
PROGRAM REVIEW

Developmental English



PROGRAM: Developmental English (previously English Basic Skills)

PROGRAM REVIEW TEAM:

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OVERVIEW

The mission of the Developmental English Program at Bergen Community College is to prepare students, with their diverse academic backgrounds, for the demands of college reading and writing, and to provide them with a challenging educational experience that enhances the critical thinking skills necessary for life-long learning. Unlike other developmental English programs, the program is an integrated reading and writing program and has been so for many years. While many assume that “developmental” is simply another way to describe “remedial” students, developmental education is actually a “comprehensive process that focuses on the intellectual, social, and emotional growth and development of all students. Developmental education includes, but is not limited to tutoring, personal/career counseling, academic advisement, and coursework” (National Association for Developmental Education).

At Bergen Community College, a student may be placed in one of four entry-level English courses based upon the results of the English portion of the basic skills assessment and placement test. In the past 13 years, these placements have included:

- Developmental Skills I and Developmental Skills II (EBS 011 and EBS 012)
- English Skills (EBS 021)
- Directed Studies in Writing II and Composition I (EBS 033 and WRT 101)
- Directed Studies in Writing and Composition I (EBS 041 and WRT 101)
- Composition I alone (WRT 101)

Students placed in Developmental English courses must enroll in their required course in their first semester at the college and must take them continuously until they exit the program. Other college courses may be taken at the same time as EBS courses, but the total number of credits students can take are limited each semester to ensure student success.

The Developmental English Program provides the opportunity for the students to learn the skills needed to be successful in college. It helps the student improve reading, writing and critical thinking. It also teaches academic survival skills such as how to study, how to take tests, how to take notes, and how to use the library. Each EBS course takes place in a computer lab for a minimum of one hour a week.

There is a core of full-time English department faculty whose primary responsibility is teaching EBS courses. These teachers specialize in the teaching of academic skills and are enthusiastic about helping students become successful in college.

Research shows that students who take EBS courses are more likely to pass English Composition I than students who were not enrolled in EBS. Similarly, students who complete the EBS Program are more likely to complete their degree than students who were not in the program. And, after two years, students who complete the EBS Program have higher GPAs than students who do not.

Students exit the program by successfully completing their courses and receiving a passing score on the Developmental English Mastery Exit Test. This essay test is administered in the last weeks of the semester and is graded holistically by members of the EBS faculty. Students enrolled in the first semester of the two-semester course sequence can exit the program after this course if they achieve an "A" in their course work and pass the English Mastery Test. This Program Review documents the work of the EBS Program over the past 13 years since the last program review.

SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW

The last comprehensive review of the Developmental English Program took place in 2005. Since that time, the program has undergone significant change in response to student demographics and national trends impacting developmental English, most notably the Accelerated Learning Program (at BCC, this is referred to as EBS 033, a 3-hour course paired with WRT 101).

The significant developments to the EBS Program since the last program review include, but are not limited to:

- Revised SLOs for all levels of EBS (2009)
- New EBS Mission Statement (2009, “The mission of the Department of English Basic Skills is to prepare our students, with their diverse academic backgrounds, for the demands of college reading and writing, and to provide them with a challenging educational experience that enhances the critical thinking skills necessary for life-long learning.”)
- Revised Mastery Test with integrated reading and writing (2014)
- Revised rubric for the MT (see appendix) (2010)
- DEC (established 2009): The Developmental Education Committee, which addresses all aspects of Developmental Education at the College, and provides faculty oversight of and guidance, and advice, on all Developmental Education processes and procedures. DEC promotes college-wide connectivity and cooperation, and encouraging communication about philosophical, pedagogical, and pragmatic issues in developmental education.
- Accelerated Learning Program (WRT 101 and EBS 033)
- Name change to “Developmental English” (2017)
- WRAP Sessions, a weekly faculty development session designed to strengthen connections between full-time and part-time faculty; among the disciplines at the College that teach reading and writing (EBS, WRT, LIT, ALP/ESL); and between content areas that require reading and writing in their courses.
- Reading Across the Curriculum (RAC) Symposium (2017)
- Streamlined course number changes (EBS 014/015 became EBS 011, EBS 023/024 became EBS 021, etc.)
- Paired Sections of EBS 031/041
- Reorganization of the department (separate coordinators for AIMS, Testing, etc., so there is no longer one person responsible for all these varied activities)
- Title V Grant (2010) for Hispanic-Serving Institutions
- The use of Science-Infusion Program (SIP) in developmental English courses
- Development of a new college success course (IST 123), which is coordinated by an EBS faculty member. Though this course is distinct from the Developmental English Program, its emphasis on college-level preparation informs the work done in Developmental

English courses. There have been paired courses of EBS and IST, including the AIMS learning communities.

- Combining EBS 012/021
- The development of the EBS Hub, a Moodle site with resources for EBS faculty
- More online classes/hybrid classes
- A mentoring program for EBS adjuncts (funded in 2011-2013)
- Agnes Varis Scholarship for EBS students - \$1,200 awarded in 2017

The EBS faculty work together through meetings and designated half-day “summits” to review curricula, policies, and procedures. As evidenced by the list above, the program is ever-evolving to meet the needs of its current student population.

Current Plans

The most current revision of curricula took place in the Spring of 2018. After discussion about the efficacy of EBS 041 as a stand-alone co-requisite to WRT 101, the EBS faculty requested data from the Center for Institutional Effectiveness about pass rates and retention for students enrolled in the course. We discovered that students in paired courses are more likely to pass WRT 101 within the first year after taking their EBS course (84.1% vs. 74.2% for EBS 041), and students in EBS 033 exhibited significantly higher rates of 1-year retention (76.1%) than did students in either the paired version of EBS-031/041 (68.8%) or the unpaired version (64.4%). In order to have a more direct comparison, we only looked at EBS 033 students who were placed into the course via Accuplacer, not students who were recommended by EBS 011 instructors.

After looking at this data, the EBS faculty voted to eliminate EBS 041 as a placement and replace it with EBS 033, the more effective course. The faculty will research the repurposing of EBS 041 as a support class.

Placement for Spring 2019

In conjunction with the Composition and Literature program, faculty have decided to use the Accuplacer Next-Generation Reading and Writeplacer tests to place students for the Spring 2019 semester. Due to concerns about the current state of IT at the College, this is probably our only option for Spring 2019, the testing period for which will begin in October.

Our goal is to eventually move towards a more holistic assessment that uses multiple measures. These measures could potentially include:

- SAT/ACT/PARCC/AP/Regents scores (which is already in place)
- Results of a self-assessment
- High school GPA
- Accuplacer
- PSAT scores
- Faculty-designed assessment of writing OR of both reading and writing

In order to move towards this larger goal, we will conduct pilots in 2018/2019 and collect data.

Student groups to use in these pilots may include the following:

- Students from local “feeder” high schools (Garfield, Elmwood Park, Ridgewood)
- Educational Opportunity Fund (EOF) students
- Summer Intensive students

We can use a faculty-designed assessment and/or a student self-assessment as part of our Challenge Test procedure starting in Spring 2019.

In summary:

CURRENT	STARTING SPRING 2019	2020 and BEYOND
<p>We currently use a combined placement score, adding together scores from the following “Classic” Accuplacer tests:</p> <ul style="list-style-type: none"> ● Writeplacer ● Reading Comprehension ● Sentence Skills 	<p>We will determine a cut score using the Writeplacer and only one of the “Next-Generation” Accuplacer tests:</p> <ul style="list-style-type: none"> ● Reading ● Writeplacer <p>Challenge Testing will incorporate multiple measures.</p>	<p>We will work towards using multiple measures to determine placement. These measures could potentially include:</p> <ul style="list-style-type: none"> ● SAT/ACT/PARCC/AP/Regents scores (which is already in place) ● Results of a self-assessment ● High school GPA ● Accuplacer ● PSAT scores ● Faculty-designed assessment of writing OR of both reading and writing

FOCUS ON STUDENTS

Demographics

Since the last program review for Developmental English was conducted in 2005, the need for current demographic data seemed obvious. Therefore, in the early part of the spring 2018 semester, the Center for Institutional Effectiveness examined demographic trends in Developmental English between 2007 and 2017. During that decade, more than 30,000 students had enrolled in at least one EBS course which included one of the following courses: EBS-011, EBS-012, EBS-021, EBS-033, or EBS-041. From spring 2007 to fall 2012, enrollment in EBS courses remained relatively consistent. Each spring semester, somewhere between 1,420 and 1,511 students enrolled in an EBS course; each fall semester during this period, between 2,797 and 2,957 students were enrolled. Fall enrollment in EBS classes is always higher in the fall because of June high school graduates. In 2013, enrollment dropped below 1,400 for the first time in a spring semester since 2007. Declining enrollment continued in the fall 2013 with 2550 students enrolled. This pattern persisted each semester so that by 2017, enrollment in both spring and fall semesters were at the lowest points in a decade: 947 for the spring and 1545 for the fall. During the period between 2007 and 2017, the decline in enrollment for the department's two major classes, EBS-011 and EBS-021, reflected the decline in EBS in general. Spring enrollment for EBS-011 classes between 2007 and 2012 fluctuated from 333 to 397; fall enrollment swung between a high of 1037 in 2007 (and 2009) and a low of 924 in 2014. These variations were not dramatic. However, in spring 2013, EBS-011 enrollment dropped below 300 for the first time to 281; fall enrollment fell to 748 in 2015. By 2017, spring enrollment was down to 231 and fall enrollment had plummeted to 648.

EBS-021 enrollment followed a similar trend when compared to EBS-011. Between 2007 and 2012, EBS-021 enrollment could be considered stable with slight variations each year. Spring enrollment varied between 346 and 404 students while fall enrollment fluctuated between 1,029 and 1,105. The first significant decline occurred in spring 2013 when 320 students were enrolled in EBS-021 courses; this continued into fall 2013 when 867 were enrolled. While fall enrollment in 2014 saw a slight increase to 885, the overall enrollment trend in EBS-021 classes was downward so that by 2017, spring enrollment had declined to 184 and fall enrollment to 520.

The age of EBS students in all developmental classes has varied somewhat during the last decade. The percentage of students under the age of 19 is usually higher in fall semesters than in the spring. Spring enrollment for students under 19 was relatively stable, fluctuating between 59.7% and 66% of the total EBS population during the decade between 2007 and 2017. Fall enrollment for this age group was slightly higher, consistently falling in the 72-78% range from spring 2007 to fall 2016. In 2017, spring enrollment for students under 19 was at 65.6% while fall enrollment had declined to 69.8%. The enrollment of 20-24 year old students was more stable. For most spring semesters between 2007 and 2017, 20-24 year old students accounted for 24.8% to 26.9% of EBS enrollment, reaching a high point of 27% in 2017. Fall percentages were lower. These fluctuated between 15.6% and 18.8% in 8 of the 10 years under study. This age group reached its zenith of 21.9% in fall 2017. Spring enrollment for the over 25 age group peaked in 2010 and 2011 at slightly over 13%. The low was in spring 2017 at 9.5%. Fall enrollment fluctuated in a slightly less significant way: between 2007 and 2016 the variation was between 6.6% and 8.6%. In fall 2017, it was 8.3%.

Fluctuations in gender in EBS classes during the last decade have been mild. During most semesters between 2007 and 2017, the male population in EBS courses was between 54% and 54.7%. This population reached a high of 58.4% in spring 2009 and a low of 50.0% in spring 2013. The female population followed a similar trend. Over the last decade, the percentage of female students has consistently fallen into a range between 41.9% and 44.8%, with a low of 38% in spring 2014 and a high of 45.7% in fall 2015.

