

Bakersfield College 2018-2019

Program Review – Annual Update

Program Name: English

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world

Describe how the program supports the Bakersfield College Mission: The English department supports the mission of the college by meeting the needs of a culturally, economically, and educationally diverse community; these students range from recent high school graduates to re-entry or re-training adults, and inmate scholars, who pursue various goals: earning a degree, transferring to a four-year institution of higher learning, or completing a vocational/technological certificate program. Since critical thinking, effective communication of ideas and information, and oral and written competence are critical to education and life skills, the English department is vital to the college community.

Program Mission Statement:

- The English department's mission is to serve a diverse population by providing excellent instruction at all levels of the composition sequence: from one level below transfer to the transfer level and in advanced composition courses.
- In addition, the department strives to fulfill the need for courses in imaginative literature: Introduction to types of Literature, British Literature, American Literature, African-American Literature, World Literature, Latino/a Literature, Classical Mythology, Creative Writing, and other survey courses.
- The mission in all these courses is to provide students with oral and written communication skills, critical thinking skills, and the ability to succeed in higher education and the workplace.

Instructional Programs only:

Degrees Offered:

- The English department offers an AA in English as well as an AA-T in English.

Program Goals:

Current Program Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Comments
1. Assess effects of English B1A (transfer level course) from 4 to 3 unit course. Major departmental concern.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 2018-19	<p>After changing English 1a methods of instruction to account for the reduction in units, from 4 to 3, we have collected data and continue to achieve success rates of 75%. Additionally, we maintain this 75% success in summer when success rates usually trend lower. We will need to continue assessing additional changes to English 1a as explained in the next goal.</p>
2. Assess the effects and success of the English 1a co-requisite lab developed to comply with AB705 requirements.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 2018-2019	<p>In order to meet the requirements of AB705, the department convened a committee to develop a way to meet the needs of students with lower GPAs who are now eligible for English 1a. The result is a co-requisite lab for students who would benefit from remedial instruction to enable them to be more successful in English 1a. The department will begin gathering data to measure the success of our co-req labs.</p>
3. Implementation and competency mapping of the new Common Assessment test that BC is piloting and pioneering to help gather data for all 113 California community colleges.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input checked="" type="checkbox"/> Revised: Spring 2018 <input type="checkbox"/> Ongoing: _____ (Date)	<p>With the implementation of MM4.0 and AB705, the state has effectively eliminated assessment. We will now be using high school GPAs as the placement instrument.</p>

Future Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Action Plan	Timeline for Completion	Lead person for this goal
1. Continue to increase our presence in rural classroom sites.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<p>Recruit more faculty and offer more classes in Delano, Arvin, Wasco, and the new SW campus to expand the options for students throughout the area.</p> <p>Update: We have increased our number of sections among rural sites to 28 sections. We continue to promote rural education among the department faculty.</p>	2018-19	Department Chair
2. Expand our online and hybrid class offerings.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<p>Test the viability of offering more online courses and pilot some English 1A hybrid courses.</p> <p>Update: We are offering 33 sections of hybrid courses this semester. We continue to promote this method of course delivery. In fact, we will be adding Echo 360 to one our classrooms to help facilitate hybrid courses.</p>	2018-19	Department Chair
3. Revisit our SLOs.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<p>Many of our Student Learning Outcomes need to be revised for simplicity and clarity and to have better alignment with ADT. They need to be revisited and in some cases revised.</p> <p>Update: This semester, Fall 2018, faculty has already met once to begin the process of revising SLOs. Once the work of revision is done,</p>	2020	Department Chair

we will work on getting our SLOs updated in eLumen. This work is being led by Pam Boyles.

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

- During Spring 2018, the department was impacted by the implementation of MM 4.0, which resulted in placing student with GPAs as low as 1.9 in the transfer level course, English B1a, for summer and fall. The result was a greater demand for more 1a course offerings and a reduction in our remedial courses.
- The increased enrollment in English B1a necessitated the hiring of 3 new full-time faculty, 8 temporary full-time faculty, and 12 adjunct faculty. We need to seek more full-time faculty positions with the goal of our faculty mirroring the racial composition of our students.
- Of course, the increase in staff has caused a strain on facilities: classroom space, office space. Classroom space is an urgent need. The Umoja Community also needs a dedicated Umoja Village study space.
- One of the biggest changes that our department encountered is the pending implementation of AB705. We have had to dramatically change the way our department functions to accommodate the mandate that we will no longer place students in courses that are below transfer level. We have had to completely rethink how we can meet the state's mandates yet still meet student needs for remediation. To this end, a summer taskforce was convened which collected data on student success, looked at how other colleges were addressing AB705 mandates, and developed options for the department. We also piloted ACDV 280 as a supplemental course to B1a to help with remediation. We have agreed that the best way to comply with AB705 and still continue to help students with remediation is to develop a co-requisite lab to be taught in conjunction with English 1a. We are piloting these labs in Spring 2019 and will begin collecting data to corroborate our success.

