Instructional Program Review – Annual Update Template

Program Name

Indicate if ☐ AA; ☐AS; ☒AA-T; ☐AS-T; ☐Certificate

Program Name: Associate of Arts Degree for Transfer, English

Submitter: Dr. Penny Shreve, Dr. Christie Firtha, Susan Nylander, Abe Aboud

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I.   Annual Update Form: Progress towards Achieving Goals

Overall Note of Changes and Missing Data Progress: Due to no program review process, COVID, curriculum reset, original goals progress, we have had to adapted a number of our goals and objectives to suit the new, online learning environment. During the pandemic, institutional focus shifted and the English department adapted accordingly.

An Annual Update must be submitted each year that a Program Review is not submitted.

For Existing Goals, copy and paste each goal from your Program Review.

Previous Goal 1
Increase student engagement, retention, and success rate, especially with regard to the English AA-T.

Progress

ENGL AA-T Program:

Declared major data over the past years was not available in Tableau.
Number of students with AA-T ENGKL as declared major in 2021-2022 = 49 students

Program Course data for ENGL AA-T show only data= for 2018-19, 2019-20, and 2020-21

Data change from PR in 2016-2017 to the following year 2017-18 is not available. COVID impacts should be most reflected in 2020-21 as the shift to fully online and health protocols started in March 2020

Data from 2018-2021 is listed below. The ENGL dept. focused data from African American, Hispanic, and males under 30 in these two groups. Despite some improvement for 2019 to 2020, COVID impacted the enrollment, success, and retention. All groups saw this impact. However African American students were below the department's baseline of 70 each of the 3 years in success when ENGL 1C was included – even before COVID.

	2018-19	2019-20	2020-21	TTL #
Enrollment NUMBERS				
TTL AA-T courses, all students (+ SPAN 1A)	**733**	**949**	**790**	**2,472**

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TTL AA-T courses, all students (ENGL only)	**677**	**926**	**721**	**2,324**
TTL AA-T courses, all students(ENGL excluding 1C)	**134**	**141**	**126**	**400**

SUCCESS NUMBERS

All courses, all students (with SPAN 1A)	**72.6%**	**74.5%**	**69.4%**	
Black/African American	66.7%	68.0%	57.7%	
Hispanic	73.3%	73.6%	71.2%	
White	75.7%	78.8%	76.3%	
All courses, all students (ENGL only)	**73.6%**	**74.5%**	**72.6%**	
Black/African American	69.5%	69.4%	62.2%	
Hispanic	77.1%	78.3%	78.9%	
White	77.1%	78.3%	78.9%	
All courses, all students (ENGL excluding 1C)	**83.3%**	**80.9%**	**74.6%**	
Black/African American	81.0%	72.2%	44.4%	
Hispanic	86.0%	77.0%	77.8%	
White	78.9%	91.2%	77.8%	
Black/African American (Males)	57.1%	100.0%	0.0%	>10
Black/African American (Males 29 and under)	100.0%	100.0%	NA	>10

Hispanic (Males)	100.0%	77.8%	80.0%	>10
Hispanic (Males 29 and under)	100.0%	75.0%	71.4%	>10

RETENTION NUMBERS

All courses, all students (ENGL excluding 1C)	**83.3%**	**80.9%**	**74.6%**
Black/African American	100.0%	77.8%	61.1%
Hispanic	98.2%	82.0%	83.9%
White	89.5%	94.1%	83.9%
Black/African American (Males)	100.0%	100.0%	0.0%	>10
Black/African American (Males under 30)	100.0%	100.0%	NA	>10
Hispanic (Males)	100.0%	77.8%	90.0%	>11
Hispanic (Males under 30)	100.0%	75.0%	85.7%	>10

The drop of most enrollment, success and retention in 290201, may be college-wide.

However the notable changes in black/African American population and males under 30 in these populations are important to review and reflect on to improve equity, humanizing, and diversity with disproportionately impacted populations young male African Americans often the most impacted.

Promoting ENGL AA-T Program to Students:

> In 2020-21, ENGL and COMM faculty presented their programs and benefits of the skills to student events. We would like to continue this in collaboration with transfer center and PIO

> ZTC pathway. OER development

Resource Requested?
Choose an item.