Finally, the racial/ethnic characteristics of the EBS population during the last decade is as follows. The white population has fluctuated from a high of 39.8% in fall 2007 to a low of 21.6% in spring 2017. For all but one semester between spring 2007 and fall 2012, white students accounted for 30% or more of the total EBS population reaching its zenith in fall 2007 of 39.8% as indicated above. After fall 2012, white enrollment never rose above 30%. Enrollment after fall 2012 varied between 23.6% and 27.8% with the peaks at about 29% in fall 2013 and fall 2017. The overall Latino population followed a similar trend. Between spring 2007 and spring 2011, Latinos accounted for 34.9% to 38.6% of the total EBS population. For most semesters after spring 2012, Latino enrollment hovered at around 30%, with a high of 32.6% in fall 2015 and a low of 27.3% in spring 2017.

African American enrollment was dramatically lower than either the white or Latino populations and varied between 8.5% and 11.7% during the period from spring 2007 to spring 2016. The zenith for the African American population in the last decade was 12.9% in spring 2010 and the low 7.5% in fall 2016. In spring 2017 African American enrollment was at 9.4% while fall 2017 enrollment hit 11.1%. The only time Asian enrollment reached double digits in the last decade was in spring 2007 when it hit 11.4%. In spring 2016, the percentage of Asian students in EBS reached a low of 3.4%. While there have been slight variations of the last decade, Asian enrollment has followed a downward trend since 2007. In spring 2017 this population accounted for only 4% of all EBS students and 6% in fall 2017.

The most interesting way in which EBS students identified their race/ethnicity was the “unknown” category. In spring 2007, only 6.7% of EBS students selected “unknown” for race/ethnicity. This percentage has risen steadily. It rose to about 15% by spring 2011. Between fall 2011 and fall 2013 it was in the low- to mid-20% range. It hovered around 28% from spring 2014 to spring 2015 and spiked to 37.4% in spring 2017. In fall 2017, EBS students selected “unknown” at a rate of 22.3%.

The significant percentage of EBS students who choose “unknown” as their racial or ethnic identity could open up a space for new research which might explore why EBS students make this choice. Three questions come to mind. Are some making political statements by not choosing any of the categories? Are the racial/ethnic choices too limited and therefore not representative of students’ identities? Or do multiracial students find it difficult to choose the categories that best represent their diverse heritage? All of these questions are interesting and research may show that an opportunity exists to introduce new content in to EBS classes. It could be productive and enlightening to introduce texts and writing assignments that discuss the complexities of identity (multiracial or otherwise) in the post-modern world. This could lead to discussions of identity politics, the limits of relying on constructed categories to build identity, and /or research into the nuances of students’ personal identities using genetics and ancestry testing services like 23andMe.

One of the few upward trends in EBS enrollment has been the population of students who take EBS-033 paired with WRT-101, which is part of the Accelerated Learning Program in

developmental English. When the program began in fall 2007, 7 students were enrolled. Over the years, enrollment increased steadily to a high of 172 students by spring 2017. Because recommended students from fall EBS-011 classes have accounted for a significant percentage of this population, spring enrollment is usually higher than fall. The 2017 fall enrollment in EBS-033 reached 115 students. Since the Department of Developmental English recently approved a proposal to adjust placement test cut scores so that EBS-041 students will be placed into EBS-033/WRT-101 classes, enrollment in this area will continue to rise.

Student Success Analysis

Developmental English students across the country are considered “at risk” and therefore need added support for retention, persistence and completion. Developmental English courses are designed to develop reading, writing and thinking competence for student success in gateway courses and beyond.

Placement Information

Currently, incoming students must take the Accuplacer exam to determine their English placement, or they must have an SAT verbal score of 450 or an ACT score of 22 to place into WRT101 and pass-over Developmental English. The Accuplacer assesses reading, writing and sentence skills. Students with a composite score of less than 2500 are placed in Developmental English classes (EBS 041 or below). A composite score of 2350 places students in EBS 021 or below.

Four Developmental English placement levels exist for students entering Bergen Community College; however, students have opportunities to advance into WRT 101 with good grades, teacher recommendations and passing scores on the Mastery Test. The Mastery Test is a high stakes exit exam that students must pass to be eligible for WRT 101. Students also have the option of taking a challenge test to see if they can advance to WRT 101. The sequence of EBS courses is as follows:

- EBS 011 (5 non-degree credits) is the lowest level of developmental English placement. At the end of the EBS 011 semester, students with a grade of A and a Master Test score of 7 or greater, move directly to WRT 101. Students with a grade of B or higher, teacher recommendation and a score of 6 or higher on the Mastery Test will move to EBS 033 & WRT101 (Accelerated Learning Program). Students with a grade of D or higher and a passing score of 6 or greater on the Mastery test will move to the second developmental

sequence EBS 012. Students who pass EBS 012 with at least a D and a 6 on the Mastery test, will move on to WRT 101 the following semester.

- EBS 021 (5 non-degree credits) is the second level of developmental English placement. At the end of the semester, students who earn a D or higher and a 6 or greater on the Mastery Test will move to WRT 101.
- EBS 033 (2 non-degree credits) & WRT 101 (3-degree credits) co-requisite course is the third level of developmental English placement and follows the Peter Adam’s model of Accelerated Learning. Student do not have to take the Mastery Test; instead, the course follows a WRT101 curriculum with an embedded 2-credit support class (side by side) taught by the same instructor.
- EBS 041 (1 non-degree credit) is the highest level of developmental English placement. It is sometimes paired as a co-requisite to WRT101 taught by the same instructor or as a stand-alone course to support students taking WRT 101. The problems with this course is although it is designed for students to take concurrently with WRT 101, it may not happen. Furthermore, the unpaired version of EBS 031/EBS 041 does not require concurrent registration in WRT 101, though the intention is to take both together. Many students wait until later semesters to enroll or ask to be waived from the course.

Note: In 2011, EBS faculty voted to change cut scores to implement the Peter Adams’ Model of an Accelerated Learning Program (ALP), resulting in a placement to an EBS 033 & WRT 101 co-requisite course (235-239). Another change was a course number from EBS 031 to EBS 041 same placement score (240-249). In 2018, EBS voted again to change cut scores to eliminate a placement of EBS 041. After comparing and evaluating outcomes and grade distribution of EBS 033 and EBS 041, we concluded students would benefit from the ALP 2-credit support model over the 1-credit unpaired model See appendix “Outcome Comparison: EBS -033 versus EBS 031/041.”

<p>Spring 2011 <i>Change Accuplacer Scores:</i> 0-159 AIMS EBS011 160-199 EBS 011 200-234 EBS021 235-239 EBS 033 & WRT 101 (ALP – side by side course model) 240-249 EBS 041 & WRT 101 250 -360 WRT 101</p>	<p>Fall 2018 <i>Change Accuplacer Scores:</i> 0-159 AIMS EBS011 160-199 EBS 011 200-234 EBS021 235-249 EBS 033 & WRT 101 (ALP – side by side course model) 250 -360 WRT 101</p>
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Developmental English faculty are currently researching and discussing a placement process of multiple measures that is more accurate than the Accuplacer. We have created a team made up of

Developmental English and Composition Faculty to plan for and improve English placement and will begin piloting new ways of placing students.

Developmental English Placement Data (first time, degree-seeking):

During the time period from 2/15 to 9/15 student placement distribution for Fall 2015 shows 2,290 (53%) students placed into EBS 041 or below according to the number of students who took the placement or challenge test. Of those, 1952 students enrolled in EBS fall 2015 classes.

Enrollment numbers for fall 2015 and spring 2016

Fall 2015 Enrollment Numbers	Spring 2016 Enrollment Numbers
EBS 011 = 748 students	EBS 011 = 226 students
EBS 021 = 734 students	EBS 021 = 215 students
Total for Fall 2015 = 1482	Total for Spring 2016 = 441

Passing Rates Spring and Fall 2017

Course Number	Course Title	Spring 2017		Fall 2017	
		# of Students	Success Rate	# of Students	Success Rate
EBS-011	Developmental Skills I	232	59.1%	648	66.7%
EBS-012	Developmental Skills II	349	49.6%	138	53.6%
EBS-021	English Skills	184	54.9%	520	62.7%
EBS-033	Directed Studies in Writing II	172	72.7%	115	67.0%
EBS-041	Directed Studies in Writing	47	61.7%	126	65.1%

* Success rate is defined here as the number of A, B+, B, C+, and C grades divided by the number of A, B+, B, C+, C, D, E, F, **and** W grades.

*For more information on grade distribution and passing rates see: *English Basic Skills Enrollment and Grades- Fall 2011 to fall 2015- CIE: AM032916 Appendix.*

Retention and Passing Comparison of EBS 033 and EBS 041

Based on a recent report from the Center for Institutional Effectiveness, EBS 033 has the highest rate of retention when compared to other paired classes. The one-year retention rate for students who take EBS 033 paired with WRT101 is 76.1%. Students who take EBS 031/041 paired with WRT 101 is 68.8%, whereas students who take EBS 031/041 unpaired is 64.4%. Students are more likely to persist when enrolled in paired classes. The data reveals that students in paired courses are more likely to pass WRT 101. In addition, EBS 033/WRT 101 students are more likely to pass (84.1%) than students in the paired EBS 031/041 course (81.8%). The passing rate for unpaired EBS 031/041 is significantly less (74.2%).

See Appendix “EBS-021 and EBS-033 Retention”

Completion of All EBS (graduating class)

Numbers of Graduates who had an EBS Placement:

Grad/Potential Grad Term	% EBS Student Graduates	EBS Student Yes	EBS Student No	Total Grads/Potential Grads
2017SP	47.81	492	537	1029
2018SP	45.22	563	682	1245
Total	46.39	1055	1219	2274

Attrition: Students may transfer to other colleges, lack the funds to complete, attend to outside responsibilities, or begin working full time. Some will return in a few years to complete a degree.

Comparison to Other Colleges in NJ

Passaic County Community College students who place into Developmental English courses (prepared by Kelly Bender of Passaic County Community College) in recent fall semesters are listed below.

Fall 2015: 548 students or 48.2%

Fall 2016: 527 students or 44%

Fall 2017: 515 students or 43.6%

Bergen Community College serves a larger student population than most community colleges in New Jersey. However, PCCC is located in the next county, with similar diversity, similar degree and certificate programs, and open enrollment, but serves a smaller student population of about 9,500 students, with about 9,000 degree-seeking undergraduates, and 550 non-degree seeking students. On the other hand, Bergen Community College has a student population of about 15,000 students and in Fall 2015, 2290 students or 53% placed into Developmental English courses. Of that 1497 students enrolled in EBS 041 or below.

BCC has been working on specific articulation agreements with the following four-year colleges and universities providing Developmental English students transfer opportunities: Bellevue University, Fairleigh Dickinson University, Montclair State University, Ramapo College of NJ, SUNJ –Rutgers, Saint Peter’s University, and William Paterson University.

FOCUS ON FACULTY AND STAFF

There is a core group of 17 full-time, tenured faculty in the Developmental English program. Since the last faculty members were hired in 2012, there are currently no longer any faculty on the tenure-track. In the last few years, some faculty have retired and their faculty lines have not been replaced. Consequently, the program relies heavily on its adjuncts for staffing needs. The program hires approximately 20 adjuncts each semester. However, due to enrollment trends, there are fewer EBS courses offered in the spring than in the fall. Adjuncts are given fewer courses in the spring, and may prefer to teach at other institutions once they are no longer given a course. This results in the need to hire new part-time faculty each summer to meet the needs of the fall. This lack of consistency in the number of course and subsequently the pool of adjuncts is a challenge for the program. ***The program would benefit from additional full-time faculty lines for the sake of consistency, whether those lines are tenure-track or lecturer positions.***

The full-time faculty are dedicated and active members of their field, as evidenced below.