2. How does your trend data (or other data your area collects) impact your decision-making process for your program?

- The data we collect is important to the English department because it helps us to develop our course offerings each semester. Additionally, we can use this data to measure our success at meeting the requirements of AB705 and increasing our rural, online, hybrid, and inmates scholars course offerings.

We also use data to help us generate our requests for additional faculty. The change in our course offerings because of AB705 along with reductions in force due to retirements will also be data used in our consideration of numbers of new faculty needed. Because of the development of the co-req for English B1a, faculty will be teaching fewer traditional English B1a's, so there will be a need for at least 5 new faculty to teach those classes. We

hired 8 temporary full-time faculty this semester because of the demand for more English B1a's. We will be losing at least one full-time faculty member to retirement. These numbers support our need for 14 new faculty in the English department.

3. Evidence of Department Dialog of data

- If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

In the past program review cycle, we have begun to acclimate ourselves to using data. Although we still have some work to do, one way we're using data is to support our discussion of the English B1a co-reqs. We will also be using data to make an informed decision about the number of co-reqs to the Spring 2018 schedule.

Additionally, with the more readily available date from our Institutional Researcher, we will begin using data to make more informed department decisions.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

- There were no significant changes to student demographics for the English department.
- We saw a 1% decrease in students aged 20-29, and a 1% increase in students aged 40 and over.
- We saw a 2% decrease in the number of females enrolled and an increase of 2% in the number of males enrolled.
- No one ethnic group had an increase or decrease in numbers enrolled of more than 1%.

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)

- The success rate in traditional classes increased by 4% from 58% to 62%, while the retention rate also increased by 4% from 83% to 87%.
- The success rate in online classes increased by 7% from 50% to 57%, while the retention rate increased by 1% from 79% to 80%.

6. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).
- As far as equity is concerned, the English department's retention rates are roughly comparable to the college's percentages, but success rates, particularly those of African-American, American Indian, Asian/Filipino/Pac. Isl., Hispanic/Latino, and White populations continue to lag behind college-wide percentages.
- Solutions: The UMOJA African-American Success Through Excellence and Persistence program run by Paula Parks increases success and retention in English B53 and English B1a and ties into the College mission of diversity as well as student success. The number of Black students completing transfer level English in one year has increased. Umoja is also an affinity group within Pathways and includes required English courses as well as general education courses. Umoja includes all the pillars: clarify the path, enter the path, stay on the path, and ensure learning.

- Solutions: the recent dedication of full-time faculty to the Delano campus and the addition of several classes offered to prison populations, we hope to close this gap.
 - Solutions: Several English faculty have begun mentoring students who aren't necessarily English majors. This is something we can propose to the entire department to help close the gap.
 - Solutions: The department has created and is offering a Latino/a Literature course which serves to address the literary history of a large part of our student population.
7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.

The following faculty have distinguished themselves as follows:

- Daniel Gomes published in the peer-reviewed journal *Modernism/modernity*. He also presented "Teaching Research with Fake News" at the Buildings Bridges conference.
- Rae Ann Kumelos led the development of the English Department Colloquium in 2018 in which students competed for cash awards.
- Cindy Hubble and Rae Ann Kumelos led student reading sessions sponsored by the Levan Center: the student read *The Iliad* and *The Aeneid*.
- Laura Peet, Keri Wolf, and Paula Parks attended the CAP Conference in June 2018.
- Paula Parks attended the California Acceleration Project Conference on AB705 in March 2018.
- Paula Parks attended the Umoja Community Summer Learning Institute and Coordinators' retreat to improve BC's Umoja program.
- David Moton and Gloria Dumler published 1st and 2nd editions of their book, *Unlocking the MLA Code*. They have been asked by the publisher to collaborate on another version of this text.
- Alicia Skipper along with her writing partner presented "On Pensieves and Memory Charms: The Significance of Memory in the Wizarding World" at the Southwest Pop Culture Association in New Mexico in 2018. Alicia's article "Gone But Not Forgotten: The Missing Mothers of the Wizarding World" will be published in the anthology *Inside the World of Harry Potter* in 2018.
- Debilyn Kinzler presented "Keep On Keeping On: Understanding Bob Dylan's Poetry Through Walt Whitman's Aesthetics" at the 2018 South Central MLA Conference in Oklahoma. She will present "Pedagogy of Protest" at the MLA Conference in Wyoming in October 2018. She attended the 2018 Conference on College and Composition in Missouri in 2017.
- Pam Boyles is the current Vice-President of CCA.
- Ann Tatum is the campus rep for CCA.
- Andrew Bond is a co-coordinator of an NEH grant: Energizing the Humanities in California's San Joaquin Valley.
- Faculty Fellows in the NEH in Energizing the Humanities included Pam Boyles, Chris Dison, Rae Ann Kumelos, Kristin Mercer, Laura Peet, Naomi Rutuku, and Isaac Sanchez.
- Kristin Mercer and Gloria Dumler are members of the Writers Bureau.
- The AB705 Taskforce convened during the summer of 2017 included David Moton, Shane Jett, Jennifer Jett, Heather Lamers, Denise Mitchell, Savanna Andrasian, and Chris Doyen.
- Keri Wolf is on the Guided Pathways Implementation Team.

