

Instructional Program Review- Annual Update Template

Instructional Program

Indicate the type of program: AA; AS; AA-T; AS-T; Certificate

Program Name: **Associate of Arts Degree for Transfer, English**

Academic Year: **2023-2024**

Name of Faculty Submitter(s): **Abe Aboud, Dr. Christie Firtha, Susan Nylander, Dr. Penny Shreve**

Annual Update #1 #2

***Note: An Annual Update must be submitted each year a Program Review is not submitted.**

I. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) Data

A) Summarize the progress made on course level outcomes and assessments (SLOs):

**No available data report for PLO reports for the ENGL AA-T for 2023 on the program review resources. Based on "use of results" for 2022-2023 Program review

Have requested funds for department level norming to address PLO 1 and PLO 2
Have /Will be reviewing PLOs and ILOs when revising any course changes in 6 year curriculum cycle - this was a concern in PLO2 analysis that CSLOs and PLOs should be reviewed in more detail
Have set recommended assessments for 2023 Fall courses which allowed for more consistency in PLO data in the future

B) Please list specific courses or SLOs that were identified for student-centered growth and improvement.

Use the information from Part C of the "Program Learning Outcomes Assessment Data" section of the IPR.

**There was no Part C in this section in last year's form - Only one large section labeled "For Program Learning Outcomes Assessment data, summarize findings in the PLO section below" This is a table with PLOs, Summary of data of PLO, and use of results

- 1) List the actions identified to help grow or improve those areas.
Paid norming as a program - this was identified in the use of results column
- 2) Discuss the progress the program has made on those actions. Include any data used to support progress.
Requested funds for PT norming activity

C) Please list any actions identified to support equitable outcomes.

Use the information from Part D of the "Program Learning Outcomes Assessment Data"

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section in the IPR.

There was no Part D in this section in last year's form - Only one large section labeled "For Program Learning Outcomes Assessment data, summarize findings in the PLO section below" This is a table with PLOs, Summary of data of PLO, and use of results

- 1) List the specific student groups the program identified as students they would like to focus their efforts on.

Using enrollment and success data overall, ENGL unidentified African-American men as a group we wanted to even the equity board for

This was referred to in the Student Equity Data Section, Course Data and Analysis sections

- 2) **Discuss any progress with equitable action within the program and any measures taken to ensure the identified student group(s) would receive appropriate support. Include any data used to support progress.**

Plans related included the following:

- Review ENGL 13A direct and anecdotal correlation with African-American men
- Change texts to include additional connections for this particular group. the class discussed ENGL 11 has not been taught again
- Attend professional development with this group as a lens - no events have been seen or noted by the department yet as specific to the group, but equity based practices are discussed and used including more use of Hypothesis.
- While the college connected to James Spooner to discuss a visit to BCC, it did not pan out. Other authors will be identified with goal to bring them to BCC

African American are still the lowest ethnicity group when reviewing success in PLOs for the ENGL program as of Spring 2023. No data for fall 2023 yet.

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Meets or Exceeds Expectations Percent

PSLO#	PSLO description	Demographic Group	Fall 2022	Spring 2023
PSLO 1	Students will write essays that demonstrate college-level composition skills, such as organization, a strong thesis, credible content, and appropriate citations.	African-American		50.0%
		Hispanic		78.3%
		White		82.6%
		Unknown Ethnicity		75.0%
PSLO 2	Students will learn research and analytical techniques that will benefit them across many disciplines, including those needed for business and technical writing situations. In some classes, students will learn analysis of literature and writing in appropriate contexts.	African-American	100.0%	50.0%
		Hispanic	100.0%	83.1%
		White	66.7%	84.6%
		Unknown Ethnicity	100.0%	80.0%

50.0%  110.0%

D) Describe any other program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

As courses are usually to be held to the 6-year curriculum cycle, we are focusing on those courses. ENGL 1B has already been submitted with changes to CSLO to more clearly indicate higher-level learning and mapping to PLOS and ILOs

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

Request a PLO report for our program during Update years
 Follow up on funding request for PT /FT training and norms
 Look for professional development related to our goals

NOTE - AI has held the English Department's focus and concerns for the last few months

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II. Progress Toward Achieving Program Goals, Objectives, and Outcomes

These should be carried forward from your full Program Review (Section III), or from your Annual Update #1, if revised since your full Program Review.

