

Bakersfield College

Comprehensive Program Review

Program Information:

Program Name: English Department

Program Type: Instructional Student Affairs Administrative Service Other

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 they 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 two levels 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:

A. List the degrees and Certificates of Achievement the program offers

B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.

C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals, Future Goals, and Action Plans:

A. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two goals, please duplicate this section.

Current Program Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College	Progress on goal achievement (choose one)	Comments
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	will be advanced upon completion of this goal? (select all that apply)		
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___	We are continuing to collect data about success rates of English 1A as a 3 unit class versus the old 4 unit class model. Anecdotal evidence is that students and instructors are struggling with the change, but we are hoping to have concrete numbers to finalize our findings by 2018-19. Until we have gathered several years of data, we will not be able to fully assess.
2. Applying the BSI Initiative grant to our English 53 courses on the Panorama Campus to increase student success rates in English and all core academic courses.	<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 checked="" type="checkbox"/> Completed: ___2017___ <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	63.2% of students with at least one visit to support services successfully completed the course with a grade of "A, B, or C." The number of students with "activity" decrease in the grade range of "D, F, and W" while the number of students with "no activity" increase in that range.
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 type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: ___TBD___	The state continues to delay the implementation of the new Common Assessment. We have mapped our courses to the test questions with Sue Vaughan, but we are waiting for the full Beta of the Assessment, so we can review our competency maps and hone

how we plan to score the test at Bakersfield College.

B. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program must include an action plan.

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. 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	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.	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	Test the viability of offering more online courses and pilot some English 1A hybrid courses.	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	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.	2020	Department Chair

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

We use SLO Assessment meetings for our major composition courses as a way to norm our faculty and develop rubrics that many of us use in common.

3 Year Program Analysis:

Take a look at your trend data. Provide an analysis of program data throughout the last three years (all programs should have some form of data that is used to look at changes over time) and report:

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

- While there were no significant changes in the English department's percentages of gender, or ethnicity in 2016-17, there were significant changes in matriculation. Over the past three years, our Fully Matriculated numbers have risen from 77% in 2013-14 to 90% in 2016-17. This is both an impressive increase in our own numbers and a much higher average than BC in general (69%).
- As for Ed Plans, over the past three years, the department's percentage of "Completed Both Abbreviated and Comprehensive Student Ed Plan" rose from 25% to 47% This increase puts us significantly above the college-wide numbers 33%.
- 39% 19 and under up to 47% on a continual trend of growth. This uptick in young students speaks to our need for more technology in the classroom to embrace the technological natives of the Millennials. We are asking for smart boards and a new computer lab to help find more pedagogical modalities to reach this increasingly large young demographic.

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

- Majors went from 207 three years ago to 275 this year.
- Online courses from three years ago capped at 6 sections, and now we offered 27 in 2016-17
- Total sections of traditional courses went from 291 in 2013-14 to 336 in 2015-16. In Fall of 2017, we have 224 sections (with 126 sections of English 1A alone).
- Looking at the three year history of English enrollment, we have gone from 6189 in 2013-14 to 8301 in 2016-17. This is a 25% increase and without more classrooms, office space, and full time faculty, we are stretched to the max.
- These increases show the need for additional classrooms space, computer labs, modular buildings, and even more faculty for upcoming years.

3. Changes in achievement gap and disproportionate impact.

- 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 program run by Paula Parks increases success and retention in English 53 and English 1a and ties into the College mission of diversity as well as student success. It also is an affinity group within Pathways. It includes two pillars, recruitment and staying on the path.
- 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.

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

- The English department's success rates for 2013-14 were 61%, and they are currently at 57% for traditional courses. For online courses they have remained the same at 53%, which is 16% lower than the campus average.
- We only offer English 1A online. It is not uncommon to see a significant decrease in online success in online courses in English as opposed to other disciplines because of the nature of the course. Online students tend to utilize tutoring and other resources less when they use online classes in English.
- As for retention, our traditional classes have remained steady at 81%, and in our online courses, we have seen an increase from 71% in 2013-14 to 74% in 2016-17.
- However, we have increased the number of online and distance ed classes from 2 in 2013-14 to 22 in 2016-17. Even with lower success and retention rates, the raw number of sections is helping get students through their pathways in an expedited manner.
- As for traditional classes, we have increased the number of Eng 1A sections from 142 sections in 2013-14 to 215 sections 2016-17. Although the success rate went down in this time, the increased number of sections translates to 1898 additional students completing Eng 1A, which is a transfer and graduation requirement.

5. Any unplanned events that affected your program/.

- The increase of enrollment has affected our program by necessitating the hiring of 4 new full time faculty, 6 new part time instructors, and the temporary full time hire of two instructors for Fall 2017. We had a record number of English 1A classes in 2016-17 (215sections), and finding classroom space and part time instructors has proved very difficult.
- With faculty retiring after this year, and the hiring pool coming from CSUB getting smaller in recent years, we will also find ourselves short on several faculty unless we are granted new faculty for the 2017-18 school year.
- One other unplanned event that has impacted our department is the constant push from the administration to open classes at the last minute and classes as late starts after the semester has already started. This has been negatively impacting the faculty (who almost always take them on as overloads) and the chair and support staff (who spends an inordinate amount of time trying to hire, get HR clearance, find rooms, and schedule these sections). If the administration continues to want more sections opened, we need more faculty, more support, and frankly, more notice as to when these should be opened.
- The difficulties mentioned above can be mitigated with the hiring of new full time faculty members and more classroom space dedicated to the English department as part of its priority scheduling and office use.
- A final unplanned event that as impacted our program was the loss of a permanent dean for several months. While our interim dean, Cindy Collier, did a wonderful job supporting us as interim, the loss of a dedicated dean made planning for fall difficult. We seem to have settled into a strong relationship with Dean Thorson, and we hope we can find some stability in our dean to help us have steady communication between faculty and administration.

6. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).
 - We have seen our AA English degrees decrease from a total of 11 in 2013-14 to 8 in 2016-17. Conversely, we have seen the AA-T go from 0 to 8 in that same time span. More students are opting for the AA-T than the AA, and we expect to see this number grow in the future.
 - We have several full time faculty who have expressed an interest in growing the English Major and recruiting and engaging with those students. This engagement should result in an increase in English Majors.
 - See number 8 below for the full chart.

7. Reflect on any changes you would like to see in your program in the next 3 years.
 - More space: The English department has been instrumental in the growth of Bakersfield College for these past several years. However, we have completely run out of space. We have no more dedicated office space for full time faculty and have had to resort to taking up half of the adjunct office. This means we have only four desks crammed into one space to serve our 53 adjuncts, which quite obviously does not work. We also have run out of places to hold classes. Our department has been asked to open increasing amounts of sections every single semester for several years in order to serve our waitlist students, and we have always delivered. However, there are no rooms in which to hold additional classes left on campus. Due to all of this, we are requesting modular buildings be added to campus.
 - More technology: English is one of the lowest-tech department on campus, but we are hoping to see that change. Considering that all Bakersfield College students intent on transfer or on obtaining a degree must take our classes, having only one dedicated computer lab is radically insufficient. Also, we have no technology in our classrooms other than projectors. We would like to see smart boards make their way into our classes.
 - More faculty. Our department relies on an increasing number of adjuncts (up from 23% in 2013-14 to 27% in 2016-17) and full time overloads (4% to 6.2% in the same time frame) to fill student demand. We also require more temporary full time and adjunct overloads, adding a total of 6 in 2016-7 and already 2 in fall of 2016. We also face more difficulty finding adjuncts, and our adjuncts are all maxed out on their ability to do overloads. There are very few part time faculty we can turn to in order to fill student need due to HR restrictions on frequency of overloads. All of this is to say, we still need to hire more full time English faculty to offset these numbers.
 - More Literature Offerings: Our faculty is planning to add a Sci-Fi Literature class in the coming years, and it is currently in curriculum development, headed by Chris Dison. This will replace the old Sci-Fi class that we stopped offering a decade ago. There is also interest in developing an Asian-American Literature class. We have recently voted to offer a rotation of literature classes at the rural sites in addition to the Panorama campus as well.

8. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

Full Name of Degree or Certificate	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
AA English	10	8	8	7	7	7
AA-T English	3	8	9	11	13	16

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>	<input checked="" type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty	<p>The full time faculty have helped us to maintain our growth and the number of sections we offer both at the Panorama campus and the Delano and Southwest campus as well. Offering more sections is key to keeping pathways moving, and these new faculty allow us more than a dozen more sections. Since the success of a department is no contingent not just on grades or retention but on the ability to get students through their pathways more quickly, these new faculty have greatly helped our department's effectiveness. They allow us to add an average of 16 more sections of basic composition per semester and get students on the path.</p>
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	<p>Some of our departmental professional development includes:</p> <ul style="list-style-type: none"> • Canvas training for faculty by Savanna Andrasian • Paula Parks attended Umoja Community Summer Learning Institute and "Awakening the Genius of African-American Students" • Janna Wong attended Socratic Circles Training • Chris Dison was part of the Leadership Academy • Starla Bend and Kaitlin Hulsy participated in The Reading Institutes for Academic Preparation • Savanna Andrasian began a PhD program. • We continued to co-host the annual Building Bridges composition retreat with CSUB and local high schools.

		<ul style="list-style-type: none"> Andrew Bond is now co-chair of the new Energizing the Humanities Grant through the NEH.
<p>Facilities: If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.</p>	<input type="checkbox"/> 1: Space Allocation <input checked="" type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	<p>Some portions of our offices in the Humanities building underwent painting over the summer of 2017. This had only a negative impact on our department. Very small portions of the offices were painting (though we were told the whole spaces would be painted). The hours spent by our faculty boxing up our offices to be ready for them to be painted was a waste of campus resources and people-hours. Many offices got no paint at all, and the faculty ended up frustrated, displaced, and wasting valuable time during finals week for much ado about nothing. It was incredibly disappointing.</p>
<p>Technology: If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?</p>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	<p>NA</p>
Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</p>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	<p>NA</p>

Budget:

Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)

We have a minimal budget considering the number of FTES we generate. We use the money for basics such as pens and teaching supplies and office supplies.

Conclusions & Snapshot:

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 Comprehensive Review.

- The English department, which serves more than 25% of all 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; these courses are being monitored and will be fully assessed when there is sufficient data.
- The need for English B1A sections continues to increase, as does the need for English B53 sections. (The demand for English B60 sections, two levels below transfer, has declined.) More full-time faculty will be needed to meet the demand for English B1A and B53.
- 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.
- The English department is at the vanguard of 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 18 sections at the SW campus (6 for Fall and 12 for Spring) , and we are offering 7 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.
- Our biggest strain is a lack of campus space. We are under a constant demand to hire new faculty and open more sections, but without adequate classrooms and office spaces, our growth is becoming impossible.