- Paula Parks is the Umoja affinity group coach.
 - Pam Boyles presented a FLEX week workshop for Mode A faculty.
 - Several faculty have taken classes to increase their skills in teaching online. These faculty include Shane Jett, Anthony Huffaker, Debilyn Kinzler, and William Mitchell.
 - Keri Wolf was a member of the Phase Two Guided Pathways Implementation Team.
8. The college has embarked on significant efforts such as **Guided Pathways, affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.
- Two faculty, Gloria Dumler and Keri Wolf have been participating in Guided Pathways discussions and work groups. Gloria Dumler is the Art Communication and Humanities pathway completion coach.
 - Paula Parks is the lead of the Umoja program.
 - The Art Communication and Humanities Pathway Team meets regularly and has accomplished the following.
 - Data used to target students with important pathway information.
 - Implemented a Pathways Communication Plan
 - Created and distributed Pillar-based messaging to students.
 - Created the ACH website and brochures.
9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.
- The English department is actively participating in each of these initiatives. We have faculty teaching dual enrollment classes, and Pam Boyles, Jennifer Jett, Shane Jett, and Savanna Andrasian are department liaisons between BC and the Kern High School District and the Wonderful Academy.
 - Dual enrollment is currently being offered 7 locations with 16 courses being taught.
 - Inmate Education is currently being offered at 6 prisons with 10 classes being taught. We offer approximately 20 classes per year in the prisons.
 - 2 temporary full-time faculty were hired for Inmate Education.
 - The English department is actively seeking more faculty to teach in the Inmate Education program and the Rural Initiatives. We have been increasing our class offerings and will continue to do so.

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities:

Although we asked for new lecterns and stools for our classrooms as well as new desks without attached chairs, no new furniture has been provided to our department.

Additionally, modular buildings in which we could hold classes were requested but have not been provided.

Technology:

No new technology was requested during the last program review.

Other Equipment

No other equipment was requested during the last program review.

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

- The English department, which serves the majority of BC students each semester, continues to support the mission of Bakersfield College. We serve students in their efforts to achieve the general education requirements of critical thinking and written communication. We also help students to meet requirements for transfer to four-year institutions of higher learning. Data supports the conclusion that the English department is productive and has worked diligently to meet the needs of students.
- The English department has mapped and assessed all active courses. Subcommittees of the department meet every semester to assess and discuss all levels of the composition sequence.
- The English department continues to offer accelerated and compressed courses to facilitate student success. Data shows that throughput numbers are better for students taking accelerated courses.
- The need for English B1A sections continues to increase. The demand for English B60 has decreased and will continue to decrease as a result of AB705.
- The department has again increased the number of online courses (sections of English B1A) offered; faculty are being trained how to use Canvas to teach these sections. Success and retention rates for these online courses have improved, but more improvement is needed; a subcommittee has been formed to address these concerns as well as develop support for online instructors.
- More full-time faculty will be needed to meet the demand for English B1b.
- The English department is integral to rural initiatives at Bakersfield College. We were the first to have a full-time faculty member at the Delano campus and now have two with one dedicated to part of his load as a rural lead. We are offering a total of 15 sections at the SW campus this Fall, and we are offering 10 as part of inmate education this Fall. We understand the need to offer classes in as many locales as possible to help students achieve success and the dream of a college education.
- Despite lack of campus space, we continue to try to meet demand to hire new faculty and open more sections, but the lack of adequate classrooms and office space continue to present special challenges.
- Online tutoring is now available to our students; we will need to evaluate the positive impact on students.
- We have begun reevaluating SLOs and modifying for more accurate and succinct measuring.
- The department will be renewing its focus on mentoring new faculty and adjuncts.

- Diversification of course offerings in rural locations, the Wonderful Academy, and the prisons is also being done.
- The implementation of changes to meet the requirements of AB705 are in place. A co-req team over the summer met to develop a summer pilot to begin support of students now placed in English 1b. Additionally, this task force developed options for moving forward into the Spring semester. The department explored the options and decided to implement a lab co-req for English 1a. A lab manual has been created and will be rolled out in an upcoming department meeting.
- We need 14 new faculty in the English department to aid in our response to AB705 requirements.