A) **List the 2-3 goals from your Program Review or most recent update.**

GOAL #1

Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially with regard to the English AA-T.

[See progress section below for goals, objectives, and status](#)

GOAL #2 - Abe

Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faculty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs **(PR 2022-2023)**

[See progress section below for goals, objectives, and status](#)

GOAL #3 = Susan

College -Wide reading project that allows for community engagement as well **(PR 2022-2023)**

[See progress section below for goals, objectives, and status](#)

GOAL #4 = Penny

Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses. **(PR 2022-2023)**

[See progress section below for goals, objectives, and status](#)

GOAL #5 = Christie

Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, and using more equity based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, maintaining the fully online ZTC English AA-T pathway **(PR 2022-2023)**

[See progress section below for goals, objectives, and status](#)

GOAL #6 Abe

Faculty training on methods to reduce plagiarism, and as needed adopt technology and shared strategies on detecting plagiarism, and academic dishonesty, and lack of professionalism in student works **(PR 2022-2023)**

[See progress section below for goals, objectives, and status](#)

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B) Have any goals been completed or discontinued?

If yes, please list the goal and whether it has been completed or discontinued; if discontinued, please explain why.

Yes

No

C) Discuss the objectives and related outcomes for each goal.

1. GOAL #1 and Objective(s) with related Outcome.

Continue to grow program enrollment: Further increase student engagement, retention, and success rate, especially with regard to the English AA-T. **(PR 2022-2023)**

- **Discuss any progress toward meeting the goal based on the goal objectives.**

Click or tap here to enter text.

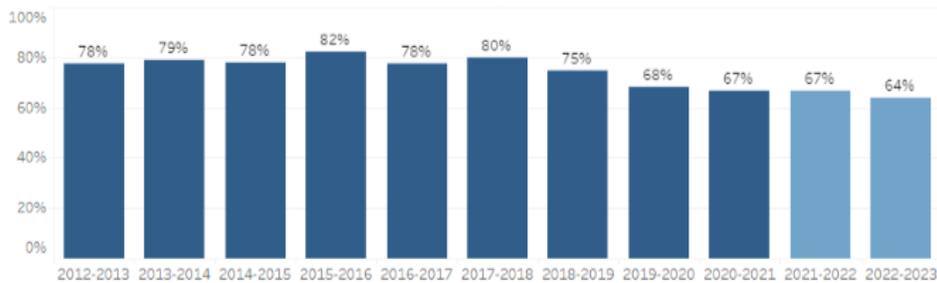
G1 - OBJECTIVE 1 = Encourage more students to declare ENGL AA-T and complete the program

OBJECTIVE 1 Progress/Measurements:

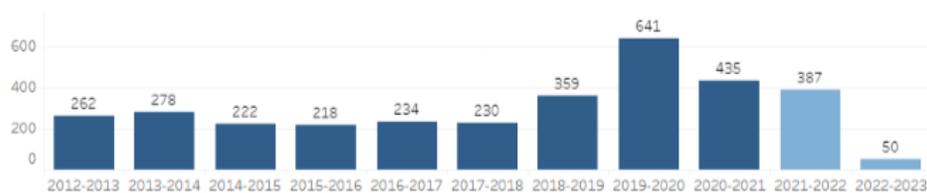
- ENGL has worked towards this goal is to make program an OER pathway
- Continuous curriculum update - to keep standards and formalize OER as needed
- Faculty have participated in presentations to students when they have been asked: Students interested in Humanities, English degrees. **None of these have been prepared though counseling or other areas in last year, but we will make sure we communicate our interest in participating in these**
- The department has been working hard on achieving this goal despite the setbacks in enrollment and the last two years of Covid19. The numbers are still below what is desired, however, and will hopefully improve by next year.

