**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: English Department

Program Type: X Instructional [ ]  Student Affairs [ ]  Administrative Service

***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: British literature, American literature, African-American literature, World literature, Latino/a literature, Classical Mythology, 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.

**II. Progress on Program Goals:**

1. 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 (2) goals, please duplicate this section.

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan 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. | X 1: Student Learning X 2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)X Ongoing: to 2017 (Date) | Assessed English B1A SLOs and English PLOs, ILOs, and GELOs related to critical reading and thinking by evaluating English B1A research papers. One research paper from each section was collected, read, evaluated, and assessed. Outcomes at all four levels were calculated, collated, and mapped. Results were presented and discussed at department meeting and sent to the college’s Assessment Committee. Research papers from next review have been collected. |
| 2 Assess all courses in English program, particularly the effectiveness of accelerated and compressed courses. To complete earlier goal. | X 1: Student Learning X 2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**X** Ongoing: to 2017 (Date) | All of the composition sequence courses have been assessed and their SLOs have been mapped with PLOs and ILOs. Most of the SLOs for literature courses have been mapped as well. Sufficient data for accelerated and compressed courses should be available in 2017. |

1. List new or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **Examine the effect of multiple measures placement and 04 level students in English B53. The course is designed for a mix of 04 and 05 level placement students, but it is becoming overwhelmingly 04 level students due to counselor advice.** | X 1: Student Learning X 2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | **The project will look at the pass rates of Make It Happen students who were placed in English B53 using multiple measures and to what extent they were successful in English B1A.** |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics:
* While there were no significant changes in the English department’s percentages of gender, age, or ethnicity in 2014-2015, there were significant changes in matriculation. The department’s percentage of “Completed Student Ed Plan” rose from 75% to 83%, and the percentage of “Fully Matriculated” rose from 74% to 82%. Both of these percentages were significantly above the college-wide numbers.
* In order to maintain or raise these percentages, the English department will need new full-time faculty to replace those who resigned last spring and to meet the growing demand for English sections, especially ENGL B1A.
1. Changes in enrollment:
* The English department’s dramatic growth in student enrollment continued in 2014-15 with an increase of 1.5%; the English department now serves more than 25% of the college-wide head-count.
* The number of sections offered by the English department in 2014-2015 grew from 291 to 308 for traditional courses and from 6 to 15 for Distance Education (online) courses. Overall, the number of sections grew from 297 to 323.
* The numbers for fall 2015 reflect even more growth (nearly 30 more sections), indicating that this trend will continue to be on the rise.
* The number of waitlisted students also increased sharply in 2014-15, indicating an increase in demand for sections of English.
* In addition, while FTES, FTEF and Productivity fell slightly or stayed about the same in 2014-2015, the number of overloads taken by both full-time and adjunct faculty in the fall of 2015 means that these numbers will likely change significantly. Adjuncts now make up 28% of the department’s FTEF measure, representing an increase of 36% in the last few years.
* In order to maintain this growth, at least 4 full-time faculty will need to be hired, as well as numerous adjuncts.
1. Success and retention for face-to-face, as well as online/distance courses:
* The English department’s success rates for 2014-15 increased from 62% to 64% for Traditional courses and from 58% to 59% in Distance Ed courses. The success rates for both types of courses stayed about the same; nevertheless, these levels greatly exceed the levels of retention and success of 2 to 4 years before.
1. Changes in the 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 male, African-American, American Indian, Asian/Filipino/Pac. Isl., Hispanic/Latino, and White populations continue to lag behind college-wide percentages. The English department devoted one of last spring’s two full-time hires to the Delano campus exclusively and started a section of ENGL B1A associated with ASTEP to help with the college’s equity initiative, but more work remains to be done.

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning?
* The English department randomly selected one research paper from each section of English B1A and assessed these papers for evidence of critical reading and thinking skills. The Student Learning Outcomes of English B1A dealing with critical reading and thinking were assessed along with critical reading and thinking outcomes for the department’s Program Learning Outcomes, as well as critical reading and thinking outcomes for BC’s Institutional Learning Outcomes and General Education Learning Outcomes. All four of these outcomes were mapped. The samples suggest that
* 38% of students in English B1A exceeded expectations for critical reading and thinking SLOs; 40 % met expectations; 22% did not fully meet expectations. These results suggest that the new alignment of our composition courses has served to prepare students to meet or exceed expectations for critical reading and thinking at the English B1A level.
* 59% of students in English B1A exceeded expectations for critical reading and thinking PLOs; 22% met expectations; 19% did not fully meet expectations.
* 72% of students in English B1A exceeded expectations for critical reading and thinking ILOs; 22% met expectations; 6% did not fully meet expectations.
* Despite the overall student success in meeting or exceeding critical reading and thinking outcomes, the assessment results indicate that the English B1A SLOs for critical reading and thinking are not being achieved to the same extent as the PLOs and ILOs.
* Participants in the assessment attribute the differences in results to the fact that English B1A was recently degraded from a 4 unit course to a 3 unit course, giving instructors and students less time to work on all matters, including critical reading and thinking skills.
* The department determined that instructors of English B1A need to continue meeting and assessing outcomes, as well as discuss ways to teach English B1A more effectively as a 3 unit course.
1. How did your outcomes assessment results inform your resource requests?
* The assessment included more sample research papers than before because of the increased demand for English B1A, the department’s transfer course. This demand has resulted from increased overall enrollment at the college as well as changes in placement such as multiple measures. In order to meet demand, the English department will need to hire more full-time and adjunct faculty, especially in light of the two full-time resignations last spring.

