week. Faculty members can also refer students in need of additional advising to attend the Academic Success Center on campus where they receive guidance in educational and career goal-setting as well as ongoing assistance in properly sequencing courses to fulfill graduation requirements.

In the Fall 2016 semester, a mentoring program was also made available for English 1 (Developmental Writing I) students. Students who participated in the program had weekly meetings with a faculty member in the English Department to receive advising, assistance in understanding college policies and procedures, and guidance regarding available services on campus. Outcomes assessment for the program will include analysis of student satisfaction surveys and a comparison of pass and retention rates of participating and non-participating students.

Students with disabilities who are taking English courses also receive additional advising through the college's Office of Disability Services. Disability specialists determine student eligibility for reasonable accommodations and act as liaisons between students, staff, and faculty.

Some students who take English courses also participate in several special programs on campus where they receive advising and tutoring support. The college's Accelerated Study in Associate Programs (ASAP) enables students who have no more than two outstanding developmental course needs to complete their Associate's degree as quickly as possible through services including intensive academic advisement, supplemental instruction, mentoring opportunities, tutoring, and career counseling.

The college also provides counseling and tutoring support through special programs for students who need assistance developing their skills prior to taking college level courses. The CUNY Language Immersion Program (CLIP) enables English as a Second Language (ESL) students to spend an intensive period of time (5 hours, 5 days a week for up to a year) learning English before enrolling in the college. Students learn English through studying academic content to

develop their skills in writing compositions, reading and analyzing texts, using computers, and navigating the college campus. They also receive assistance in academic and career counseling and financial aid. Students who are not ready for college-level work, based on their CUNY assessment test scores, are eligible for the CUNY Start program, which is a low-cost alternative to developmental classes. The program provides 18 weeks of intensive instruction and comprehensive advisement, and students have two opportunities to re-take the CUNY assessment test during the program. Developmental students who are formally enrolled in the college can also participate in the CUNY Coordinated Undergraduate Education initiative (CUE), which assists students in the completion of pre-college courses. The program provides intersession and summer workshops in ESL and developmental English, Reading, and Math for entering freshmen and continuing students at no cost.

Some students enrolled in English courses also participate in The College Discovery Program (CD) which provides academic support to capable students who might not otherwise be able to attend college because of economic or educational disadvantages. The program offers students a summer orientation to the college as well as tutoring, counseling, and financial assistance. Students who are receiving public assistance are also eligible for the College Opportunity Program to Prepare for Employment (COPE) which provides advisement, personal counseling, job preparation and placement, child care referrals, and welfare advocacy.

Students in English courses also make use of the many computer labs that are available on campus. The college has 13.5 computer labs located in 8 different buildings on campus, all of which have internet access. Tutoring is also available to students at the college's Writing Center where trained tutors provide writing assistance in all subject areas. The center offers students one-on-one tutoring, a computer room with internet access for research, and a room for quiet writing.

Special programs and campus resources are responsible for conducting their own outcomes assessment. English Department assessment of the effectiveness of academic support, however, has yielded positive results. A recent study indicated that English faculty referrals to campus resources resulted in slightly higher pass rates and slightly lower withdrawal rates for English 1 students and positively impacted student success. Students who attended campus resources also reported that they were overwhelmingly satisfied with the services. Additional assessment of the effectiveness of English department advising is currently in development.

Updates of recent goings-on in our allied programs and centers
<u>CLIP Overview</u>
CLIP's official charge from the CUNY Central Office is to improve students' scores on the CUNY basic skills tests and to allow them to register for more advanced ESL classes than they would have qualified for if they had enrolled in college without attending CLIP. At the CUNY Central Office, the CLIP University Director often emphasizes that the program does not aim to get students to make the leap completely out of remedial classes. However, data from BCC Institutional Research indicates that the percentage of BCC CLIP students who qualify for English 10 or 11 in their first term at BCC has made two dramatic leaps. The first was in FY 2013, and the second was in FY 2016.

First Semester English Enrollment in ENG 10 or ENG 11, Former CLIP BCC First-time Freshman Cohorts Fall 2010 to Fall 2015						
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total #	92	65	81	78	80	79
% enrolled in ENG 10 or 11	17.4%	13.8%	37.0%	42.3%	35.0%	58.2%

It is difficult to pinpoint exact causes for this extreme variation, but tutoring may be one of the reasons. Before 2012, CLIP did not employ tutors. In that year, the program began hiring tutors to help students but did not have a focused program to help tutors and teachers work together. In the years since, the role of tutors has been increased and coordinated, and faculty, tutors, and students have reacted very positively to this increased role.