Amy Baldassare is an assistant professor of English. She received her BA in English with a minor in Speech Communication from Iowa State University, and her MA in Literature from Iowa State University through an academic excellence scholarship. Her master's thesis, *Divorcing the World: The Shakespearean Inheritance of the Hollywood Crime Film*, received the graduate college's Research Excellence Award. While at Iowa State, Amy was selected to teach in a pilot summer enrichment program for disadvantaged students. The program combined English basic skills, life skills and campus information in a 6-week seminar. At Bergen Community College, Amy teaches all levels of Developmental English and English Composition courses. In addition, she serves as the coordinator for a Title V Grant titled "Pathway Scholars Program," which assists low-income students via enhanced counseling, Supplemental Instruction in important gateway courses, and a vibrant life-skills program which culminates in summer internships for many students. She is also a member of the Admissions Committee, has served as co-chair of the Achieving the Dream Enhanced Advisement Committee, and as director of the AIMS program. In addition, Amy co-founded the semi-annual Majors and Programs Fair which attracts hundreds of students each semester. In her personal life, Amy enjoys all kinds of dancing and has choreographed for several local community theaters.

Michael Berkowitz is an Assistant Professor of Developmental English who also teaches Composition I and II. He has been teaching at Bergen since starting as an adjunct in 2003 while still working at BCC's tutoring center. He served as Coordinator of English Basic Skills from

2015-16, following five years as Coordinator of the AIMS Program. He has received awards from the Education Opportunity Fund and Office of Specialized Services for his work with special needs and at-risk students. Additionally, he has served on numerous departmental and college-wide committees; most rewardingly, as part of the Veterans Initiative Committee, helping to serve the needs of Bergen's student veterans, he organizes an annual Student Veteran Night each summer. He holds an MA in English from Montclair University, a BA in journalism from Rowan University, and is a BCC alumni, graduating with an AA in 1998.

Michael Bodek, Associate Professor of English, teaches Developmental English, Composition I and II F2F, Web-enhanced, Hybrid and fully online at Bergen Community College. Teaching at BCC since 1996 has provided him with the opportunity to do what he most enjoys—helping others to succeed. He has presented on the use of theme-based novels as an instructional technique in reading, writing and critical thinking in a Developmental English class at NYSYLA, NJADE, NJALL, The Faculty Development Network of New Jersey, The New Jersey Association for Developmental Education Conference, the PA/NJ CRLA Conference, the NJEdGe Best Practices Showcase, and Quality Matters and Turnitin at Bergen Community College. He successfully satisfied the official Quality Matters standards for his EBS Hybrid course and is a QM Higher Education Peer Reviewer of online instruction.

Iris Bucchino, Assistant Professor of Developmental English, Composition, and Coordinator of Success 101, received a BS from NYU in Journalism, MAT from Manhattanville College (Purchase, NY) in Language Arts and Reading, +63 post-graduate credits from Mercer University, Tift College of Education (Atlanta, GA) in higher education. Current Coordinator of Success 101, BCC's new student seminar, current treasurer and past chair of the Two Year College English Association, Northeast (TYCA, NE), serving on the Regional Executive Committee since 2013. She plans and facilitates faculty workshops, teacher training, regional conferences and a variety professional development opportunities. New faculty mentor. Important research projects and presentations include Accelerated Learning and First Year Experience Programs, and Strategies for Teaching and Learning. Began higher education career at Westchester Community College (NY), and taught at several college across the east coast including, DeKalb College (GA), Chattahoochee Tech (GA), and NHTI-Concord Community College (NH) as Professor of General Studies and English before relocating to New Jersey.

Eileen Moore Fitzgerald holds an MA in Medieval Literature from Fordham University (Bronx, NY) and is certified as a Teacher of English Grades 7-12 in both New York and New Jersey. Eileen has taught at Bergen Catholic High School, Tenafly High School, and Rockland Community College, where she was also the Acting Director of Academic Support Services. She joined the English Department at Bergen Community College in 2012 as an Assistant Professor and teaches all levels of Developmental English as well as Composition I and II. As a co-coordinator of the Learning Communities Initiative and coordinator of Connect + (AIMS) Learning Communities, Eileen is currently involved in the development of General Education, Honors, and Developmental Learning Communities, with a specific emphasis on strengthening the collaboration between the Developmental English and Criminal Justice Departments. Eileen also serves on the Title V Pathways Scholars Core Faculty Team, the Developmental Education Council, and the CITL Summer Institute Committee, and serves as a judge for the Bergen

Community College Foundation Essay Contest and the BCC Speech Contest. She has recently presented at the Academy of Criminal Justice Sciences Annual Conference, the CITL Summer Institute, and the Tri-States Best Practices Conference, and was awarded a faculty grant from the Center for Peace, Justice, and Reconciliation for her proposal "How to Defuse a Bomb: The Project Children Story."

Lynn Gold, Associate Professor, has been working at BCC since 1990. Received a MA from Seton Hall University in Counseling and Specialized Services. Certifications: Teacher of English as a Second Language, Special Education, and a Learning Disabilities Teacher Consultant. On a community level, she has been appointed to the Exceptional Children Committee for the New Jersey Education Association State Wide Committee as the representative for higher education since 2001. This committee "proposes and reviews legislation that impact children with special needs and enforces existing legislation, rules and regulations." Vice President of the New Jersey Community College Association from the Spring of 2010-2015, and President from 2015-2017. In the School of Continuing Education at BCC, she developed and teaches the course, "Overview of Disabilities" for the Certificate Program for Paraprofessionals: Autism. College committee membership: Senate member from 2010 to present. Also served on Faculty Development, Suburban Studies, Learning Community Committee, Developmental Education Committee. Is advisor for the Hillel Club. Compensated for EBS Adjunct Coordinator and AIMS Coordinator. Tremendous gratitude for being inspired by extraordinary students.

Martha Goodwin teaches as Assistant Professor of Developmental English, and Composition. Prof. Goodwin has been working at Bergen Community College since 2001. She holds a MS from Adelphi University in Reading, a BA from William Paterson University in Special Education, and AA degree from Bergen Community College in Liberal Arts. In addition she holds 2 Developmental Education Specialist Certifications from Kellogg Institute, Appalachian State University, is a Certified Teacher in Special Education, General Education, and is a Certified Reading Teacher in New Jersey and New York State. She is an active member in several Developmental Education committees at Bergen CC, and has shared ideas in many College Wide Workshops since 2001.

Pamela Haji, Assistant Professor, has been working at BCC since 2009. PhD from the University of Arizona in English Literature, 1994. MA from Arizona State University in English Linguistics, 1986. Certification in Teaching English as a Second Language, Columbia University, 2008. Teaches English Basic Skills, Writing and Composition I and II. Awarded a McGraw Mid-Career Fellowship at Princeton University, 2014-15, to work on book project, "Resistance Memoirs." Served as Faculty Liaison to the Writing Center, 2011-2013; created Writing across the Curriculum workshops and video interviews with faculty. Recent papers presented: "Teaching Writing 201 as Detective and Crime Fiction" and "Intersections between Orality and Postcolonial Theory." Served on various college committees. Has been teaching primarily at the Meadowlands Campus since 2017. Working in Learning Communities to develop English courses aligned with the Criminal Justice Program (Detective and Crime Fiction) and the Center for Peace, Justice, and Reconciliation (Resistance and Human Rights Literature). Before coming to Bergen, she taught at Hostos Community College, Bronx; Pace University, New York; University of Texas at San Antonio; and Our Lady of the Lake University

in San Antonio, TX.

Peter Helff has taught at Bergen Community College since 2006 and has been a member of the Developmental English discipline since 2011. He has been the Developmental English Testing Coordinator since 2012, and has served on, and chaired, many committees in EBS, including the one responsible for updating the Mastery Test to the current one that is used. He has also presented at several national conferences including TYCA-NE. An active member of the college community, he has served as a member of the Faculty Senate, the Nominations and Elections Committee, the Good and Welfare Committee, the EBS Assessment Committee, the Middle States Review Committee, and Faculty Development. He holds degrees in English, Performing Arts, and Studio Art, and has also studied improv and sketch at the Upright Citizens Brigade Theatre, The Second City, and the Magnet Theatre in New York City. He is the co-chair of the Bergen County High School Writing Contest.

Leigh Jonaitis is Professor of English at Bergen Community College, where she has taught developmental English and composition since 2000. She holds a BA in English from the University of Michigan, and earned master's degrees (MA, EdM) and a doctoral degree (EdD in the College Teaching of English) from Teachers College Columbia University. She recently completed the NADE (National Association for Developmental Education) Integrated Reading and Writing course, and she presents regularly at regional and national conferences, including the Conference on College Composition and Communication (CCCC), the Two-Year College English Association-Northeast (TYCA), and the Conference on Acceleration in Developmental Education (CADE). She has published articles in the *Journal of Basic Writing, Research and Teaching in Developmental Education*, and *Teaching English in the Two-Year College*. She has been involved with the Regional Executive Committee of the Two-Year College English Association (TYCA)-Northeast since 2010, serving as Vice-Chair and then Membership Chair, and twice as Conference Program Co-Chair (2013, 2015). She is the current Northeast Representative to National TYCA, serving as a liaison between the Northeast regional and national TYCA organizations. Leigh has served as Coordinator of Developmental English, Title V Grant Coordinator (“Developing Hispanic-Serving Institutions Program”), EBS Adjunct Coordinator, and Coordinator of TOPP (“The Online Professor Program,” which teaches faculty how to create and teach online courses). She currently co-chairs the College’s Developmental Education Committee (DEC), a sub-committee of the Faculty Senate, which provides faculty oversight of and guidance on all developmental education processes and procedures. In 2018, she was elected Co-Chair of the national Council on Basic Writing (CBW).

Laurie Lieberman, Associate Professor, earned her BA in English at New York University, University Heights. There, she was chosen to be a member of the secret Red Dragon Society. She received her MA in Media Ecology at New York University Washington Square. Prof. Lieberman began her career at BCC in 1993. Some contributions: she chaired the plagiarism committee; piloted the original Aims/ Directed Studies in Reading Program; teamed on the Library Literacy Project; served on the Holocaust and Native America week committees. She has presented numerous times on plagiarism, teaching methodology, remedial education issues, and social justice. Prior to BCC she taught writing at Queens College CUNY and secondary English and creative writing at Teaneck and Oradell Public Schools. Prof. Lieberman

served on the Regional Executive Committee of the Two Year College English Association Northeast Region (TYCA/NE) for eight years, almost six as the Chair; she oversaw six conferences, incorporated the association, and brought distinction to BCC by making the college TYCA/NE's legal home. Prof. Lieberman also served five years on the National Executive Committee of TYCA / NCTE. At the Four Cs Convention, she co-chaired The National TYCA Day Conference on Challenges Facing Remedial Education. Her proudest accomplishment is helping her students.

Anne Marie Prendergast, Associate Professor, received an MA in Literature from North Carolina State University. She taught Comp/Lit at NCSU and Southside Virginia Community College before coming to Bergen in 1990. She is a recipient of the NISOD and "Above and Beyond" Awards (the latter presented by Bergen's deaf and hearing-impaired students.) Her publications include "Real Writing for Real Results: Using Letter-Writing in Basic Skills Classes" in *Research and Teaching in Developmental Education* and "'Time and Fruitful Hour': Pre-Raphaelite Sincerity in Atalanta in Calydon" in *Journal of Pre-Raphaelite Studies*. Judge of Securing Our Future Essay Contest for over 15 years and acting chair for 2 years. She is a 12 year member of the Board of Trustees for hip, Heightened Independence and Progress, Center for Independent Living for People with Disabilities.