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Successful Transfer-Level Completion Rates in English



Successful Transfer-Level Completion Counts in English

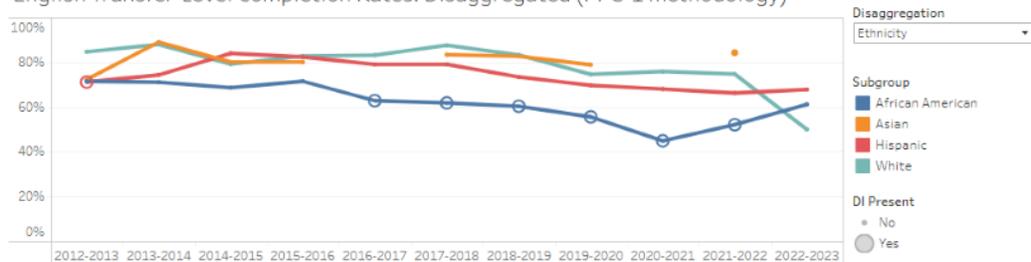


G1 - OBJECTIVE 2 = Continue to emphasize equity-centered practices to continue improving student retention and success (see retention and success data)

OBJECTIVE 2 Progress/Measurements:

- As part of a college-wide effort to attract and retain underserved communities, the statistics indicate that the department has been successful in advancing equity and improving retention. That said, this can only be treated as a work-in-progress as we aim to sustain these efforts for better future outcomes.

English Transfer-Level Completion Rates: Disaggregated (PPG-1 methodology)



G1 - OBJECTIVE 3 = Promote English courses, tutoring, and other services to students across academic and non-academic disciplines

OBJECTIVE 3 Progress/Measurements:

- ENGL department has been active in tutoring and communicating with related disciplines. Faculty have assisted in tutoring and training tutors when asked.
- Most ENGL faculty promote students to visit tutoring as assignments and/or extra credit in essay writing and other skills/knowledge.
- In the past year, Susan Nylander accepted three TLSC awards for BCC tutoring and resources in ENGL

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- More focus on these areas is still needed, although our college as a whole is making efforts to promote our courses and programs in the community, and we're pushing for more participation in workshops and tutoring. Integrating the various services is a process that requires participation across disciplines.
- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

Click or tap here to enter text.

2. GOAL #2 and Objectives with related Outcome.

Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faculty release time to work with tutors, liaison with faculty, and promote writing center philosophies and training, as well as have tutor trained by writing center programs **(PR 2022-2023)**

- **Discuss any progress toward meeting the goal based on the goal objectives.**

Click or tap here to enter text.

G2 - OBJECTIVE 1 = Provide support for writing as an essential skill across disciplines
OBJECTIVE 1 Progress/Measurements:

- ENGL department has been active in tutoring and communicating with related disciplines. Faculty have assisted in tutoring and training tutors when asked.
- Most ENGL faculty promote students to visit tutoring as assignments and/or extra credit in essay writing and other skills/knowledge.
- In the past year, Susan Nylander accepted three TLSC award for BCC tutoring and resources in ENGL/writing support.

G2 - OBJECTIVE 2 = Establish a writing center to provide tutoring in English
OBJECTIVE 2 Progress/Measurements:

- An ENGL faculty has been instrumental in creating TLSC/Writing center activities and training
- All tutors received new standard/certificate in training across disciplines including writing tutors

G2 - OBJECTIVE 3 = Focus on training for faculty and tutors responsible for writing
OBJECTIVE 1 Progress/Measurements:

- All tutors received new standard/certificate in training across disciplines including writing tutors

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- Shared AI sources and discussion with all ENGL faculty via emails
- Briefly explain how you have been measuring the goal and any notable indicators of forward progress.
 - No direct measurement, but meeting small tasks such as tutor training and using BCC metrics on student success (as in example of BCC awards improved ENGL)

3. GOAL #3 and Objectives with related Outcome.

Create and execute a community-and college-wide reading program à la *The Big Read* to encourage literacy and writing activities.

- Discuss any progress toward meeting the goal based on the goal objectives.

G3 - OBJECTIVE 1 = Reading across the disciplines/Campus.