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Previous Goal 2

Ensure student access to quality support and services by increasing the amount of time full-time faculty can devote to student-centered activities

Progress

Promoting Programs to Students:

In 2020-21, ENGL and COMM faculty presented their programs and benefits of the skills to student events. We would like to continue this in collaboration with transfer center and PIO

Working with tutors and embedded librarian:

In 2020, Dr. Shreve faculty worked with tutors directly on tutoring and student-centered interactions. The workshop included, dealing with difficult students, writing specific strategies, encouraging growth mindset, and other topics.

 Susan Nylander also presented a micro-aggression workshop to tutors.

More tutor training specific to ENGL with instructors guidelines (based on most ENGL tips and expectations) should be created and taught to tutors including training and faculty observations would like to be a future goal.

FT faculty have had librarians and tutors embedded into their classes: Firtha, Nylander, and Shreve.
Making embedded experiences more productive is a topic for future improvement with possible guided assignments and lectures.

Revision of curriculum to support students taking online classes

ENGL events:

Previous events since 2016 (since last PR)

EventBrite poetry and writing presentations: (2020-2021)
How to get published, screenwriting using swing the cat, confessional poetry, haiku, introduction to the graphic novel.

A Zoom celebration of African-American history month was co-led by Dr. Herb English and Susan Nylander included music and literature by African-American musicians and authors/poets. (February 2021)

Resource Requested?
Yes

Previous Goal 3

Increase PT instructors' engagement with campus activities by providing such resources as flex-time funding

Progress

There was some college funding in 2019 for outcomes, but not ENGL specific training.

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Due to the changes the COVID 19 pandemic wrought on the educational system, we have adapted our goals and objectives to suit the new online environment. PT faculty engagement followed suit and actually increased in a few key ways, namely that PT attendance to ENGL meetings and faculty meetings increased – mostly due to Zoom flexibility. Still due to the COVID prompted college changes which have been a priority , there has been no other major training.

Goals for future: include using Outcomes and and writing norms as a group, creating ENGL wide policies that best reflect most policies and preferences (Dos and Don'ts for all students but especially assisting tutors), maintaining the option of virtual attendance for all mandatory faculty meetings, department meetings, and board meetings.

Resource Requested?
Yes.

We request that all mandatory faculty meetings, department meetings, and board meetings keep the option of virtual attendance.

For New Goals, complete the below information.

NEW ADDED GOAL #1

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

Objective 1

Encourage more students to declare ENGL AA-T

Actions, Tasks
- Engage with counseling and students to promote ENGL AA-T
- Provide incentives and guidance to students looking for opportunities and academic careers in the field.
- Coordinate with counseling and other college services to increase awareness and interest in the program

Outcomes, Measures, Assessment
Use A&R Data

Objective 2

Continue to emphasize equity-centered student retention and success

Actions, Tasks
- Foster a welcoming and supporting environment to students, and encourage a diverse and engaging academic climate that caters to a wide variety of students and learning styles
- Facilitate student success by cooperating with other facilities at the college to empower students to meet their goals
- Reach out to minority and underprivileged students, and offer support tailored to their needs and requirements
- **Pilot Learning Community Aimed for African American Men**
  A Learning community/cohort of African-American male students is being planned to begin in summer 2022 to carry through the following two years. In addition to Susan Nylander (English), Jennafer Worland (COMM), Peter Esperanza (Math), Bobby Seals (Ethnic Studies), and Ramon Vasconcellos (History/Econ) are all working to create a classroom experience that will be of benefit to at least one of our disproportionately impacted student groups. Led by Eartha Johnson, this learning community is creating a pathway for students to complete their GE requirements. In addition to required classes such as English 1A and 1C, we may try to schedule African-American literature as a live or hybrid class for the semester in which the cohort will be taking a humanities elective.

Outcomes, Measures, Assessment
Use research office data and outcomes.

Objective 3

Promote English courses, tutoring, and other services to students across academic and non-academic disciplines

Actions, Tasks
- Create flexible course schedules to meet the needs of a wider pool of students

- Engage with tutoring and counseling to provide students with proper academic and emotional support
- Promote interest in English skills across disciplines on campus
Outcomes, Measures, Assessment
Use research office data and outcomes.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Strategic Priority 1: Innovate to Achieve Equitable Student Success
Strategic Priority 2: Ignite a Culture of Learning and Innovation
Strategic Priority 3: Build Community

NEW ADDED GOAL #2
Increase support for writing – create foundations towards writing center – more tutor specific training, ENGL faculty promoting to other faculty. ENGL faulty 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