Don Reilly is a full professor in the Department of Developmental English. He holds an MA in Anglo-Irish Literature and Drama from University College Dublin in Ireland and an MA in Creative Writing from the City College of New York. Don began his career at Bergen Community College in 2001, and shortly later became the coordinator of Composition and Literature, a position he held for two years. He also served as chair of Developmental English on two separate occasions. From 2004-2006, he was a member of the steering committee which wrote the self study required for Middle States accreditation. Over the years, Don has served as chair of the BCCFA Representative Assembly, member of the BCCFA Executive Committee, chair of the Developmental Education Council, Assessment Fellow, Assessment Liaison, Grants Office Fellow, EBS Testing Coordinator, and AIMS Coordinator to name more than a few. He is currently the coordinator of the Accelerated Learning Program in the Department of Developmental English. Don's non-fiction work has been published in *Promethean* and *Mr. Beller's Neighborhood*. His essay "Mama Day: Where Gothicism and Magical Realism Meet" appeared in the 2013 anthology *Moments of Magical Realism in U.S. Ethnic Literature*. Don has been a fan of the New York Mets for five decades. He is not sure whether that means he is an eternal optimist, a fierce loyalist, or a hapless masochist.

Lori Talarico, Associate Professor, earned her B.A. in Literature and Writing from Columbia University, and her M.A. in the College Teaching of English from Teachers College, Columbia University. Since 2009 she has taught all levels of Developmental English and Composition as well as Success 101, BCC's first-year seminar. As the founding Coordinator of Success 101, she designed the course and wrote the syllabus before hiring and training the first group of Success faculty. In 2012 she was awarded the "National On Course Ambassador of the Year Award," for her work on the course, which led to an invitation to give a TEDx Talk, "Life Lessons." She received a CIRD Grant for "The Human Mosaic Project at Bergen" in 2013, and was nominated

for the Diane Hacker Award for Enhancing Developmental Education in 2014. She has presented on various aspects of learner-centered activities at several conferences. Committees include: EBS Mastery Test Pilot Group ; Faculty Senate; College Council; Developmental Education Council (one year as Co-Chair); Title V Leadership Committee; HIS STEM Grant Steering Committee; Strategic Planning Committee; several Search Committees; Steering Committee for Interfaith events; Women's History Month Committee, and Advisory Board Member, Garrett Lee Smith Grant for Suicide Prevention. As a member of CPJR, the Center for Peace, Justice and Reconciliation, she co-coordinates Mindful Bergen, bringing mindfulness and meditation to the faculty and staff, and is working on bringing faculty training to incorporate mindfulness across the curriculum. She started the Community Service Club and has brought inspirational speakers like The Child Soldiers of Uganda and Kyle Maynard to campus. She is a Safe Space Mentor for LGBTQ students, and co-Producers TEDx Bergen, every Spring. She considers her biggest accomplishment to be motivating students to discover their place in the world.

Jon A. Yasin, professor of English at Bergen Community College, is a sociolinguist who earned a BA at California State University at Hayward; an MEd at Northeastern University and an MPA at the Kennedy School at Harvard University; a PhD at the Indiana University of Pennsylvania and an EdD at Teachers College Columbia University. Yasin was a post-doctoral fellow at the National Academy of Education for two years, and subsequently, a research fellow at Princeton University. He has published more than twenty-five papers on various topics including Hip-Hop culture and education, African American Vernacular English, Islam in the western hemisphere, and on assisting students in developing necessary skills for writing academic English. Yasin has presented his research at the International Linguistics Association (ILA), the International Pragmatics Association (IPrA), the International Association of Applied Linguistics (AILA), the National Council of Teachers of English (NCTE), and the International Conference on Caribbean Literature (ICCL). Programs coordinated by Yasin at the College have featured such speakers as astronaut Mae Jameson, poet and author Gwendolyn Brooks, the Little Rock Nine's Ernest Green, Spokesperson for Human Salvation Warith ud Deen Mohammed, Hip Hop Pioneers DJ Kool Herc and B-Boy Cashus D, alumna of the College and Hip Hop Emcee YO YO/Yolanda Whitaker, Civil Rights organizer Annie Pearl Avery, former Chair of the United States Commission on Civil Rights Professor Mary Berry and University of Massachusetts scholar Professor Peter Elbow. In addition, Jon Yasin sat on the New Jersey Education Association's Minority Involvement Committee of the National Education Association for seven years. Yasin's greatest pleasure is experiencing the positive personae students display at the end of the semester when they have developed critical thinking, reading and writing skills.

FOCUS ON CURRICULUM

Faculty are provided with a standard syllabus for each course level. Each course has its own Student Learning Objectives (see SLO chart appendix), which are based on the Developmental English Program Goals, which were revised in 2009. This section describes the placement and exit procedures of the Developmental English program, as well as some curricular issues and developments that have emerged since the last program review.

Developmental English Program Goals

See Appendix (SLOs):

- Goal 1: Use critical reading and thinking skills to analyze college texts.
- Goal 2: Use a variety of computer programs to support and develop language skills.
- Goal 3: Find and use outside sources in written assignments.
- Goal 4: Write multi-paragraph essays with unity, support, coherence, and sentence skills.
- Goal 5: Apply writing process to writing assignments.
- Goal 6: Demonstrate academic survival skills.

Entry Procedure

Entry into the Developmental English program is determined by a student's total English score on the Accuplacer, which is a composite, scaled score combining test elements in reading comprehension, sentence sense, and essay writing. Entry level placement may be challenged through a Challenge Test procedure.

Students are placed into Developmental English or directly into Composition 1 based upon the following score categories:

- A score of 0-199 places a student in the Developmental Skills I and Developmental Skills II sequence (EBS 011 and EBS 012). Note: Students who also receive a math placement below 59 will be placed into an AIMS Learning Community.
- A score of 200-234 places a student in English Skills (EBS 021).
- A score of 235-239 places a student in Composition I with a required co-requisite of Directed Studies in Writing (EBS 033).
- A score of 240-259 places a student in Composition I with a required co-requisite of Directed Studies in Writing (EBS 041).
- A score of 250 or above places a student in Composition I (WRT 101).

Waiver

Students may petition to be waived from the Accuplacer if they:

- hold a Bachelor's, Master's, or Doctoral degree from an accredited college in the United States.

- have passed a college-level English and mathematics course, other than accounting or business math.
- have previously taken an Accuplacer exam at another college (within five years).
- have taken the AP exam in English or mathematics and have a score of 3 or higher.
- have taken the SAT examination prior to March 2016 with a score of 530 or above in math and/or 540 or above in Critical Reading (within five years).
- have taken the SAT examination since March 2016 with a score of 500 or above in math and/or 450 or above in Evidence-Based Reading & Writing (within five years).
- have math ACT score prior to March 2016 of 23 or higher (within five years).
- have math ACT score since March 2016 of 22 or higher and/or an English ACT score of 19 or higher (within five years).
- have TOEFL test scores of 550 or above (paper/pencil version), 213 or above (computerized version) or 80 or above (internet based version) (within two years).
- have taken the IELTS examination (academic version) and have a score of 6.5 or above (within two years).
- have a college/university degree from a country other than the US.

ACT Change as of 2017

After much research, the English Department recommended that the waiver threshold for the SAT be at least 480 and for the ACT be at least 20; however, the New Jersey Council of Community Colleges set an SAT of 450 and an ACT of 18 as “college-ready.” We hope that further research and potentially a reassessment will take place in the near future.

Placement and Reassessment

Due to a variety of circumstances, students may not perform to the best of their abilities on the placement test. To reassess placements, Challenge tests are offered for the Accuplacer. Since a placement may be challenged only one time, students are strongly encouraged to study for the Challenge tests. Challenge tests may be taken only once in each subject, and must be taken before the last day of drop/add dates for any semester. If a student has already earned a grade of A, B, C, D, N, Inc., M, W, E, R, F, or Q (Audit), he/she may NOT challenge the English placement.

In addition, during the first week of classes, instructors reassess each student’s placement in EBS 011, EBS 021, or EBS 033 to confirm the results of the initial placement test. The Developmental English faculty recommends that each student be given the opportunity to generate an in-class writing sample that should be evaluated in terms of organization,

development, coherence, sentence construction, grammar, and punctuation. In addition, faculty may give other diagnostic tests. If, in the determination of the instructor, a student has been placed inappropriately, that student is advised to take the challenge test immediately. This process must be completed before the completion of the registration period so that students may adjust their schedules accordingly.

Instructional Units

The Developmental English Program is composed of the following instructional units:

Developmental Skills I-II sequence, English Skills, Directed Studies in Writing, and Directed Studies in Writing II.

- Developmental Skills I (EBS 011) is a one-semester, 5 non-degree credit integrated reading and writing course.
- Developmental Skills II (EBS 012) is a one-semester, 5 non-degree credit integrated reading and writing course. Note: Developmental Skills I and II are sequential courses; therefore, students cannot be initially placed in Developmental Skills II.
- Students scoring between 0 and 199 on the placement test are initially placed into both courses but may exit the sequence after completing Developmental Skills I with a grade of A and after passing the Mastery Test. Students who achieve a score of 6 or higher on the Mastery Test and a grade of B or higher in EBS 011 may, with the recommendation of the instructor, participate in the Accelerated Learning option of Composition I with the required co-requisite of Directed Studies in Writing II (033). All other students who complete Developmental Skills I successfully continue into Developmental Skills II the following semester.
- English Skills (EBS 021) is a one-semester, 5 non-degree credit integrated reading and writing course.
- Directed Studies in Writing II (EBS 033) is a one semester, 2 non-degree credit required co-requisite to English Composition 1 (WRT 101).
- Directed Studies in Writing (EBS 041) is a one-semester, 1 non-degree credit course which supplements primary instruction in English Composition I. For students who score between 240-259, this course is a required co-requisite of Composition I and, therefore, must be taken in the same semester as Composition I.

Exit Procedure:

Students exit the Developmental English program and proceed to Composition I when they satisfy

multiple exit criteria:

- A. Satisfactory attendance and class participation.
- B. Satisfactory completion of all class requirements.
- C. Achieve a passing class grade: A, B+, B, C+, C, D.

D. Achieve a passing score of 7 or above on the Mastery Test.

Early Exit from Developmental English

Students initially placed in the Developmental I-II sequence (EBS 011 & 012) may exit remediation from this sequence. If a student satisfies all exit criteria by the end of Developmental skills I, achieving a grade of A and a passing grade on the Departmental Mastery Test, he/she will proceed to Composition I the following semester. Students who achieve a score of 6 or higher on the Mastery Test and a grade of B or higher in EBS 011 may, with the recommendation of the instructor, participate in the Accelerated Learning option of Composition I with the required co-requisite of Directed Studies in Writing II (033). However, if a student satisfies all of the exit criteria except achieving a passing grade on the Mastery Test by the end of Developmental Skills I, achieving a grade of B+, B, C+, C, D, he/she will continue remediation in Developmental Skills II the following semester. If a student does not satisfy all of the exit criteria and fails the course, he or she must repeat that course the following semester.

Students initially placed in English Skills (EBS 021) may exit remediation from this course. If a student satisfies all exit criteria, including a passing grade on the Departmental Mastery Test, he/she will proceed to Composition I the following semester. However, if a student does not satisfy all of the exit criteria and fails the course, he or she must repeat that course the following semester.