G3 - OBJECTIVE 2 = Invite literary producers to visit the campus and book shows that connect to literary and historical figures.

G3 - OBJECTIVE 3 = Book shows that have theatrical value as well as connect to literature will be most desired.

OBJECTIVE 1-3 Progress/Measurements:

A grant of \$50,000 has been secured to create and execute *Barstow Reads*, a community-wide project with planning in fall 2023 and activities to occur in spring 2024. The first two meetings of the steering committee have been held and the third meeting has been scheduled. A canvas shell for Barstow Reads has been created and will house conversations, planning, and events schedule as it is decided. A connection with the BCC Foundation was made and we will seek their assistance in executing the events. It was decided that hiring a professional organizer would be prudent for the inaugural event. The novel *There, There* by Tommy Orange was chosen for the first *Barstow Reads*, and Orange's publisher was contacted to ensure copies of the text for all faculty with the goal of reading across the disciplines in spring 2024. An initial 500 books will be ordered from the publisher with the idea of distributing texts to students and stocking the library to check out. The activities will include book discussions at various community and college locations, a hyflex read-around, and culminate with a visit from and book signing by the author Tommy Orange. Conversations with PAC management to invite productions such as Ian Ruskin's one man shows about Thomas Paine and/or Nicola Tesla are also desired.

- Briefly explain how you have been measuring the goal and any notable

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indicators of forward progress.

Securing the grant and beginning to implement the planning for how the money will be utilized has occurred, and the steering committee, including members of the college, the high school district, and the community are represented.

Communication with the publisher has been positive and the idea has generated much excitement within the college community. Presentations to the Barstow Chamber of Commerce, various service organizations (Optimists, Rotary, etc.) are planned to bring in greater community involvement.

4. GOAL #4 Objectives with related Outcome.

Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses. (PR 2022-2023)

- Discuss any progress toward meeting the goal based on the goal objectives.

G4 - OBJECTIVE 1 = Attendance of PT Faculty at ENGL meetings and other ENGL related events, and create accessible working documents corresponding with events

OBJECTIVE 1 Progress/Measurements:

G4 - OBJECTIVE 2 = Norming and assessing faculty training/workshop with 50% or more of PT attendance

OBJECTIVE 2 Progress/Measurements:

The approval of funding requests are pending.

No Open English department meeting yet this academic year. Though have seen and will use as guidance some discussions within Arts/Huma GP / Social Sciences GP meetings and/or Canvas shells

- Briefly explain how you have been measuring the goal and any notable indicators of forward progress.

No measurement yet. Waiting for funding to be approved

5. GOAL #5 and Objectives with related Outcome.

- Increase equity-based learning through diversifying and humanizing curriculum. This may include using OER or Low-cost textbooks, developing a fully online ZTC English AA-T, and using more equity-based assessments, as well as employing more targeted department training and working with the online off to develop more understanding of and resources for student technical abilities -- i.e. how to access tools, just-in-time remediation, creating the fully online ZTC English AA-T pathway.

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- **Discuss any progress toward meeting the goal based on the goal objectives.**

Click or tap here to enter text.

G5 - OBJECTIVE 1- Increase use of OER and Low-cost textbooks to further promote the OER English AA-T program.

OBJECTIVE 1 Progress/Measurements: According to the online class schedule: For Fall 23, 6 of 41 classes offered by the English department are listed as ZTC courses. This includes 2 part time faculty and 1 full time faculty member. One full-time faculty member is offering low textbook cost classes. For Spring 23, 8 of the 43 classes offered used ZTC. This includes 3 part time faculty and 1 full time faculty. We are not sure how accurate this depiction in the online schedule of classes is as we know of at least 1 other full-time faculty member who is exclusively using ZTC materials for Fall 23. We are working on finding out the procedure for how low-cost and ZTC is marked and listed so that we can be sure to inform our faculty and make sure our ZTC and low cost textbook classes are identified.

