

# Bakersfield College

## Program Review – Annual Update

Attachments (place a checkmark beside the forms listed below that are attached):

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> <a href="#">Faculty Request Form</a>                           | <input type="checkbox"/> <a href="#">Classified Request Form</a>   | <input type="checkbox"/> <a href="#">Budget Change Request Form</a>                |
| <input checked="" type="checkbox"/> <a href="#">ISIT Form</a>                           | <input checked="" type="checkbox"/> <a href="#">M &amp; O Form</a> | <input checked="" type="checkbox"/> <a href="#">Best Practices Form (Required)</a> |
| <input checked="" type="checkbox"/> Other: <u>Appendix Items noted in Annual Update</u> |  |  |

### **I. Program Information:**

Program Name: English

Program Type:  Instructional  Non-Instructional

### **Program Mission Statement:**

The English Department serves the mission of the college by meeting the needs of our socially and ethnically diverse student community; these students range from recent high school graduates to re-entry or re-training adults, and they pursue various academic goals, including the earning of an A.A. or A.S. degree, transfer to a four-year institution, and completion of vocational/technical certificate program. Since communicating ideas and information is at the heart of an education, the English Department is vital to the college community as a whole.

The English Department at Bakersfield College supports student learning and mastery of critical thinking, reading, and writing by teaching the following:

- Basic writing proficiency,
- Transfer-level academic research and writing,
- Information competency (in conjunction with the Bakersfield College Library and its staff), and
- Reading, appreciation, and/or creation of imaginative literature for both the specialist and general education population.

### **Program Description: Describe how the program supports the mission of Bakersfield College**

The English Department at Bakersfield College offers basic skills courses below the freshman level to support students not yet ready for freshman level writing standards. The department provides freshmen and sophomore courses in both writing and literature that satisfy general education requirements for career pathways in workforce associate degrees and satisfy English transfer requirements for the CSU and UC systems. All English courses reinforce critical thinking as well as basic and advanced written communication competencies. The department partners with BC's Byrd Library reference librarians, who offer a course in research skills to support the English 1a student. Also, the department has developed agreements and equivalencies with the CSU and UC systems so that BC students transfer to those institutions easily and seamlessly to complete higher degrees

Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.

English Associate in Arts degree

## **II. Program Assessment:**

- a. How did your outcomes assessment results inform your program planning?
  - i. We are in the process of gathering the data and information that will inform further program planning. Because some courses weren't assessed according to timeline, a member of the department has been appointed coordinator (as of April 2013) to oversee the regular assessment of all of our SLOs. (see attached: Appendix Item A)
  - ii. The department is meeting in fall 2013 to work on revising the English 60 SLOs to align with CB21.
  - iii. The English 60 SLO assessment from 2012 revealed some weaknesses in the Final Essay Exam (FEE) grading process that will need to be addressed within the 2012-2013 school year in order to add a follow-up report to CurricUNET. (see attached: Appendix Item B)
  - iv. The department will offer English 53 and Writing Express (English 50/1A stacked and compressed LRNC 510 courses) at the Delano campus in spring 2014. These offerings will need to be advertised in order to inform students and staff about the classes.
  - v. A fall 2012 surveying students regarding their placement in English and how well their prior BC English (or Academic Development) class prepared them for the current English class. The survey proved inefficient—very difficult to compile data and to interpret data. The survey will be revised and distributed fall 2013 or spring 2014. (see attached: Appendix Item C)
- b. How did your outcomes assessment results inform your resource requests this year?
  - i. The assessment we have done shows that we need to continue to find new methods to teach students writing. Students learn writing techniques better when they are able to see writing modeled. The limited technology in the classrooms in the Humanities building makes it difficult to share student essays with the class. New projectors, updated computers, and document cameras would make sharing student work much easier and more effective.
- c. Note any significant changes in your program's strengths since last year.
  - i. Success and retention rates increased in the 2011-2012 and 2012-2013 school years: 2011-12 (57% success) and 2012-13 (60.9% success). For the same two-year comparison, department retention increased: 78.8% to 81.8%. The department needs to continue efforts in these areas. (see section V, Trend Data Analysis)
  - ii. For English 50, the department is meeting to assess the impact of the change from the FEE to the synthesis paper.