Students initially placed in Directed Studies in Writing (EBS 041) or Directed Studies in Writing II (EBS 033) as a co-requisite to English Composition I must satisfy all the exit criteria before a grade can be awarded. If a student does not satisfy all the exit criteria and fails the course, he or she must repeat that course the following semester.

Curricular Issues and Developments

EBS 033

In 2010, BCC was awarded a Title V grant for Hispanic Serving Institutions. This grant supported several student success initiatives at the College, including a new initiative for a co-

requisite Accelerated Learning Program modeled after the ALP Program at the Community College of Baltimore County. Students who earn at least a “B” in EBS 011 and at least a 6 on the Mastery Test are eligible to skip the second-semester EBS course (EBS 012) and take WRT 101 with the EBS 033 co-requisite.

EBS 041

In response to concern about the efficacy of 041 as a stand-alone co-requisite to WRT 101, the Developmental English faculty requested data from CIE. We discovered that students in paired courses are more likely to pass WRT 101 within the first year after taking their EBS course (84.1% vs. 74.2% for EBS 041), and students in EBS 033 exhibited significantly higher rates of 1-year retention (76.1%) than did students in either the paired version of EBS-031/041 (68.8%) or the unpaired version (64.4%). In order to have a more direct comparison, we only looked at EBS 033 students who were placed into the course via Accuplacer, not students who were recommended by EBS 011 instructors.

After looking at this data, a motion was made to eliminate EBS 041 as a placement and replace it with EBS 033, the more effective course. EBS faculty voted to eliminate EBS 041 as a placement, but still consider repurposing EBS 041 as a support class for those who have passed their Mastery Test but still need support in WRT 101.

Follow-up Courses

Upon exiting EBS classes, most students proceed to WRT 101 Composition I, followed by WRT 201 Composition II, and sometimes WRT 202 Technical Writing, depending upon program requirements. The Developmental English faculty collaborates with our colleagues in Composition and Literature, adapting our approaches as appropriate. For example, when the Composition I curriculum changed to focus further on argumentative writing, Developmental English faculty began to incorporate argumentation into the EBS 011 course. EBS 011 Student Learning Objectives are the subject of the Developmental English Department’s current assessment project.

Assessment

Starting in the Fall 2011 semester, the EBS Department began utilizing two Mastery Tests per semester, the traditional test that had a summary portion and a stand-alone essay, and the Pilot

Mastery Test, which requires the incorporation of assigned reading material into the exam as support for the claims that students make in their essays. The Department spent several semesters researching and assessing the effectiveness of this pilot exam in regard to meeting our SLOs more effectively than the traditional Mastery Test did. The Pilot Mastery Test, which combined readings into the essays, had been given in select EBS-012 and EBS-021 classes for three years (2011-2013). In Fall 2014, select EBS-011 students were also given the pilot. The goal of our research was twofold: First, we wanted to assess if it is feasible to utilize the pilot in Spring 2015 in ALL sections of EBS that require the Mastery Test. Second, we wanted to assess the overall effectiveness of the test in ALL sections of EBS-011, 012, and 021. Assessment was completed through gathering the exams at the end of the Fall 2014 term and calculating the numbers of each exam falling under a particular score, adding them up, and calculating overall pass rate (7 or higher), and the percentage of each score (scores range from 2-12). We then compared this data to Spring 2014 totals (pilot and traditional exams), in order to see the overall effectiveness of the pilot exam. We then created charts that showed a clear side-by-side comparisons to the selected groupings. After comparing this data, EBS decided to adopt the pilot exam as our only Mastery Test exit exam for all levels of EBS that require such an assessment of student writing, effective Spring 2015. This is the exam still in effect today.

Innovations or Changes in Last Five Years

Beginning in 2010, the Title V Grant gave the department the ability to offer paired EBS courses with other content-related courses for high interest and offer in-class tutors in EBS 011 and 012. The new Success 101 (IST 123) was offered as a credit bearing course required of all entering freshmen, as well as the beginning of EBS 033 paired with WRT 101 as responsible acceleration for students who might be able to bypass EBS 012. This course pairing was implemented in fall 2012.

In 2011, the department wanted to revise its exit test to be less high stakes and more in line with EBS student learning objectives. The Mastery Test committee was formed and planning for the new exit test was begun at the Department Summit April 20, 2011. The new exit test was piloted in spring 2015. Results of the assessment were noted via data collected and the department was pleased with the pass rates and student learning.

The faculty developed a new Mastery Test Grading Rubric in 2011 to correlate to the then piloted exit exam. The current rubric evaluates student writing with a focus on clear and well-defined thesis development, extensive, elaborate, and focused support (from the assigned article) that is logical and balanced, unified and coherent examples, sophistication of thought, and clarity in grammar, syntax, and spelling. This Rubric was adapted for the Mastery Test in Fall 2015.

Integrated and Contextualized Learning

Developmental English has been in the vanguard of the Learning Communities Initiative here at Bergen. Developmental English faculty have been leaders in the AIMS Learning Communities program since its inception in the early 1990s. AIMS is designed to support first semester students who place into the lowest levels of both English and Math adjust to the demands of college by creating a community of peers, instructors, tutors, and advisers to help students build their reading, writing, and math skill. As part of the Title V Success 123 grant, beginning in 2010, non-AIMS sections of EBS 011 were paired with Success 123 in a co-requisite model. Instructors collaborated on class policies, activities, and assessments to foster integrated, deeper learning, transference of skills, and the development of independent and interdependent academic survival skills. Four members of the Developmental English department attended the National Summer Institute on Learning Communities, an intensive professional development seminar at Evergreen State College in Olympia, Washington in 2014 and returned to reinvigorate the collaborative nature of the AIMS communities, including the addition of college-level courses such as CRJ 101 and PSY 101, and to support the development of other Learning Communities. New communities connected to the English department include Developmental Skills II and Criminal Justice 109; Composition I and Philosophy 102; Composition 101 and Theater 101; and Literature 228 and History 105.

Changes in Scheduling

Currently, EBS 011, 012, and 021 courses are offered four days per week. While this has pedagogical advantages, it also results in significant scheduling and staffing challenges. The current schedule includes two 75 minute classes and two 50 minute classes per week. This

irregular arrangement conflicts with other courses students may want to register for, slowing their academic progress. In addition, the need to travel to campus four times per week presents travel challenges and often conflicts with student employment schedules. In addition, offering classes four days per week makes it increasingly difficult to hire and retain qualified adjunct instructors. Many adjuncts are teaching at multiple campuses, and requiring instructors to appear four days per week is a significant impediment to quality staffing.

In order to explore the efficacy of fewer course meetings, the department piloted three sections of EBS 011 that met three times per week instead of four. Qualitative conclusions from the students and faculty involved indicate that this adjustment has potential to ease both students and faculty scheduling concerns as well as offer pedagogical benefits related to time on task and time for active learning strategies. As such, the pilot will be repeated in Fall 2018 and assessment data will be requested and analyzed after that semester.

FOCUS ON SUPPORT

There are numerous support services at the College to assist Developmental English faculty and instructors.

Technology

The use of Internet and technology is central to Developmental English as a source of program information and learning platforms. For instance, many instructors use Moodle to support learning outcomes, organize semester units and more. The EBS class offerings have grown to include all online, hybrid- half on-line and half in class, and internet sources that are a major support in the classroom. For example, we offer EBS 021 and EBS 041 fully online, and we have hybrid versions of EBS 012 and EBS 021. In addition, our College Wide Technology offers many links from the BCC homepage such as Facebook, Youtube, BCC library, e- forms, including student conduct forms.

The BCC Writing Center offers many student resources utilizing technology. These include online tutoring with SMART THINKING, smart classrooms for large groups of students, computers and printers, Accuplacer and placement testing review.

The BCC CITL department offers on going faculty online training and support for all online classes, hybrid and Moodle classes. The Sidney Silverman Library has three workstations with the same assistive found in the OSS Technology Lab. It also has two closed circuit television magnifiers to enlarge the text of any print material. The Library has a collection of closed-captioned videos and Television monitors that are closed-captioned capable for the hearing impaired students. It also provides equipment for classroom use that includes PET stations (combination of laptop, projector and DVR), VCRs, TV's, projectors, and audio equipment.

The Office of Specialized Services (OSS- L115) provides reasonable and appropriate accommodations and auxiliary services to eligible students. After our Developmental Skills students have self-disclosed and submitted appropriate documentation of learning disabilities (such as hearing, vision, dyslexia, ADHD, non-specific learning challenges) or physical

handicaps, OSS ensures timely delivery of appropriate services. These services include providing note takers, scribes, interpreters, assistive technologies, tutoring, and testing both in class and during other supportive activities. The Assistive Technology lab provides training and access to appropriate hardware and software applications to facilitate access for each student with disabilities.

The Cerullo Learning Assistance Center (CLAC-L125) offers academic support for over 200 BCC courses through a variety of services including one-on-one appointments, walk-in services, study groups, in-class tutoring, supplemental instruction, and online tutoring. The National College Learning Center Association (NCLCA) has named CLAC as the best two-year school tutoring resource in the nation. It includes the Tutoring Center, Math & Science Walk-In Center, Writing Center, English Language Resource Center, and the Testing & Tutoring Center at the Meadowlands Campus.

The Writing Center (L125) provides assistance with all facets of the writing process, from the development of and refining of ideas to revising to practicing effective self-editing strategies. Tutors encourage our Developmental students to practice critical thinking, take intellectual risks, and learn to do academic research, reading, and writing. The peer and professional writing tutors receive ongoing training in writing and tutoring pedagogy by the Center's full-time administrator. Students currently enrolled in our English courses are given priority in scheduling appointments with tutors as well as taking advantage of our weekly writing walk-in hours. The Writing Center also offers workshops that provide students with the opportunity to practice in topic areas such as college transfer procedures, using evidence: summary, paraphrase, and direct quote, MLA Style in-text citations, and MLA Style Works Cited.

The Tutoring Center (L125) provides tutoring for most courses in the college. Students who excel in their studies are referred by professors to the supervisor of the Tutoring Center to be trained as peer tutors. In addition, specially trained tutors are available for students with accommodations, and extra tutoring time can be arranged.

The English Language Resource Center (ELRC- C212) addresses the specific needs of the English-as-a-Second Language student. In the ELRC, students may schedule appointments or drop for face to face tutoring to receive help with grammar, reading, writing, and speech, as well as online tutoring. The Center has all levels of reading, writing, grammar, and speech software programs, offers workshops on grammar, pronunciation, and other topics and conversation groups to practice speaking with other students. Internet software, videos and CDs are available for listening practice as are books with answer keys for self-study. To support the faculty, the Center has a Teachers' Page with lesson plan links and favorite sites.

The Office of Testing Services (OTA-S127) administers the Accuplacer and the Challenge Test to determine eligibility in the Developmental English courses. It also administers both computer-based and paper and pencil examinations for students to make up assignments or for those who need accommodations. Students with special needs that have been assessed by OSS will be referred to OTA for testing. After a faculty member fills out a request for specific help for the student, OTA provides appropriate services, such as scribes, interpreters, computers, assistive technologies) while students take tests or make up assignments.

Tutoring (L201A)/Testing (L-201) at the Meadowlands is a combined- support location for both testing and tutoring. The Testing Center administers and proctors tests on behalf of faculty. This includes general testing, make-up exams or retests, and special accommodations testing for our students registered with OSS who are eligible for accommodations and whose teachers have filled out the required paperwork clearly stating the specific accommodations. The Tutoring Center, like the Writing Center in Paramus, provides assistance with all facets of the writing process, from the development of and refining of ideas to revising to practicing effective self-editing strategies. Working with our Developmental students, tutors reinforce their critical thinking, reading and writing, and academic research skills.

