**Bakersfield College**

**Program Review – Annual Update**

**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) | 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 in 2017.  |
| 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  | [x]  Completed: Sept 2016 (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date) | Our accelerated and compressed courses have been a success according to the Bahr report. LRNC 510 has a higher success rate of achieving college-level competency (59% in 1.3 semesters versus 38% in 3.4 semesters in traditional classes); Eng 53 has as well (34% in 2.9 semesters versus 25% in 4.6 in traditional classes).  |
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| 3. 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  | [x]  Completed: Sept 2016 (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[ ]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | In Sept. of 2016, we received data on pass rates of Making It Happen students who were placed in English B53 using multiple measures and to what extent they were successful in English B1A. Students in the traditional basic skills course had a retention rate of 85.4% while MIH had a 90.0%, and traditional students had a 67.3% success rate while the MIH cohort had a 70.6%. While the cohort had the benefit of mentors and other out of class advantages, the numbers indicate that the accelerated class model of English 53 is successful. |

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** |
| 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.  | X 1: Student Learning X 2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | Higher success and retention rates for English 53 students which can help us model best practices to use in our other courses in the pre-collegiate composition sequence.  |
| 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. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [x]  5: Leadership and Engagement  | A new placement tool for all incoming students that is state-compliant and more accurate, ensuring all BC classes that have a reading/writing level requirement are properly served.  |

**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 2015-2016, there were significant changes in matriculation. The department’s percentage of “Completed Student Ed Plan” rose from 83% to 90%, and the percentage of “Fully Matriculated” rose from 82% to 89%. Both of these percentages were significantly above the college-wide numbers (75% and 73% respectively).
* Dual enrollment courses in the high school allow us to serve a different demographic by directly offering classes to students who are still in high school.
* In order to maintain or raise these percentages, the English department will need new full-time faculty to replace those who are retiring this year 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 2015-16 with an increase of unduplicated headcount of 10%; the English department now serves more than 25% of the college-wide head-count.
* The number of sections offered by the English department in 2015-2016 grew from 308 to 336 for traditional courses and from 15 to 22 for Distance Education (online) courses. Overall, the number of sections grew from 323 to 358.
* The numbers for fall 2016 reflect even more growth (with 183 sections of English courses compared to last Fall’s 169), indicating that this trend will continue to be on the rise.
* The number of waitlisted students also decreased by 1.7% in 2015-16, showing a continuing reduction in waitlisted students (down a total of 36.5% since 2011-12). However, at the start Fall of 2016, we had as many as 700 students on waitlist just for English 1A, which shows the trend starting to reverse itself as more students enroll. This indicates our continuing need for more full time faculty to help create more sections and meet student need.
* While FTES, FTEF and Productivity fell slightly or stayed about the same in 2015-2016, the number of overloads taken by both full-time and adjunct faculty in the fall of 2016 means that these numbers will likely change significantly. Adjunct instructors now make up 29% of the department’s FTEF measure, and overloads make up 7%.
* In order to maintain growth, we will need to hire two new faculty to replace retirees and an additional two fulltime faculty to offset our dependence on adjunct faculty and fulltime overloads.
* In order to maintain growth, we will also need another classroom allocated to the department as a priority scheduling room dedicated to English Composition classes, most notably English 1A.
1. Success and retention for face-to-face, as well as online/distance courses:
* The English department’s success rates for 2015-16 decreased 64% to 57% for Traditional courses and from 59% to 53% in Distance Ed courses. These numbers speak to the stress of multiple overloads in our full time and part time faculty.
* We only offer English 1A online. Therefore, the department considers the decrease in success in Distance Ed courses (59% to 53%) to be a measure of the difficulty our department faces since we were forced to cut our English 1A class from 3 units to 4 units.
* However, we have increased the number of Eng 1A sections from 172 sections in 14-15 to 188 sections 15-16. Although the success rate went down in this time, the increased number of sections translates to 105 additional students completing Eng 1A, which is a transfer and graduation requirement.
* Similarly, we increased accelerated Eng B53 from 30 to 33 sections. Because this moves people two levels, the overall outcome for getting students through is 38-40% higher than the traditional pathway.
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 males, African-American, American Indian, Asian/Filipino/Pac. Isl., Hispanic/Latino, and White populations continue to lag behind college-wide percentages. With 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.
* One success the department did find was involved in the Making it Happen multiple measures intervention for accelerated basic skills classes. While students following the traditional basic skills model had an 85.4% retention rate and a 67.3% success rate, students in the Making it Happen cohort had a 90% retention rate and a 70.6% success rate.
* Additionally, students of color in the MIH cohort are finding increased success thanks to our accelerated classes. In the 2009-10 school year African American students had a 56.7% success rate and Hispanics a 64%. In 2013-14, they had a 76.9% and 73.3% respectively.

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

1. How did your outcomes assessment results inform your program planning?

The English Department met in three subcommittees to evaluate our composition sequence for English 60, English 50, English 53, and English 1A. Over 450 individual essays were assessed in total. Our findings indicated the following:

* At the English 60 level, only 14% met the expectations and 85% failed to meet expectations. This indicates that we need to consider different assessment methods, such as using a portfolio instead of a single essay which is holistically graded to more fully be able to assess a student’s ability at the end of the semester at our lowest level course.
* At the English 50/53 level, 91% of our students met the expectations of the measured SLO. These results show that the alignment of our composition courses serves to prepare our students to meet expectations for pre-collegiate skills acquisition.
* At the English 1A level, 20% of our student exceeded the expectations properly establishing the credibility of outside sources. 80% met the expectation, and only 10% did not fully meet.