- The upward swing in both data points corresponds with the English B50 elimination of its department-wide final essay exam (the FEE) in exchange for an out-of-class, multi-draft synthesis paper. This data will be worth looking at more closely, particularly if the upward swing in student success is attributable to a particular course: English B50.
  - Fall 2013, instructors will review and assess samples of B50 synthesis paper from spring 2103 semester. (see attached: Appendix Item D)
- iii. The accelerated course, English B53, is continuing and the department is beginning to collect data. Anecdotal data continues to be positive.
- iv. Enrollment is improving in English B53 and the Writing Express (English B50/B1A stacked and compressed) courses. Preliminary data shows that “Extending the Class” (ETC), a form of supplemental instruction, improves success and retention. For ETC, some instructors of the B53 and WE courses have recruited one of their former students to be a “coach” who meets outside of class with groups of students to continue (extend!) the classroom discussions and work sessions. (see attached: Appendix Item E)
- v. After careful monitoring of student needs, the number of English B1a sections was increased for fall 2013, including Friday-only and Saturday-only courses. The increase in course offering necessitated hiring of additional adjunct instructors. Seven new adjuncts were hired through a formal hiring process this summer.
- vi. The department created curriculum for two new literature courses: English B24 (Latino/Latina Literature) and English B27 (Bible as Literature). Both classes will serve as electives for part B of the Transfer Model Curriculum for the Associate Degree Transfer, English major. Additionally, the Latino/Latina course demonstrates an understanding and reflection of our college as a Hispanic Serving Institution. Curriculum Review of B27 was not updated by deadline and was consequently deleted. The Curriculum was re-developed and approved by the board and, technically, is considered a new course.
- d. Note any significant changes in your program’s weaknesses since last year.
- i. Classroom technology in the Humanities building is outdated enough to impact instruction:
    - Many computers do not start properly on the first try and have to be rebooted.
    - The television screens and computers are not compatible, so instructors cannot see the entire computer screen.
    - In at least one classroom, the connection for laptops has an issue that affects screen color.
    - It is difficult for the instructor to see the screen *and* use the keyboard or mouse at the same time.
- e. If applicable, describe any unplanned events that impacted your program.
- i. In our Writing Express courses (English B50/B1A stacked and compressed classes), instructors lost their materials and links posted on insideBC after the CRN for the Learning Community was eliminated (CRNs for the B50 and B1a courses of the LRNC were made live)so that the B50 course grades could be posted.

In dropping the CRN of the LRNC, materials posted to inside BC were lost. Charley Chiang was able to find and transfer the material once he was contacted regarding the unintended loss. This is an event we have to monitor mid-semester every year for the Writing Express courses.

- ii. Continuing budget woes in 2012-13 meant a decrease in classes and resulted in adjunct faculty receiving fewer assignments. Two adjunct faculty members left the area in search of better opportunities. This coincided with a 2013-14 growth in budget and an increase in class sections. The department had to hire 7 new adjuncts to meet demands. Adjuncts were hired in the summer through a new HR required formal hiring process. The additional fall evaluations of new adjunct hires and new adjunct hiring processes provide an additional strain on the department in this and future semesters.

### **III. Technology and Facilities Analysis**

- a. Has your program received new or repurposed technology in this cycle?
  - i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes?

The English department has not received new or repurposed technology in this cycle.

- ii. If no, what technology could play a contributing factor in future student success and outcomes for your program?

Our single biggest need is a technological updating of our classrooms (Humanities 23, 22, 21, 20, 7, 6, 3, 2, and 5 — in that order). Technology in these nine classrooms is currently the same: computer in a media cabinet in front corner of classroom; TV screen mounted high above on wall; keyboard and mouse attached to computer that resides in media cabinet. The 4 items listed below are in order of our desired priority. If the first is too expensive to approve in the near future, then the following three items would increase instructors' ability to effectively use the computer in the classroom. The current set up is not effective for teaching purposes—the design of the classroom makes it difficult to use the TV monitors; the keyboard and mouse are tethered to items in the media cabinet, so instructors stand directly below the monitor—it's tedious, back- and neck- breaking work (which unfortunately also forces instructors to have their backs to the students).

[How would you evaluate the use of this technology?]

For each of the items listed below, the department could survey instructors and students to gather data about the effectiveness of the technology. Please note: Students rate instructors during faculty evaluation for their "Use of technology in the classroom." In our department, that survey item is historically rated the lowest—a testament to the resistance of some to deal with the impracticability of teaching from underneath the monitor with one's back to the classroom. Also, for evaluation purposes, the English department could collect and compare success and retention data in technologically equipped classrooms versus our non-updated classrooms (comparing past and present years, etc.).

- 1. Item 1: Front Throw Projectors – The English department wants its classrooms modeled after the recently updated SS3 classroom. Replacement of monitors in the classroom with front

throw projectors will enhance visibility for all students, increase student engagement, and allow instructors ease of use. Currently, corner-mounted monitors are impossible for some students to see clearly.