The Center for Student Success (A118) has a staff of Faculty and Professional Counselors who

offer a wide variety of services for students. Academic Counselors assist all of our students in determining which major they should pursue, help with academic planning, and target areas that need to be addressed and improved upon. The Developmental English student with accommodations has specific counselors designated for their needs. Students have access to counselor during walk-in hours as well as scheduled appointments. These sessions often involve discussing college resources that offer support for academic success, referrals, interpreting test scores, problem-solving academic issues, teaching self-advocacy, and discussing graduation requirements. The Center also offers a service for our students called the “Academic Early Alert / Pipeline” by which faculty can identify students who are at risk and experiencing academic, personal, or conduct/disciplinary difficulties. The faculty member fills out a form and sends it to the Center where they begin immediate intervention efforts and share information appropriately with the student and others campus partners working on the case.

The Sidney Silverman Library provides computers, books, journals, newspapers, and audio-visual materials for all students. In addition, a librarian is designated as the liaison to the Developmental English faculty. The liaisons collaborate with faculty and solicit input on Library services and selection of materials. All the librarians do library instruction for the Developmental courses and offer services such as library orientation, reference help, online resources, and training for adaptive technology in the library. Library sessions are often tailored to the professor’s particular research assignments and librarians. The Library also has books on learning strategies, learning disabilities, Deaf culture, and books by and about persons who have overcome physical and other challenges and books and videos about ASL.

Programs

IST 123: Success 101 is a required course for those students who test into Developmental English EBS 011, 021. The course focuses on the strategies, habits, and values needed for academic success and personal development. The course requires students to set goals, self-assess, and manage their time productively. They work to develop and improve written and oral communication skills, critical thinking, and study skills. Taken concurrently with their

Developmental English class, this college credit course serves to enhance the student's understanding of the English requirements and content and improve mastery of the skills. Trained Peer Mentors are assigned to all sections of this course to provide in-class support to our Developmental students. In addition to in-class support, the Peer Mentors hold office hours Monday through Friday, in B-220, the Peer Mentor Drop-In Center. Our Developmental students benefit a great deal from their connection with the Peer Mentors who serve as academic role models and who are additional sources of homework assignments and class content review. The Adjunct Faculty Development Program (AFDP) was initiated to enhance the teaching experience of the adjunct faculty with the combined goal of enhancing their courses. Participants who accumulate 20 hours of professional development over the course of an academic year receive a certificate and a stipend of \$ 500. These workshops, both on-campus and online, cover topics such as time management, academic integrity, active learning and critical thinking, and strategies for teaching students research skills. Prior to this program, we had a EBS adjunct coordinator. Due to budget cuts we no longer do. However, we continue to do regular observations and mentor them to enhance their development.

WRAP (Writing, Reading, and Pedagogy) Sessions are one hour opportunities each week to discuss a topic related to writing, reading, and pedagogy. WRAP Sessions are eligible for Adjunct Faculty Development Program credit. In this forum, full and part-time faculty in English Composition, Developmental English, as well as faculty from all divisions in the college discuss concerns such as improving the teaching of reading and writing, strategies to prevent plagiarism, concerns about teaching grammar and grading essays, and the use of vital texts in our classes, including works written by authors who will be visiting Bergen for our Literary Arts Series.

Learning Resources

The BCC Library uses up-to-date technology for academic search engines, offers computers, computer labs, Smart rooms, printers, media resources and e-books. The Developmental English Department has a designated librarian to assist with the needs of our students. In addition, the BCC Library offers EBS classes' special individual sessions for the research projects. Focus can

be on the MLA format and how to access our many Databases to help in research projects. The library also offers e-books, journals, newspapers, and a complete audio-visual department for all students.

Support Services for Faculty

As a department, we have an extensive Developmental English Hub Web Page with information on up to the minute course offerings, connections for learning strategies for faculty, and links to further information. We have a BCC Help Desk to help faculty and students alike with technological issues. Assistance includes Login portal help for students and faculty, classroom and office computer/printer and internet help, some assess can be remote. This assistance supports a smooth delivery for our online hybrid and Moodle enhanced classes.

Data Needs

Helpful would be data about how many OSS students we see, whether or not they pass, how they do in their other classes, etc. The same is true of the Writing Center. Also helpful would be easy access to our students' Accuplacer scores.

OSS Support and Workshops

Useful would be information relevant on incoming students and workshops for classroom notetakers.

FOCUS ON COMMUNITY

Dual Enrollment

Bergen Community College's Dual Enrollment Program provides an opportunity for high school students to earn college credit by taking college-level courses at their high school. These courses are taught by high school teachers who meet college-level educational standards. The dual enrollment program is available to high school students of junior and/or senior standing who have demonstrated academic readiness and have received the recommendation of their guidance counselor, school administrator, and parents. Students have the ability to earn college credits while simultaneously fulfilling high school requirements, and college credits are generally transferable to most NJ colleges/universities (www.njtransfer.org) and many post-secondary institutions out-of-state.

As a result of some of these dual enrollment programs, the Developmental English faculty is beginning to forge connections with local schools, most notably Garfield High School. Developmental English faculty have presented workshops on reading and writing approaches to high school faculty, and in turn have learned more about the students who will later attend Bergen Community College. The program is in the process of using Garfield High School as a site to practice new placement approaches that could later be implemented at the College.

TYCA-Northeast

Developmental English faculty have been highly involved with TYCA-Northeast (the Two-Year College English Association). Prof. Laurie Lieberman served as TYCA-NE Chair, as has Prof. Iris Bucchino. Dr. Leigh Jonaitis has served as Vice-Chair, Membership Chair, and Regional Representative to the National TYCA organization. All have organized TYCA-NE conferences, and other Developmental English faculty have presented at these conferences

AIMS

Since the AIMS programs provides a supportive, integrated Learning Communities program for those students placed in the lowest levels of both Developmental English and Developmental Math, the AIMS coordinator often interacts with parents of students with disabilities and

representatives of local school districts and government agencies, such a pupil personnel directors, the New Jersey Division of Vocational Rehabilitation Services, and contracted transition planning agencies, such as Shift New Jersey, located in Paramus.

SUMMARY

The Developmental English Program is effective in meeting its mission, goals, and objectives. Many new initiatives have been presented since the previous Program Review in 2005, demonstrating both a willingness to adapt to the changing needs of our students, but also leadership when it comes to making change for the benefit of students. While the faculty see many strengths in the program, there are also numerous challenges.

Strengths

- **Faculty.** One of the unique aspects of the Developmental English Program at Bergen is its separate faculty. Having faculty who are specifically trained in Developmental Education makes this program strong. There is a willingness on the part of faculty to take on leadership roles within the department and in the college at large.
- **Innovative Programs.** From the integrated reading and writing Mastery Test to the Accelerated Learning Program, the faculty are willing to take on projects to meet the ever-changing population of students. We are consistently ahead of the curve and adapting to new realities, making difficult changes to our program when necessary.

Challenges

- The last time a tenure-track faculty member in Developmental English was hired was in 2012. Consequently, the program had had to increasingly rely on adjunct faculty. There has been a loss of tenure-track lines, and the previous President of the College dismissed all lecturers in 2016. Finding and retaining competent adjunct faculty is difficult.
- In 2016-2017, a committee was established to develop ACT and SAT cut scores as a way for students to waive taking the placement test. Numerous resources and discussions were held, only to have the administration make a change due to the cut scores established by the New Jersey Council of County Colleges (NJCCC).
- Declining enrollment, as explained in the “Students” section of this Program Review, is a significant concern.

- A political climate that still sees developmental classes as an impediment. One faculty member mentioned that “we are viewed as separate from the main body of the College. We need to keep ourselves relevant, perhaps by integrating ourselves further.”

Celebration and Recognition

- Along with the Developmental Math Program, the EBS Program earned Bergen’s Innovation of the Year Award for the “Developmental Education Council: Bridging Acceleration Initiatives” project. As mentioned elsewhere in this report, the DEC aims to enhance student success in developmental education subjects by fostering collaboration and communication on the topics between all members of the Bergen community.
- Award from CIE for Outstanding Assessment, 2016: The EBS project on Mastery Test Outcomes was rated as Exemplary by the College’s assessment fellows. Specifically, the committee agreed that the project matched the program learning outcome, the data was useful, there was strong evidence of faculty dialogue, and part-time faculty were included in the study.

ACTION PLAN

As a result of this Program Review, the Developmental English faculty plan to continue expanding the Accelerated Learning Program and initiate more work on integrating reading instruction in deeper ways.

1) Goal: Continued expansion of the Accelerated Learning Program (WRT 101 + EBS 033)

a) Objective: Revise cut scores so that more students are placed into the ALP co-requisite class.

i) Timeframe: 2017-2018

ii) Responsible Party(ies): EBS Coordinator and ALP Coordinator

iii) Resource Implications: n/a

b) Objective: Prepare more EBS faculty to teach the accelerated course

i) Timeframe: 2017-2018

ii) Responsible Party(ies): ALP Coordinator

iii) Resource Implications: ALP Coordinator Released Time

2) Goal: Revise curricula to make goals and pedagogical approaches clearer to adjunct faculty

a) Objective: Integrate reading instruction into the curriculum in deeper ways. Provide more instruction for EBS instructors, particularly new part-time faculty, to better understand the ways to teach reading.

i) Timeframe: 2017-2018

ii) Responsible Party(ies): Developmental English faculty

iii) Resource Implications: RAC (Reading Across the Curriculum) Symposium

b) Objective: Revise SLOs. We have shifted more towards argument in response to the Comp/Lit program's shift towards argument, but our SLOs don't necessarily reflect that yet.

i) Timeframe: 2017-2019

ii) Responsible Party(ies): Developmental English faculty

iii) Resource Implications: Time needed for an EBS Summit

EXTERNAL REVIEW

On Monday, April 30th, 2018, Associate Dean of English and ESL of Hudson County Community College visited the Bergen Community College campus for the external review. She was provided with a draft of the Program Review in advance. After arriving on campus, she observed a developmental English class, met with Developmental English faculty during the lunch hour for an hour-long discussion, and then met with Dr. Yun Kim, Vice-President of Institutional Effectiveness. Prof. Nesius's resume can be found on the following pages, as well as the independent review she conducted.