Our conclusion of the assessment data is that the middle and upper level composition sequences are accurately and effectively teaching the SLOs in question, and this success helps to support our ability to continue to grow as a department, offering more sections every semester. For our lowest level course (Eng 60), we are actively considering a different way to complete our assessment other than simply evaluating single essays from students. Portfolios and other methods are being considered by the department.

1. How did your outcomes assessment results inform your resource requests?
* Our assessment results showed us that 91% of English 50/53 students and 90% of English 1A students met or exceeded outcomes expectations. These high numbers prove our success in our middle and upper level composition courses. Our resource requests were informed by this because we are asking for more full time instructors to offer even more sections of these courses.

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

* This year, we mapped all of our courses for assessment, and we found that our Student Learning outcomes are in alignment with the PLOs.
* Our mapping also showed that our that our Student Learning outcomes are in alignment with the ILOs. Indeed, the core of our SLOs deal with critical thought, communication, demonstration of skills, and engagement in society through research about the real world.
* Our assessment of the SLO in English 1A looks at the students’ ability to evaluate outside sources before using them in the paper. This aligns them with the Engage ILO; indeed, the ability to discern the quality of scholars helps students become part of the overall community of scholars, and it helps students engage with the conversation currently happening among a global body of scholars on numerous topics.

***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:
* We designed the technical writing class for the BS degree, and we are currently preparing to launch the class for the first time.
* We are increasing our presence in the rural initiative, most notably with four sections of English 1A offered through Inmate Education.
* 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.
* Our recent dual enrollment English 1A courses have launched in Arvin and Delano high schools, and we are preparing to have more launch in the Bakersfield High School District in upcoming semesters.
* We are also exploring a campus-wide Student Success Initiative that involves resources such as the Writing Center, the Student Success Lab, tutoring to help the success in our accelerated course English 53.
1. Describe *any significant changes* in your program’s weaknesses since last year:
* We continue to find that 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 high standards and difficult outcomes of this course with less classroom time. The English Department continues to find this change unmanageable and pedagogically unsound. We attribute much of the decrease in departmental success rates (down from 64% to 57%) to this cut as we continue to adapt to the needs of this new class format. We are still collecting data (see Program Goal #1) and hope to have a more definitive, statistically based assessment of these changes in 2017.
1. If applicable, describe any unplanned events that affected your program:
* The increase of enrollment has affected our program by necessitating the hiring of 9 new part time instructors and the temporary full time hire of five instructors for Fall 2016. We have a record number of English 1A classes (110 sections), and finding classroom space and part time instructors has proved very difficult.
* With multiple faculty retiring after this year and one faculty moving from teaching to administration, we will also find ourselves short on several faculty unless we are granted new faculty for the 2016-17 school year.
* The difficulties mentioned above can be mitigated with the hiring of four new full time faculty members and a new classroom dedicated to the English department as part of its priority scheduling.

**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 2016-17. Two of our full-time faculty are retiring at the close of this school year, and one faculty has been moved to the position of dean; 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:

* Guided Pathways Summit has helped us to understand the efficacy of our stacked and compressed course offerings and convinced us to offer more sections of English 53 and LRCNB510
* Common Assessment Initiative Ambassador Program in Palm Springs helped our department better understand the upcoming common assessment test that BC helped to pilot last year and will launch this year.
* Building Bridges (with CSUB, KCCD colleges, Taft, and local high schools) continues to train, norm, and build connections between our department and other English departments in the region.
* Faculty attended a Dual Enrollment workshop and training session in concert with several local and rural high schools
* Faculty attended the Umoja Summer Learning Institute
* Faculty attended Black Caucus of the California Community College's annual Leadership Conference
* Attendance and Presentation at numerous Flex week activities in both semesters
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 2017.
* English 53 Student Success Initiative helps tie our faculty to our student success programs.
* We will host a gathering between English, EMLS, and Academic Development to map the competencies for the common assessment test that we will be launching this year.
1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
* The Humanities Building received minor maintenance and repairs, where most of the English courses are offered. The chairs and desks in the 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.
* We still have a variety of facilities needs, from computer cabinets that don’t lock to light switches that don’t work.
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. Also, if our computers are stolen since their cabinets don’t lock, our students will be directly impacted, especially in computer-intense classes such as English 1A.

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?
* The transition to Canvas has encouraged more faculty to use Course Management System in their traditional classes, and it has allowed our distance Education classes to expand with the use of the more sophisticated and customizable software.
1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
* We have received no new equipment as a department.
1. Discuss the effectiveness of technology used in your area to meet college strategic goals.
* Use of our short throw projectors allows us to demonstrate best practices of research and paper formatting as well as show videos that aid in instruction.
* The transition to Canvas will allow more tools for faculty to use to engage students.
* Overall, 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.

* We are asking for more money in our non-educational budget in order to have events in the spring and fall that will educate English Majors on likely career paths and help them to meet the English faculty. The expanded budget will allow us to engage our English majors more effectively and help them to transfer to four year schools.

**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 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. In Fall 2016, 7 of our 12 of our online courses were taught as overloads by a handful of fulltime online instructors; by hiring new full time instructors who are skilled at distance learning, we can offer more online classes that are part of load and reduce the stress of overloads on our department.
* In order to meet growing demand, 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 for the 2017-18 year. Two will replace the full-time retirements planned for this year, as well as the faculty member who moved from the department to become a dean. The other two positions will allow us to sustain our growth in sections of composition courses and allow us to fulfill the Renegade Promise and accelerated student pathways.

**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)

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