2. Item 2: On-going replacement of computer and monitors in classrooms. – Computers are outdated and slowly deteriorating. Replacement should occur on a regular cycle. Monitors are outdated and unable to broadcast at appropriate resolution. TV screen monitors in the corner of the classroom directly above the media cabinets make it difficult for instructors to use and difficult for some students to view.
3. Item 3: More reliable, consistent wireless and Bluetooth access. – Some faculty are using personal laptops and iPads which are tethered by wires when they could be used wirelessly, making teaching easier and saving time setting up equipment.
4. Item 4: Document cameras – We currently have one document camera shared among all instructors in the Humanities building, which results in scheduling conflicts and a disparity in access. Text and student work can be immediately projected to the class without use of transparencies; doc cameras will replace the old transparency machines in classrooms. Document cameras allow instructors to highlight reading passages and annotate texts for demonstration purposes and allow instructors to work “in time” on students’ written work for benefit of the entire classroom. Document cameras increase efficiency in the classroom.

iii. How might other areas use this technology?

- In the Humanities building the departments using the classrooms include political science, history, philosophy, and economics as well as English. Occasionally departments from across the campus use Humanities building classrooms. The same benefits and time savings will be realized. Additionally, some of the classrooms are open for use on Fridays.

(NOTE: Technology requests can be made by filling out the [ISIT Request form](#).)

b. Has your area received any facilities maintenance, repair or updating in this cycle?

Yes. Summer 2012: The Humanities building was renovated: exterior painted, chalkboards removed, whiteboards installed, computers added to H-52, asbestos removed, and flooring replaced.

If yes, how has the outcome contributed to student success?

All of these improvements have enhanced faculty and student morale and likely increased engagement. No quantitative data available to our knowledge (Humanities has several offices and classrooms used by English and other departments).

(NOTE: Facilities and M&O requests can be submitted by completing the [M&O request form](#))

#### **IV. Trend Data Analysis:**

Discuss any significant changes in data trends over the last year using data provided by Institutional Research. Metrics may include the following:

- a. Changes in student demographics (gender, age and ethnicity)

The English department's trend data shows mirrors the college-wide data in categories of Gender and Age. However, the Ethnicity trend data for 2012-13 reveals a difference between the English department and the College for Hispanic/Latino and for White. The English Department's Hispanic/Latino and the English Department's White percentages are 62% and 25% respectively. The College's Hispanic/Latino and the College's White percentages are 56% and 28% respectively. The discrepancy may reveal that more Hispanic/Latino students than White students start in the basic skills course we offer. The department's five year Ethnicity trend (2008-09 to 2012-13) shows an increasing Hispanic/Latino enrollment in our courses and a decreasing White enrollment:

Hispanic/Latino ethnicity =	51%, 56%, 57%, 60% and 62%
White ethnicity =	34%, 30%, 28%, 26% and 25%

- b. Changes in enrollment (headcount, sections, course enrollment and productivity)

The number of sections we offer has risen and declined in the past years, a consequence of adjusting to budget cuts and meeting student demands for English classes required for General Education and pre-requisites. The 5 year trend data (2008-09 to 2012-13) shows the increase and decrease in sections: 290, 279, 287, 253, and 277. Our 2013-14 data will likely reflect a surge in sections offered.

- c. Success and retention for face-to-face, as well as online/distance courses

In each of the past five years (2008-09 to 2012-13), the English department has offered over 250 face-to-face courses and approximately 5 Distance Education (DE) courses. Our DE courses have a historically lower success and retention rate than our face-to-face courses. For example, 2012-13 DE Success and Retention rates were 51.7% and 63.3%, respectively. That same year, face-to-face Success and Retention rates were 60.9% and 81.3%, respectively. Our department has a taskforce working this fall on creating policies for an English 1a hybrid course that will standardize our online classes with an aim for improved success and retention. The goal is to have these department practices in place and to offer the hybrid course(s) as early as fall of 2014.

For both our face-to-face courses and DE courses, the 5 year trend shows a decrease in Success and Retention Rates in the 2009-10 and 2010-11 years. Fall of 2009, English 1a became a requirement for the AA/AS degree. Whether or not this requirement was the cause of this decrease in our success and retention is unknown. For the 2011-2012 and 2012-2013 school years, our face-to-face and DE courses had increased success and retention rates, a rebound from the prior two years of decreasing success and retention rates.

d. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded)

The AA English degrees awarded show a roller-coaster trend. In the five-year trend data (2008-09 to 2012-13), we've awarded the following number of degrees, respectively: 10, 7, 15, 10, and 5. Our department aims to bolster the number of degrees awarded via Associate Degree Transfer approval and creation of an English major club.

e. Other program-specific data (please specify or attach)

We offer no additional program-specific data at this time.