ELIZABETH NESIUS
 56 Clark Ct., Rutherford NJ 07070
 (609) 649-8339
enesius@gmail.com

EDUCATION

Master of Fine Arts, Creative Writing, May 2014
Fairleigh Dickinson University
 Madison, NJ

Master of Arts, English, October 2003
University of Rochester
 Rochester, NY

Bachelor of Arts, English / Theology, May 2002
University of Notre Dame
 Notre Dame, IN

AREAS OF EXPERTISE

- Curriculum Development
- Learning Outcomes Assessment
- Administrative Assessment
- Strategic Planning
- Program Leadership and Management
- Program Development
- Project Management
- Faculty Development
- Conference Organization and Planning
- Adult Education
- Online Teaching and Learning
- Academic Presentations
- Tutoring Best Practices
- Online Tutoring

PROFESSIONAL EXPERIENCE

HUDSON COUNTY COMMUNITY COLLEGE, JERSEY CITY, NJ

- *Associate Dean of English and ESL*, January 2018 – present
- *Project Director, Title V Grant*, January 2017 - present
- *Director of English*, July 2016 – December 2017
- *Interim Associate Dean, Humanities*, January 2016 - June 2016
- *Interim Associate Dean, Science, Technology, Engineering, and Mathematics*, January 2015-December 2015
- *Director of Academic Foundations English*, June 2012-December 2014
- *Adjunct Instructor*, Sept. 2012-present

RESPONSIBILITIES AT HCCC

As Associate Dean/Director of English

- Develop short-term and long-term strategic planning initiatives that support the College and division mission statements

- Oversee the development and implementation of new programs and courses
- Oversee and approve updates to the curriculum of classes
- Work with division faculty and staff to create and implement an assessment plan for all division programs and courses
- Chair and direct committees for 5-year Cyclical Program Review process (in English, Academic Foundations English, and ESL)
- Define, develop, implement, and monitor policies and procedures that support the goals and objectives of division programs
- Supervise faculty coordinators of division programs and courses; oversee scheduling of courses, staffing, course development and assessment
- Direct and oversee divisional operations, daily activities, faculty, and staff
- Collaborate with area colleges to develop and implement articulation agreements in division programs
- In conjunction with the Honors Program Coordinator, oversee development, scheduling, staffing, and assessment of Honors Program courses
- Recruit, hire, and supervise, evaluate and mentor full-time and adjunct faculty
- Provide advice, guidance, and support to students
- Provide support for the development and implementation of grants
- Develop, propose, and manage the annual division budget
- Oversee the implementation of the B2B NSA grant (STEM)
- Collaborate in the implementation of the Title V Picking up the Pace grant activities
- Serve on various task forces, advisory boards, and committees (inside and outside the College) that support the work of the College and foster academic excellence

As Grant Project Director

- Direct and oversee all aspects of program implementation
- Work collaboratively with cabinet members and directors and with representatives from NJCU to insure that grant timelines are met and that performance indicators are achieved
- Supervise the budget and the spending of funds to insure compliance with federal regulations.
- Work with the external evaluator and Activity Co-Directors to ensure that required data, reports, and access to individuals are provided as requested
- Write and submit Annual and Interim Performance Reports to the Federal Department of Education

As Academic Foundations English Director

- Direct the overall operations, daily activities, and faculty of the Academic Foundations English program
- Develop short-term and long-term strategic planning initiatives that support the College's mission statement and offer courses and services to identify, support, and prepare students for college-level coursework
- Develop, implement, and monitor effective policies and procedures that support the goals and objectives of the Academic Foundations English program
- Develop and assess Academic Foundations English program curriculum
- Review, analyze, document, and share the effectiveness and success of the Academic Foundations English program
- Develop, maintain, and update placement criteria for levels of Academic Foundations English courses

- Plan, develop, administer, and assess Academic Foundations English courses, course schedules and offerings
- Coordinate and aid in the creation of final exams for Academic Foundations English courses and oversee scoring of placement tests and distribute student grades for basic Reading and Writing classes to the faculty
- Recruit, hire, and supervise full-time and adjunct faculty
- Provide training and professional development opportunities for full- and part-time faculty teaching in the Academic Foundations English program
- Provide advice, guidance, and support to Academic Foundations English students, as needed
- Propose and manage department budget
- Teach Academic Foundations English, College Composition, and College Student Success courses
- Update and maintain AFE Faculty Instructional Guide, AFE Portal sites, and AFE LibGuides

As an instructor

- Teach English and literature classes
- Work with the Writing Center and Student Support Services to improve student success
- Assess student skills in writing, critical thinking and information literacy
- Work one-on-one with students to help improve their reading and writing skills (face-to-face and distance learning)

PASSAIC COUNTY COMMUNITY COLLEGE, PATERSON, NJ

- *Writing Center Coordinator*, July 2008-May 2012
- *Instructor of English*, September 2007-June 2008
- *Adjunct Instructor*, 2005-2007, 2008-2012
- *English and ESL Writing eTutor*, 2007-2012
- *ESL Tutor*, 2006-2007

RESPONSIBILITIES AT PCCC

- Implement all student services related to writing, including tutoring, online tutoring, in-center seminars, in-class writing workshops, and online services (such as e-portfolios)
- Assess Writing Intensive program through student writing progress
- Assess student skills in writing, critical thinking and information literacy
- Assess writing center services (implement methods for ongoing data collection and analysis)
- Recruit, hire, and supervise part-time tutoring staff
- Design and implement student workshops
- Provide direct ongoing support for faculty and students participating in writing- intensive courses
- Participate in the planning and coordinating of faculty training institutes
- Implement services for faculty, including one-on-one consultations, faculty workshops and seminars, online and print resources
- Assist in the development of writing-intensive courses
- Contribute to and help maintain Writing Initiative blog
- Develop, pilot and assess writing-intensive Comparative Religion course
- Develop, pilot and assess Developmental Studies Learning Community courses
- Teach Developmental English, Developmental Reading, English Composition I and English Composition II, Creative Writing, ESL Writing, and The College Experience

- Work one-on-one with students to help improve their reading and writing skills (face-to-face and distance learning)

SELECT PRESENTATIONS

- Nesius, E. (2016, October). "Using Conspiracy Theories to Teach Information Literacy." Presented at the Two Year College English Association-Northeast 50th Annual Conference.
- Nesius, E., Wahl C., and Bobeja, J. (2016, October). "Transforming Developmental Education: Update to a Multiple Pathways Approach." Presented at the Two Year College English Association-Northeast 50th Annual Conference.
- Nesius, E., Wahl, C., and Jesmin, S. (2015, October). "Developmental Education: A Multiple-pathways Approach." Presented at the Two Year College English Association-Northeast 50th Annual Conference.
- Nesius, E. (2015, October). "How do you know your integrated developmental English class is truly integrated?" Presented at the Two Year College English Association-Northeast 50th Annual Conference.
- Nesius, E. (2014, October). "Creating a Culture of Inclusion for Adjunct Faculty." Presented at the Two Year College English Association-Northeast 49th Annual Conference.
- Nesius, E. (2014, March). "Flipping Your Classroom: Why It Works for Developmental Education." Presented at the National Association of Developmental Education Annual Conference.
- Nesius, E., Bandyopadhyay, P., and Wahl, C. (2013, May). "Synergy and Centralization: Leveraging Institutional Developmental Education Activities." Presented at the NISOD International Conference on Teaching and Leadership Excellence.
- Nesius, E. and Ronkowitz, K. (2012, October). "Life after Composition: Improving Student Learning with Writing." Presented at the TYCA Northeast Annual Conference

PROFESSIONAL ASSOCIATIONS

- Council of Writing Program Administrators
- National Council of Teachers of English
- International Literacy Association
- Two-Year College English Association – Northeast (Chair)

SELECT AWARDS AND PROFESSIONAL ACTIVITIES

- 2017 and 2012 Diana Hacker TYCA Awards for Outstanding Programs in English for Two-Year Colleges and Teachers
- Literacy Committee Co-Chair, Hudson County Workforce Development Subcommittee, 2017-present
- Chair, TYCA Northeast, 2016 - present
- Advisor for TYCA-NE Annual Conference committees 2014-present
- Membership Chair, TYCA-NE, 2014-2016
- Registration chair for 2013 TYCA-NE Annual Conference
- HCCC: Co-Chair, MSCHE Decennial Self Study Working Group (Standard V: Educational Effectiveness Assessment); Dean's Task Force: Developmental Education: Chair, Developmental English Subcommittee; Chair and secretary, Technology Committee (2015-2017); Cultural Affairs Blue Ribbon Committee; General Education Committee (Chair, 2016-present);

Assessment Committee; Coordinator, Title V Bi-Annual Faculty Institute since August 2014;
Chair, AFE Advisory Board (2012-2014)

- PCCC: Creator and coordinator of annual student writing contest, founder and coordinator of PCCC's Annual Faculty/Staff Poetry Reading, Co-developer of the Initiative Anthology of Student Writing, College Writing Committee, English Developmental Studies Committee, Developmental Studies Conference Task Force, Learning Community Task Force

TECHNOLOGY SKILLS

Ellucian Colleague, Blackboard, Canvas, LibGuides, EMS, WEAVE, SAP Business Objects, Adobe Acrobat, Camtasia Studio, Eventbrite, Blogger, WordPress, ePortfolio, Microsoft Office Suite

Independent Reviewer's Report for Bergen Community College

Elizabeth Nesius, MA, MFA
Associate Dean of English and ESL
Hudson County Community College

To: The English Basic Skills Faculty, Bergen Community College
Re: Spring 2018 Program Review, English Basic Skills
Date: July 1, 2018

Background of English Basic Skills at Bergen Community College

The English Basic Skills program at Bergen Community College serves students who come to college without the reading and writing skills necessary to succeed at college-level work. The program prepares students for college-level work in all courses, but it uses as one of its key indicators of success the performance of former EBS students in English Composition courses. It is important to note that the program is very successful, with students who complete EBS not only outperforming their colleagues in English Composition I (overall), but also in retention, persistence, graduation within two years of completing the program, and GPA.

Bergen Community College's EBS program has been integrated (that is, teaches reading and writing skills in conjunction with one another in one course) for many years. In doing so, it is far ahead of the curve; integrated reading and writing courses have just recently—within the past three to four years—been touted as a best practice, and many colleges are just beginning their integration process now.

EBS serves a large number of students, over 1,500 in fall semesters and around 1,000 in spring semesters. This enrollment has fallen over the past five years; it would be interesting to compare the drop in enrollment in EBS to the overall enrollment at BCC. On the surface, the decline seems sharper in the EBS program. Some of this can perhaps be attributed to the innovative programs that EBS has initiated over the past several years, which have increased student success and accelerated their progress through the program.

Students who enter Bergen Community College through EBS have several tracks they can take, depending on placement. (Paths for students will be discussed in fuller detail later in this report.) Students must enroll in these courses continuously until they complete the program, but there are opportunities for them to take other courses as well while completing the EBS requirements.

The EBS Department faculty consists of 17 full-time faculty members who teach primarily EBS courses (including six Assistant Professors, five Associate Professors, and three full Professors). All members of the department hold master's degrees, many with additional credits and certifications, and three members of the department hold doctoral degrees. Completing the body of faculty is an average of twenty adjunct faculty members each semester.

Classroom Observation

On Monday, April 30th, I had the opportunity to observe a portion of an EBS class that is paired with a criminal justice course and contextualizes the skills learned in the English class within the content of the college-level course. Students had been assigned an essay in the criminal justice course, and the EBS lesson was designed to help them prepare for this essay by practicing the evidence-gathering skills they would need, through watching case studies and then role-playing as police officers interviewing witnesses to a variety of incidents. The lesson began with a review of best practices for evidence gathering and evaluation, followed by the hands-on activity.

The class I observed was extremely successful; students were engaged in the process from start to finish. It was clear that the instructor has an excellent rapport with her students, and it was equally clear that she works closely with the criminal justice instructor in designing lessons and evaluating students.

Throughout the lesson, the professor's use of education technology—Moodle, PowerPoint, and videos—was deliberate and highly effective. Technology use was intended to, and had the effect of, greatly enhancing the lesson, rather than just for the sake of using technology. Students were engaged in class discussion and in the paired activity afterward, and this was greatly facilitated by the use of technology and media.

In summary, the classroom session reflected well on the EBS program's dedication to student learning and innovative teaching practices.

- Recommendations
 - While the class observation does not serve the purpose of providing feedback on individual class sessions, the success of this particular lesson does suggest two recommendations. The first is that the program continue to expand its learning community offerings. As Dolores Perin points out in "Facilitating Student Learning through Contextualization: A Review of Evidence," "As passing the disciplinary courses needed to earn a desired college credential is assumed to be of considerable interest to students, the specific content of these courses can create a context for the learning of reading, writing, and mathematics skills that are authentic and personally meaningful to them." Student engagement in the skills they were learning was clearly evident here, as was the direct application not only to their content course, but also to potential careers later on.
 - Secondly, the professor's excellent and meaningful use of technology in her lesson demonstrates the importance of access to technology in writing classes. Providing technology-equipped and computer classrooms for EBS classes should continue to be a priority. This lesson would not have had nearly the impact it did if students did not have access to the videos of incidents and used, for example, written descriptions instead for the hands-on activity.