G5 - OBJECTIVE 2 Increase use of OER and Low-cost textbooks to further promote the OER English AA-T program

OBJECTIVE 2 Progress/Measurements: All paperwork was submitted through curriculum committee for a fully online ZTC English AA-T pathway. We were vocally told the pathway had been approved. However, the English department recently discovered that the COR changes necessary for this pathway never made it into eLumen and that the English pathway is not listed on BCC's ZTC pathway webpage. We are working with the curriculum committee and staff to rectify this. Thus far, the COR revisions have been found and will soon have made it through the appropriate channels for (re)approval of the ZTC pathway and revision in to eLumen.

G5 - OBJECTIVE 3 Continue to work with the online office to employ more targeted department training and develop more understanding of and resources for student technical abilities, including professional development on adding diversity, humanizing, equity assessment, and addressing blocks for disproportionately impacted groups in writing and literature classes. Content in OER for these specific groups and focuses.

OBJECTIVE 3 Progress/Measurements:We have continued to offer Zoom option for ENGL meetings and other DEITC related events

Our Barstow Reads event has been funded and targets Native American literature via Tommy Orange's novel *There, There*.

We have participate in more faculty training /workshops/discussions on equity/diversity

We would still like to secure flex time funding to offer our part time faculty for training/meeting

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6. GOAL #6 and Objectives with related Outcome

Faculty training on methods to reduce plagiarism, and as needed adopt technology and shared strategies on detecting plagiarism, and academic dishonesty, and lack of professionalism in student works **(PR 2022-2023)**

- **Discuss any progress toward meeting the goal based on the goal objectives.**

Click or tap here to enter text.

G6 - OBJECTIVE 1 = Faculty increased focus and increased awareness of the harms of cheating and provided clear guidance and awareness to students early in multiple mediums and using just in time interventions and information.

OBJECTIVE 1 Progress/Measurements:

G6 - OBJECTIVE 2 = Emphasize the effects of having wide-spread plagiarism on academic performance, morale, and enrollment.

OBJECTIVE 2 Progress/Measurements:

G6 - OBJECTIVE 3 = Use of and additional exploration of more early detection software that make students aware of this before submissions for FT/PT faculty

OBJECTIVE 3 Progress/Measurements:

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

Click or tap here to enter text.

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D) List any resource you are requesting for each goal.

1. Goal 1 Goal 2 Goal 3 **Goal 4** Goal 5 Goal 6

Please list the resource and how it relates to the goal.

PD \$ for PT = No new funding requests for GOAL 4, unless funding from previous Full PR is not approved.

2. Goal 1 Goal 2 Goal 3 Goal 4 Goal 5 Goal 6

Please list the resource and how it relates to the goal.

Click or tap here to enter text.

3. Goal 1 Goal 2 Goal 3 Goal 4 Goal 5 Goal 6

Please list the resource and how it relates to the goal.

Click or tap here to enter text.

III. New Goals (optional)

No new formal goals at this time

A. NEW GOAL #1 **NA**

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

Clarify the Path

Entering the Path

Staying on the Path

Support Learning

3. Please list at least one objective for achieving this goal.

Click or tap here to enter text.

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4. Please list outcome statements for each objective.
Click or tap here to enter text.
 5. Briefly explain how you will measure the outcome.
Click or tap here to enter text.
 6. Please list resources (if any) that will be needed to achieve the goal/outcome.
Click or tap here to enter text.
-

B. NEW GOAL #2 **NA**

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)
Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

Clarify the Path Entering the Path

Staying on the Path

Support Learning

3. Please list at least one objective for achieving this goal.
Click or tap here to enter text.
 4. Please list outcome statements for each objective.
Click or tap here to enter text.
 5. Briefly explain how you will measure the outcome.
Click or tap here to enter text.
 6. Please list resources (if any) that will be needed to achieve the goal/outcome.
Click or tap here to enter text.
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IV. Resource Requests: What does the program need to meet its goals and objectives?

What does the program need to meet its goals and objectives?

List all resources from Sections II.D and III.6 below.

If there was no room on the template to list all resources being requested for a single goal/objective, you may list additional resource requests here. Also list any resources required to implement planned improvements.

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IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
Click or tap here to enter text.					
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