Writing Across the Curriculum (WAC) Overview
WAC is a CUNY-wide initiative that began with the 1999 CUNY Board of Trustees Resolution endorsing the centrality of writing to a university education and calling for the integration of writing across the curriculum. The WAC program is led by the WAC coordinator along with 6 CUNY Writing Fellows (advanced PhD students from the CUNY Graduate Center from various disciplines) to oversee the Writing Intensive (WI) sections on campus. Every Bronx Community College student must take 2 WI courses as a graduation requirement. The English department has been very supportive of the WAC program by offering almost all of the English elective courses as Writing Intensive sections. The WAC program is currently pursuing a number of exciting initiatives including the revival of the WAC faculty certification program, integration of multiple assessment measures, and expansion of WI sections to decrease the number of students requesting WI waivers. The WAC program understands that the main learning outcomes should be the improvement of written communication skills as well as critical thinking skills, which are embedded in all parts of the CUNY General Education proficiencies and closely align with the BCC Strategic Plan 2015-2020.

Writing Center Overview
The number of tutoring sessions at the Writing Center continues to increase every year. The total number of tutoring sessions was over 9000 last year, an increase of over 1000 from the previous year. During the busiest hours, 10 or more tutors are needed. The greatest numbers of students are coming for help in ESL (CLIP) and English 11, 12 and higher courses, followed by Communications, Education and History. The tutors have had extensive training in ESL, and many are now better equipped and able to be effective ESL tutors with the knowledge of strategies and available texts to draw on to scaffold their lessons.

Last year, The Writing Center held approximately 160 workshops on a variety of topics, such as how to write an introductory paragraph, CATW, English 01, English Pronunciation for ESL students, MLA and Research Paper writing. The total attendance for the workshops was approximately 800 students. Further in 2016, over 40 Writing Center tours were given.
At the same time, the struggle for adequate funding continues, and the limited number of staff hinders the total satisfactory outcome of the Writing Center's mission, which is to help students learn about writing. There is still a long waiting list every day, and sometimes, students don't get seen or the sessions have to be shortened. Other funding which has been cut has been for books needed for staff development to help them better understand writing theory and pedagogy to

better help the BCC students succeed with their writing. Funding has also been totally cut for travel to conferences essential to the successful fulfillment of the mission of our Center and our College as a whole.

Nonetheless, in the meantime, The Writing Center will continue to strive to fulfill its mission statement which is "to empower students by providing quality collaborative tutoring, in a non-judgmental space, from which they can leave with greater confidence as writers having learned something new, having realized the value of their ideas and life experiences."

Emerging Challenges and Future Directions
Enrollment trends, pass and withdrawal rates, and future projections
As discussed previously, the most notable enrollment trend of the past decade for our department has been the shrinking of offerings in developmental and ESL classes, coupled with the rising number of credit-bearing sections being offered. Even more recently, the continuing demand for elective courses has led to a fairly explosive growth in that area: The department has offered more sections of electives each semester for the past four years, and we still have not gotten to the point where demand for those classes is fully met. Since they carry one fewer class hour (and hence workload hour for faculty) than composition courses, staffing a sufficient number of these classes each semester could at some point prove difficult. It is a challenge that we will need to face with careful planning. Almost certainly, we will need to hire more faculty to teach these courses—especially if our English AA program continues to expand at anything near the pace by which it has grown in its first half-year of existence. This forthcoming round of hiring—exciting though it is—will bring with it more challenges to find sufficient space to house all of our faculty members in reasonable conditions. As a faculty we are already crammed into a space far too small for our numbers, and our administration will need to step up efforts to work with us to find more space for full-time faculty offices, as well as more and better office accommodations for our valued part-time faculty.

Appendix 5 features pass and withdrawal rates over the past 5 years for all of our courses. We see generally good numbers in the elective courses, and indeed in courses beyond the level of ENG 11, whereas ENG 11 and 10, along with our developmental and ESL courses, tend to fall into the "high-risk" category of courses whose combined grades of F and D, coupled with withdrawals, exceeds 25% of the class. Faculty members continue to pursue all avenues, including the use of Early Academic Progress Reports, referrals to appropriate support services, and the inclusion of embedded tutors where possible, to support student success in our high-risk courses.