**V. Progress on Program Goals:**

List the program's goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

**Previously Established Goal 1:**

Strategic Initiative: Improving student progression and course completion—

Goal: Increase number of students successfully advancing through department pre-requisite courses

Progress on Goal:

In Spring of 2013, the English department offered twelve English B53 classes (a new, accelerated course) and five Writing Express courses (English B50 and B1a compressed and stacked classes (8 weeks of B50 followed by 8 weeks of B1a) (see attached: Appendix Item F). We are offering the same number of sections of each B53 and WE courses this fall 2013 semester. Accelerated classes may increase the number of students who persist through the sequence of English courses. A 2009 cohort shows that the number of students in basic skills who manage to become eligible in English B1a is small. (see attached: Appendix Item E)

Some preliminary data shows that supplemental instruction (use of student coaches—former students paid to attend class and have outside of class group meetings with students of the current course) improves success and retention. More data collection is needed current data may not be causal. (see attached: Appendix Item G)

Completed: \_\_\_\_\_ (Date)

Revised: Sept. 12, 2013

Comments on Goal 1: REVISED GOAL 1:

Strategic Initiative: Student Progression and Completion—a commitment to reduce the time for students to complete educational goals

- The department will be expand B53 and WE course offerings to the Delano campus to provide all students equal opportunities and will track the cohort.
- The department will collect English B53 data to evaluate standards (tracking B50 and B53 students and their success in English 1a). Our accelerated and compressed/stacked courses are intended to improve student's progress through the basic skills sequence.

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**Previously Established Goal 2:**

Strategic Initiative: Improving student progression and course completion—

*Goal:* Continue addressing SLO alignment between sequence courses

Progress on Goal: We continue gathering data regarding the success of English B50 of the synthesis paper in bridging the gap between English B50 and English B1A. Additionally, we have assigned a coordinator to oversee the completion of SLOs as indicated on the department created time-line for SLO review and assessment. The coordinator will remind SLO course task groups to complete SLOs in a systematic and continual cycle.

Completed: \_\_\_\_\_ (Date)

Revised: Revised: Sept. 12, 2013

Comments on Goal 2: REVISED GOAL 2:

Strategic Initiative: Student Progression and Completion—a commitment to reduce the time for students to complete educational goals

- The English department will compare course SLOs with CB21.
- The English department will align SLOs of its composition sequence of courses so that each course will mirror the SLO format of the others.

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**Previously Established Goal 3:**

Strategic Initiative: Improving student progression and course completion—

*Goal:* Increase number of English majors; support campus increase in transfers.

Progress on Goal: We created English B3, Critical Thinking Through Literature, formerly referred to as English B2A in our 2013-13 APR goals. English B3 will be offered in spring 2014. English B3 will fulfill the ADT requirement. Spring o of 2013, members of the department held an English majors workshop for interested students. Informal department discussions continue, related to organizing and starting a club for English majors.

Completed: \_\_\_\_\_ (Date)

Revised: Sept. 12, 2013

Comments on Goal 3: REVISED GOAL 3:

Strategic Initiative: Student Progression and Completion—a commitment to reduce the time for students to complete educational goals

- The department will begin the process for state approval of the English major Associate Degree Transfer (formerly identified as the Transfer Model Curriculum (TMC) and/or AA-T (Associates Arts – Transfer).
  - The department will discuss feasibility of hosting an English major meet and greet and creation of English Major Club.
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**Previously Established Goal 4:**

Strategic Initiative: Improving student progression and course completion—

*Goal:* Outreach to other departments on campus to support student learning

**Progress on Goal:**

1. English faculty members were instrumental members of the Writing Rubric Think Tank and have held several flex workshops for faculty.
2. We have an ongoing collaboration with the Writing Center where many of our adjunct faculty work when they are not assigned classes, helping to maintain open lines of communication and creating a partnership between the two areas based on the needs of each.
3. *The Roughneck Review*, our online journal, publishes noteworthy student work from all disciplines. (see attached: Goal 4, item 3)
4. Fall 2013, the department partnered with the Academic Development department in aligning classes so that students can complete an ACDV course in the first 8 weeks of the semester and register for a late start 8 week English B60 course. Spring 2014, two of these courses will be Writing Express (ACDV B65/ENGL B60).
5. Spring 2013 and fall 2012, the department held FLEX activities to inform other departments about accelerated and compressed and stacked courses.
6. In the summer of 2012, the English department received a grant to develop accelerated classes and as part of the grant attended the Summer Learning Institute: Acceleration in Context (SLI: ACI) conference. This past summer (2013), a faculty member each from the Math and ENSL departments attended the SLI: ACI Conference and the English faculty members of our department shared ways to incorporate accelerated classes with these colleagues.