C and D. How do course level student learning outcomes align with program learning outcomes?

* The assessment showed that the critical reading and thinking SLOs, PLOs, and ILOs are closely aligned but that the SLOs are more difficult to achieve because of the reduction in the number of units and the time spent in class each semester. This will be an ongoing concern for the English department.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s strengths since last year:
* SLOs for courses in the composition sequence have been aligned to aid in students’ progression through the sequence.
* The number of compressed and stacked courses, as well as accelerated and online courses, has been increased to assist students in completing the composition sequence successfully.
1. Describe *any significant changes* in your program’s weaknesses since last year:
* The major weaknesses have resulted from decreasing English B1A from 4 to 3 units; instructors are still adjusting and trying to find methods to meet the same standards with less classroom time.
1. If applicable, describe any unplanned events that affected your program:
* The unexpected resignations of two full-time faculty members and the forced sick-leave for another full-time instructor with cancer have stretched the human resources of the department to an untenable position. The resignations mean that the department will have fewer sections taught by fulltime faculty; they also leave the department with no one to teach Chicano literature, African-American literature, or Creative Writing. The annual publication of student writing, known as the Roughneck Review, is also without faculty guidance. The colleague on sick leave was a key instructor in the department’s English B53 offerings.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled:
* The English department requests four (4) new full-time positions for 2016. Two full-time faculty resigned last spring; meanwhile, enrollments in English courses continue to rise. The department needs full-time faculty to teach full loads, assess courses and programs, and serve on committees, all of which are specifically aimed at increasing student success.
1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success:

Members of the English department have participated in the following professional development activities in the last year:

* Acceleration in Context Summer Learning Institute (Hayward)
* Building Bridges (with CSUB, KCCD colleges, Taft, and local high schools) **\* see Professional Development Form**
* Equity and Inclusion Conference (BC)
* Umoja: Healing Our Past and Igniting the Spirit of Equity Conference (San Diego)
* Making It Happen (MIH) training (BC)
* Paper Presentation on Mythology and Composition at Oxford University Summer Conference
1. What professional development opportunities and contributions can your program make to the college in the future?
* The Building Bridges Conference will meet again in 2016.
* MIH program training and development will continue.
* Professional development on increasing knowledge of and sensitivity to underserved students will be conducted this fall.
* Experienced English B53 instructors will coordinate a discussion for novice English B53 instructors.
1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
* Only minor maintenance and repairs were performed on the Humanities Building, where most of the English courses are offered. The chairs and desks in these classrooms are outdated and in poor condition. Most of all they fail to meet the ergonomic needs of 21st century students, who are significantly larger and require more space than previous generations.
1. How will your Facilities Request for next year contribute to student success?
* It stands to reason that students will be more successful if they are physically comfortable and have sufficient space to use books, notepads, and electronic devices.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?
* ISIT equipped Humanities rooms 2 and 7 with short-throw projectors, meaning that student in all rooms used by English instructors have equal access to technology; instructors are now able to engage students through means that have been shown to attract student attention and provoke student participation.
1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
* In order to complete the equalization of technology in classrooms, so that all students have the benefits of the same technology, the English department is requesting document cameras in Humanities rooms 2 and 7. This will enable students with classes in those rooms to have the same opportunities for learning that students in other rooms in Humanities have..
1. Discuss the effectiveness of technology used in your area to meet college strategic goals.
* The use of technology encourages students to engage in critical thinking skills by presenting material in a multitude of ways, including through the electronic means with which 21st century students are most familiar and receptive.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

* 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 conducted a major assessment of English B1A, the transfer level composition course, and mapped the SLOs of this course with PLOs and ILOs. Subcommittees of the department meet annually 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 increased the number of online courses (sections of English B1A) offered; faculty are being trained how to use Moodle to teach these sections. Success and retentions rates for these online courses have improved, but more improvement is needed; a subcommittee has been formed to address these concerns.
* In order to meet growing enrollments, the English department has been obliged to increase the number of sections offered. In order to meet this demand, the department will need to hire at least four (4) new full-time faculty: two to replace the full-time resignations last spring and at least two more to meet the growing demand for sections of English.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

X [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

X Curricular Review Form **(Instructional Programs Required)**

[ ]  [Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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X [Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

X Professional Development Form X [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) X [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_