Course equivalencies and transferability
Our Department has an articulation agreement with John Jay College, which means they will accept the courses of our transferring English majors. (See Appendix 6 for a copy of the agreement.) An articulation agreement has also been sent to Iona College, which, along with other BCC majors, has been approved. An articulation agreement has also been prepared for Lehman College, and discussions with Lehman are underway. We will continue to work on preparing articulation agreements with other colleges to which our English majors are most likely to transfer—such as City College and Hunter College, in addition to Lehman—in the

coming year. This will be the best way to get other colleges to approve equivalencies for our courses.

Because our program is very flexible, it should not be difficult to find colleges to agree to accept our courses and our major. Nonetheless, a recent review of the CUNY-wide online TIPPS equivalencies system revealed that several of our elective courses have few equivalencies with other CUNY schools on the books. Needless to say, this is a problem, and we are currently investigating how we can best address this lack of equivalencies. Because our current listing of elective offerings includes both new courses and quite a few that had languished untaught for years until recently, it is possible that we simply need to work with our college's Academic and Transfer Resources Coordinator to pitch the courses and their equivalencies across CUNY. On the other hand, it is also entirely possible that the old TIPPS system itself was out of date and did not accurately reflect transferability. Indeed, CUNY recently discontinued TIPPS as a service altogether, replaced it with a new transfer-equivalence database and tool embedded within the CUNYFirst system. The new system has just been unveiled, and we are committed to learning it and doing whatever we can to ensure that our English classes transfer as seamlessly as possible across CUNY.

Teaching, oversight, and engagement in an evolving department and institution
If on a departmental level we are just beginning to see the potential impact of our new English AA program, on the college-wide level, one of the major changes currently transforming the BCC experience is the ASAP program's mandated expansion. By 2018 ASAP students will comprise 50% of our student body, which will most likely continue to reduce the number of developmental composition sections taught and also, in turn, have implications for the ways in which English 11 is taught.

To manage these new and far-reaching developments, the department will ensure that we have coordinators in place to oversee faculty teaching these courses and to lead course committee meetings in which discussions of pedagogy are given top priority. Welcome changes in the English 2 course and assessment provide the department with an opportunity work on the linkages between our Developmental and Freshman Composition courses, and work on ways to improve pass rates and reduce attrition rates. For the foreseeable future, across the course spectrum, the department will need to focus on pedagogy. Each course committee will select an area of focus, and to help facilitate these pedagogical discussions, the WAC coordinator will assign a Writing Fellow to participate in committee meetings, share the latest research and findings on topics such as how best to provide student feedback, scaffold essay and research assignments, or formulate essay test questions. (While the Writing Center has long partnered and will continue to partner with our faculty and students to help improve students' writing skills, WAC has not been an active part of the department.) Now more than ever, faculty will need more opportunities to meet, share ideas and classroom experiences, and workshop writing assignments. In this way faculty will play a crucial role in creating writing assignments that will help to better achieve their courses' SLOs. The report that follows sketches an overview of how the English department is adapting to meet the challenges ahead.

Managing the English Major
We are well aware that the exciting opportunities generated by the new Associate of the Arts degree in English come with significant challenges and commitments as well. Our program coordinator will continue to guide the development of new courses for the major to ensure that they are diverse, interdisciplinary, and current with national trends. After the three new proposed courses are approved and go live, and as more courses within the major are created, our coordinator will be responsible for making certain they will be taught by faculty with the appropriate specialization. He will also review course syllabi to ensure that they are in line with the catalog course descriptions and SLOs, and he will run periodic committee meetings during the semester for faculty teaching these courses, so that they will now have an opportunity to confer and share classroom experiences as well as pedagogical strategies. The major now provides a structure for the oversight and assessment of upper-level literature courses that had not been in place previously.

Changes in exit standards from developmental writing, and their implications
The changing nature of developmental writing coursework will impel us to strengthen the coordination and connection between the developmental and composition sequences while getting buy-in across our faculty for this new model. Our developmental and first-year writing coordinators have been working on precisely these issues, and while much work is to be done, there is also good reason for optimism over this redesign. For years, pass rates for English 2 have tended to hover around 50%, with attrition rates ranging from 9.9% to 28.1%. In the past, when students passed the CATW exam at the midterm, many of them stopped attending. Now that the exam will be a component of a course that requires students to read and write documented essays throughout the semester, we shall see how that factor alone impacts these statistics. Once the new English 2 course has been implemented, it is likely the CUNY WDC will revamp English 1 along the same lines. Our developmental writing coordinator is aware of the need to create new faculty handbooks with sample syllabi and assignments for both of these courses. Additionally, since the instructors of English 2 courses include adjuncts as well as full-time faculty members, the revisions to the course will require an orientation for all teaching faculty: This is always a necessity, but now more than ever, and the funding should be available to support this ongoing training in a sustained way—at least once a year.