Completed: Sept. 20, 2013 (item 1 and 6)

Revised: \_\_\_\_\_

**Comments on Goal 4:**

Because the items listed above fit within Strategic initiative of Collaboration and Partnership and because the items also fit within the Strategic Goal of Communication (“Enhance collaboration, consultation, and communication within the college and with external constituents”) we are considering goal 4 completed and are adding the items into a new goal (see below).

**Newly Established Goal:**

Strategic Initiative: Collaboration and Partnerships—a commitment to engage in college-wide and community activities

*Goal:* continue collaboration, consultation, and communication within the college and with external constituents

- The English department will continue to review and evaluate assessment methods, from its participation in Common Assessment (via one component of the C6 Grant) and multiple measures discussions to collaboration with the Kern High School District in placement related issues (e.g. accepting ERWC and EAP as placement measures).
- The English department will implement student internship as a part of the online journal *Roughneck Review*. Student interns will be recruited from other departments (e.g. Business and Computer Studies) and will be

able to include the internship position on their resumes.

- English department members will collaborate with other departments and programs via the Writing Rubric Think Tank
- English department will collaborate with Writing Center
- English department will communicate information about its Accelerated classes and related data (English B53 and Writing Express courses)
- English department will collaborate with Academic Development in offering WE courses at the lowest levels (bridging the two departments)
- English department will collaborate with CSUB via committee representation in the Building Bridges Conference
- English department will collaborate with local high schools via participate in RIAP and Common Core discussions

**Newly Established Goal:**

Strategic Initiative: Improving student progression and course completion—

*Goal:* Work with IR and ATD data team to develop sustainable research to determine the success of students in accelerated, stacked and new modality courses as they progress to subsequent courses, as well as the impact of supplemental instruction and contextualized instruction support programs

**VI. Curricular Review (Instructional Programs only):**

- a. List each of the courses offered within the discipline’s academic program in the first column, using one row per course. Place an **X** in the appropriate column to indicate when the course is scheduled for review.

Course	2013-2014 (2019-2020)	2014-2015 (2020-2021)	2015-2016 (2021-2022)	2016-2017 (2022-2023)	2017-2018 (2023-2024)	2018-2019 (2024-2025)
English B5a	X					
English B5b	X					
English B10						X
English B20a	X					
English B21	X					
English B24						X
English B27						X
English B28	X					
English B30a	X					
English B34				X		
English B41	X					
English B1a					X	
English B1b	X					
English B2	X					
English B3						X
English B50						X

English B53						X
English B60	X					

- b. List courses that are proposed for addition.

English B20b (this course was recently deleted but curriculum will be re-created and request for approval—rationale: this course is one of the options for required courses in the Transfer Model Curriculum for the English major Associates Degree Transfer).

- c. List courses that are proposed for deletion.

No courses are proposed for deletion.

- d. List any changes the program has made to online/hybrid/distance education courses.

No changes (a fall 2013 department task force is preparing a draft of department policies for hybrid English courses—online courses that would meet face-to-face one day per).

- e. Provide an update on the program’s transition to adopting a [Transfer Model Curriculum](#) (AA-T or AS-T), if applicable.

We are in the process of comparing C-ID descriptors and receiving approval for our TMC in English (ADT).

**VII. Conclusions and Findings:**

Present any conclusions and findings about the program.

The English department (29 full-time, tenured or tenure-track and 24 adjunct members) continues to support the mission of Bakersfield College. We serve the needs of the students in achieving general education requirements in writing and critical thinking, and we are involved in campus-wide committees and outreach. Faculty members regularly share ideas and work together in assessing SLOs.

Our department is aware of a need to increase success rates and persistence through our basic skills sequence, and several members are addressing the matter in ways that can and will be measurable. In order to assess and evaluate our accelerated classes, our department will require access to data; the hope is that data coaches or IR will be able to assist us track progression of basic skills students (from Academic Development to English, and from accelerated courses to the following course in sequence, etc.). As we implement our strategies for improving student success by accelerating students at a faster pace, we want to follow up at the next level to see that the accelerated students remain as successful as the students who follow the traditional path.

The English department is proud of its commitment to student success and to its collaboration and partnerships on-campus and off-campus. With our colleagues in other departments across the campus, the English department assists Bakersfield College in continuing its legacy of excellence.