Student Placement

Currently, students are placed into EBS using the Accuplacer WritePlacer, Reading Comprehension, and Sentence Skills exams (or, when available, SAT or ACT scores). There are, depending on how students score on the placement exams, different paths that students can take. With the advent of the Next Generation Accuplacer, faculty (in conjunction with Composition and Literature faculty) have decided to move toward multiple measures for student placement. In Spring 2019, they will use the WritePlacer and Reading Comprehension exams, with the goal of eventually including measures such as SAT/ACT/PARCC,

student self-assessment, high school GPA, in-house assessment, and possibly other methods as well. Again, this method is in line with best practices nationwide, and BCC should be lauded for moving toward this approach.

- Recommendation
 - Continue with the plan to move toward multiple measures, with the recommendation that these measures be piloted as early as Spring 2019, perhaps through allowing all students (rather than only for challenge testing) to opt into additional assessments with the idea that doing so might improve their placement.

Program Strengths

The English Basic Skills program at Bergen Community College has a variety of strengths, many of which can and should serve as models of best practices for other institutions.

Faculty

One of the strengths of this program is its excellent faculty. The seventeen full-time EBS faculty are dedicated to student learning and stay current in research in the field of developmental education. In addition, they are actively involved in other areas of the College, whether it is teaching in other departments, taking part in research initiatives, College leadership, or working with schools and projects outside of BCC.

EBS also employs about 20 adjunct faculty members every semester. The ratio of full-time to adjunct faculty is actually quite good, nearly 1:1. Most community colleges have a ratio more like 1:4. It is important for incoming students, and especially high-need students like those who take developmental courses to have access to full-time faculty.

Program Design

Another notable strength of EBS at Bergen Community College is the innovative and cutting-edge program design. There are several facets to the program that make it unique and a model for best practices in developmental English education.

First, as mentioned earlier reading and writing instruction is integrated at BCC and has been for years. Dartmouth's Institute for Writing and Rhetoric argues, "reading and writing work best when one process fuels or informs the other." While this premise may seem obvious to many, the truth is that the majority of developmental English programs either teach reading and writing as separate courses or are at the beginning stages of integration. Bergen, therefore, has the advantage of long experience in integrated teaching and functions as a leader in the world of developmental English curriculum design. Additionally, the final assessment of students within EBS courses is also integrated, asking students to demonstrate both reading and writing skills in the same test. The faculty are particularly proud of this assessment, and rightfully so. It reinforces the integrated philosophy of the courses and demonstrates to students that these skills are not separable. It is also rare to see integrated assessments such as this. Even my own institution, which has been using an integrated curriculum for over fifteen years, still separates reading and writing assessment, although we are moving toward integration.

Bergen was also an early adopter of the Accelerated Learning Program model created by Community College of Baltimore County. This program pairs English Composition with developmental English, thus allowing students who place into developmental English courses to take their college-level English course

with support. The effect of the program is both to accelerate students through and out of developmental English, and also to greatly increase their chances of success in both courses. As with integration, this model is now seen as a best practice for developmental English nation-wide, and many colleges and universities are changing to this model. Bergen, however, voted to implement ALP as early as 2011, when word of the program was just beginning to spread.

Finally, the use of learning communities and pairing the college success course with EBS courses is a great strength. In both cases, skills courses are given a context that increases student interest and engagement and helps assure the transfer of skills to other classes. Whether it is giving students context for their reading and writing skills or allowing them to practice college success skills such as time management and note taking in an academic setting other than a success course, students are able to see how these skills apply to their academics and eventually their careers, which has the effect of increasing retention within the classes and the eventual success in the courses and at BCC as a whole.

Challenges

The English Basic Skills program does face challenges, many of which are evident in developmental programs across the country. This section will discuss some of those challenges and attempt to make suggestions to help mitigate those challenges and/or turn them into opportunities for change and improvement.

Misconceptions about the Program

It is common for those who do not teach in developmental programs to have some misconceptions about not only the programs themselves, but also the faculty and the students. Bergen Community College is no exception. In speaking with the faculty, I learned that faculty outside of the program share two key misconceptions that seem to be almost universal: the purpose of the program and discomfort or even fear of teaching these students.

Many faculty members believe that English and writing programs in general are designed to churn out perfect readers and writers who will have all of the skills they need, regardless of genre or type of writing. Of course, this is an impossibility; the goal of writing programs, whether developmental or college level, is to provide students with a strong foundation in academic writing skills upon which they can build when they enter their majors.

Faculty

Although the ratio of full-time to part-time faculty is quite low, there is an argument to be made to lower the ratio even further. Because of the uncertainty of the nature of teaching part-time, the turnover rate is quite high. In specialized programs such as EBS, the high turnover rate can have a negative effect on student learning, retention, and success. New faculty have to be trained, and with the wide variation in developmental programs and assessments, it can take several semesters before a faculty member has a strong grasp of the processes and procedures of a new program, let alone best practices that apply to a particular program. The need for constant hiring and training of new faculty is also a drain on resources—both monetary and human. Full-time faculty who could be spending time on improving programs and teaching are instead diverted to interviewing, training, and overseeing new faculty.

One way to address the need for more full-time faculty teaching EBS courses is for the college to encourage faculty in the Composition and Literature Department to teach an occasional EBS course. Currently, it seems that many developmental English faculty teach college-level courses as well. Doing so

give the faculty members important information about the expectations of students when they leave EBS. It would similarly be helpful for college-level English instructors to teach EBS courses, so that they can see where the majority of their students start when they come to college. College-level instructors are often uncomfortable teaching developmental English courses. However, with the same training that is provided to adjunct faculty and new full-time EBS faculty, these fears will be diminished and prove to be unfounded.

Scheduling/Enrollment

English Basic Skills has faced a rather significant decrease in enrollment in courses over the past several years. There are a variety of factors that may contribute to the decreased enrollment. The first is a drop in enrollment in community colleges and at BCC overall. However, since it seems that the enrollment dip in EBS is more dramatic than the overall loss of enrollment, it is possible that other factors are coming into play as well, such as the acceleration initiatives within the program and the possibility that students are entering college more prepared than in prior years. (Placement testing results should be analyzed to confirm or refute this possibility.)

Another factor that may contribute to a loss in enrollment could be the way classes are scheduled. Currently, lower-level EBS classes are offered four days per week. As cited in the program review report, while this type of schedule has some pedagogical advantages, it does present some challenges, particularly with staffing. The schedule is irregular, making it difficult for full-time faculty to create schedules without significant time gaps. Having classes that are only 50 minutes twice a week also makes it difficult to hire adjunct faculty who may be unwilling or unable to come to campus for such a short period of time.

These same scheduling challenges may apply to students as well. Full-time students will have irregular class schedule and gaps between classes; part-time students may be unwilling or unable to come to campus four times per week or for short periods of time.

- Recommendation:
 - Consider scheduling classes twice per week rather than four times per week. Developmental English classes at Hudson County Community College (my institution) are currently six credits and meet twice per week for 165 minutes each. While the class periods are long and require some creativity to teach, there are some pedagogical advantages in addition to the scheduling advantages of a 2-day per week schedule. If BCC were to offer EBS classes only twice per week, the classes would be 125 minutes long, significantly less than HCCC's classes. The longer class time could allow for more in-depth study and practice of skills, and both students and faculty may prefer the regular schedule over fewer days.

Retention

One factor that is a challenge in nearly all developmental programs is that of in-program retention. Retention in BCC's developmental English program is higher than many others in the area (including Passaic County Community College and Hudson County Community College). Predictably, retention is better at the higher end of the program, where students are able to take college-level courses, including English Composition I. While there are many reasons that students may leave the program, BCC's data as well as outside studies suggest that access to college-level courses helps to improve student retention.

This again supports the suggestion to increase learning community offerings to students in lower-level EBS courses.

Other Thoughts

Bergen's developmental English program is very impressive. A few questions

Bridge Programs

This first comment may be outside of the scope of the developmental English program, but I am curious about whether Bergen offers any boot camps or bridge programs for either new students who place into developmental English classes or continuing students who show improvement but don't pass the Mastery Test. If not, the College may want to look into these options as additional ways to accelerate students through developmental English. If they are offered, it would be interesting to look at data on students who participate in terms of the role the programs may play in the drop in EBS enrollment as well as success of the students after they leave EBS.

Course Capacity

In doing some research, I found that AIMS classes are capped at 15-18 students; I hope this low cap applies to all EBS classes, as low caps on these classes has a significant impact on student success. In addition to reducing the number of full-time faculty, many colleges look to cut costs by increasing course capacities. While both measures may have short-term benefits, in the long run they are detrimental to student success and therefore to the finances of an institution. As pointed out in *Redesigning America's Community Colleges*,

Unfortunately, research suggests that two primary ways community colleges have reduced costs—relying on part-time instructors and increasing student-to-faculty ratios—have hurt completion rates and may also have reduced the quality of the education provided. Several studies have showing that greater reliance on adjunct actually lowers student completion and transfer rates at both two- and four-year institutions... A similar logic applies to increases in student-to-faculty ratios; on study estimated that every 1-percentage-point increase in the ratio would decrease community college degree completion rates by half a percentage point (Bailey, Jaggars, & Jenkins, 2015, p. 174).

- Recommendation
 - In addition to increasing the number of full-time faculty, I highly recommend capping all EBS courses, including those paired with English Composition I at no more than 18 students and keeping overrides of the course capacities to a minimum.

Student Assessment

- Recommendation
 - Additionally, as BCC explores the use of multiple measures for initial placement of students, it may want to explore multiple measures for exit assessment as well.

The integrated reading and writing Mastery Test is truly innovative; EBS should build on that innovation by taking the further step of adding portfolio review and/or other measures to gauge student mastery of skills. NCTE's position statement on writing assessment argues, Best assessment practice uses multiple measures. One piece of writing—even if it is generated under the most desirable conditions—can never serve as an indicator of overall writing ability, particularly for high-stakes decisions. Ideally, writing ability must be assessed by more than one

piece of writing, in more than one genre, written on different occasions, for different audiences, and responded to and evaluated by multiple readers as part of a substantial and sustained writing process.

At HCCC, students pass or exit developmental English courses through a combination of portfolio review and examination. Students build a portfolio of their work throughout the semester with a requirement for a certain number of essays (with drafts) and a certain number of low-stakes assignments. At the end of the semester, students write a reflective essay as the culminating piece within their portfolio. Portfolios are assessed by the classroom instructor and the scores entered and submitted to the department before students sit for final exams. Students then take a reading final exam (multiple choice) and a writing final exam (in-house and committee scored). The combination of these scores determines a student's grade at the end of the semester. (It should be noted that I am not in any way advocating for the 2-test system that we use at HCCC. We are currently transitioning to an integrated exam that would be used in conjunction with a portfolio for assessment.) Certain classes are randomly selected to submit portfolios periodically for program assessment. Used in combination with the exams, we are able to get a fuller picture of student skills mastery across the program.

Closing Comments

As the head of the developmental English program at Hudson County Community College, it was a privilege to visit Bergen Community College and review the excellent EBS program. The faculty are bright, creative, and truly dedicated to the success of their students. The willingness of the institution to support innovative programs like ALP and multiple measures placement has made Bergen's EBS program a model for best practices in developmental education. With continued support for their creative solutions to sometimes daunting challenges, it is my belief that Bergen will continue to be a leader in providing high-quality educational opportunities to all students.