Our first-year writing coordinator recognizes that with the growth of the ASAP program, more students will be taking their developmental composition courses through CUNY Start prior to English 11. Consequently, he anticipates pedagogical changes to English 11 which may require more focus on sentence-level problems than in the past, even as students continue to work on the writing process to produce multiple drafts of documented essays. He is also aware that the English 11 and 12 handbooks are in need of updating. With these considerations in mind, both coordinators are planning on facilitating regular pedagogical discussions in their committee meetings and including the participation a Writing Fellow. The English 11 exam provides continuous departmental assessment for English 10 and 11 courses, but we are just now, over the past two semesters, getting back into assessing research papers for ENG 11 and 12. The results of our ongoing assessment of ENG 11 and 12 research papers will be a key to re-thinking how we teach the research paper project; how we can best help students progress as researchers and writers across the span of Composition I and II; and how we can help to prepare students better for the literary research required in upper-level literature courses.

English 113 Writing About Literature (which is the suggested Composition II course for all students majoring in English) is a new course that will require oversight and the creation of a faculty handbook with a course description and sample syllabi and assignments. Historically, English 14, 15, and 16, which do not have departmental final exams, have never had the kind of oversight that the Developmental and Freshman Composition courses are subject to. In light of the new English major and the English 113 course, however, it is clear that in the near future the department needs to elect someone to oversee this next level of composition courses, conduct regular committee meetings throughout each semester, and lead an assessment of at least one of these courses. To accomplish all this, the coordinator needs to have the same release time as the other coordinators.

Concluding remarks: As noted throughout this self-study, auspicious changes are afoot in the CUNY cosmology. The creation of the English major and the concomitant growth of the ASAP program continue the long-term trend of expanding the number of sections of English 11 (by far the department's most numerous course) and higher level courses, while the number of Developmental Composition courses decreases. In their new iterations, however, (especially since the English 1 exam was re-conceptualized in 2011) English 1 & 2's joint focus on having students read and summarize texts and write about them thoughtfully and proficiently better prepares them for the kind of reading and writing they need to do in more advanced composition and literature courses. With the improved linkages between Developmental Composition courses, and with the newly implemented and very specific SLOs that the department has articulated for all of its courses, pedagogical discussions of how best to teach what we teach should thrive at the committee level. What's more, with the new PSC-CUNY contract and its promise of a coming reduction in faculty's teaching load, we should be able to make these much needed and wanted collegial discussions happen regularly.

As the need to hire more faculty arises, the P & B must continue to prioritize recruiting more diverse candidates who reflect our student body. The department must also continue to foster a collegial environment and encourage our faculty to engage in scholarly research and publications. The Fall 2015 implementation of the department's Faculty Lecture Series, a monthly forum in which faculty share their creative writing and academic papers, has fulfilled a real need in the department. We may also want to take the culture of literacy that the English major promotes to the students and the college at large. The department chair has discussed with BCC's president, Dr. Isekenegbe, the possibility of instituting a common-book program to involve members of all parts of the campus community, and perhaps the surrounding local community as well, based on the model of the NEA Big Read. While such a program does not yet exist, we are hopeful that the logistics can be worked out and the program begun; this would provide a wonderful opportunity for the department to take a leadership role in promoting the culture of reading and thoughtful, engaged discussion that ought to be a hallmark of our institution. Indeed, in the Fall 2016 semester the department took another step in this direction of promoting reading across our community when it partnered with our campus Children's Center to institute a collaboration wherein English faculty and staff read to the children at the Center once a week. Dubbed "StoryTime on Tuesdays," the program features one member of the English department each week reading to a class at the Children's Center for half an hour. The

program has gotten off to a fast (and fun) start, with a large roster of readers drawn from faculty and staff of the department and eager participation from both the staff and young students at the Center. Future plans for the program include long-range units and projects focusing on the work of specific children's authors.

The next few years will be a busy and exciting time as the English major takes root and flourishes in a department where faculty are able to teach more courses in their areas of specialization and focus on honing student-centered teaching methods and developing innovative writing assignments.