Objective 1
Provide support for writing as an essential skill across disciplines
Actions, Tasks
- Focus on hiring quality tutors to offer students help with writing
- Increase support and funding for tutor training
- Maintain professionalism among tutors
Outcomes, Measures, Assessment
A&R data

Objective 2
Establish a writing center to provide tutoring in English
Actions, Tasks
- Seek funding and space for a writing center
- Train and hire staff and tutors with faculty supervision
- Make services available to students of all disciplines
Outcomes, Measures, Assessment
A&R data

Objective 3
Focus on training for faculty and tutors responsible for writing
Actions, Tasks
- Offer opportunities for training and professional development
- Provide coaching and support to tutors and staff
- Cooperate with other departments and faculty to offer writing skills assistance

Outcomes, Measures, Assessment
A&R data

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Strategic Priority 1: Innovate to Achieve Equitable Student Success
Strategic Priority 2: Ignite a Culture of Learning and Innovation
Strategic Priority 3: Build Community
Strategic Priority 4: Achieve Sustainable Excellence in all Operations

NEW ADDED GOAL #3
ENGL events that promote reading, writing, and other ENGL interest

Objective 1

> To involve the community, both the college and the greater Barstow area (high schools, local library, etc.) in a reading project that promotes engagement with the written word..

Actions, Tasks

> **College -Wide reading project**
>
> Making reading and book discussions more college-wide, Susan Nylander has investigated and presented ideas on reading college wide from **NEA Big Read project. (tentative Suggestion at this point is *There, There* by Tommy Orange.** NEA Big Read project. The Arts of Council of San Bernardino County has offered to assist, but will need some college funding and support with faculty time and orientation in-service and other faculty meetings.

Outcomes, Measures, Assessment

> Measuring community engagement (both college and the wider community) can be done through the number of events held and community feedback.

Objective 2

> Allow students to see writing in action through engaging professional writers to speak and/or performances that cross disciplinary borders such as history, English, theatre, and humanities.

Actions, Tasks

> Invite and host poets and other writers of note such as Sherman Alexie, Tommy Orange (author of one of the Big Read texts), etc. to visit and speak utilizing the PAC/Black Box theatre to celebrate poetry month (April) or during African-American history month or women's history month or Native-American Heritage month.
>
> Present Ian Ruskin's one-man shows *To Begin the World Over Again: the Life of Thomas Paine* and/or *Magic and Lightning: Into the Mind of Nicola Tesla* at the PAC inviting students and faculty from a variety of classes to see a performance and engage with the actor/writer of these plays.

Outcomes, Measures, Assessment

Number of engagements or events with audience feedback (surveys).

Objective 3

Present local events such as Eventbrite Writing events, campus events such as poetry month workshops and poetry readings, promoting diversity in literature once live or try to change to Zoom such as writers of diverse national months EX: Hispanic month - Hispanic writers

Actions, Tasks

Create and promote events – goal is 3 per year min
– Work with PIO
– Encourage ENGL instructors offering incentive for student to attend
– Work with other disciplines to consider adding a literary element to other events if appropriate

Support student-created events related to ENGL

Outcomes, Measures, Assessment

Attendance of events, survey results, responses (survey of events and/or survey of ENGLISH class enrolled students on interests in writing and literature and so on. Student responses to events if incentivized by extra credit or assignments)

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

NEW ADDED GOAL #4

Include PT faculty in training, ENGL opportunities, planning, norming, assessing, and tutor training guidelines on ENGL courses.

Objective 1

Attendance of PT Faculty at ENGL meetings and other ENGL related events

Create accessible working documents corresponding with events

Actions, Tasks

Offer a Zoom option for ENGL dept meetings and other related events

Outcomes, Measures, Assessment

 Attendance and annual survey to PT faculty on attendance, time availability, topics of interest to encourage attendance

Objective 2

Norming and assessing faculty training/workshop with 50% or more of PT attendance

Actions, Tasks

>Request funding to pay for attending and norming work

>Zoom meeting with online sharing of materials

Outcomes, Measures, Assessment

>Attendance, norming data, policies with PT input based on over 50% of all ENGL faculty

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

NEW ADDED GOAL #5
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.

Objective 1

>Increase use of OER and Low-cost textbooks

Actions, Tasks

>Find and add OER and low-cost textbooks to course outlines.
>– Update CORs as needed
>– Survey PT faculty and faculty at other colleges for more OER materials and uses

>Encourage adoption of OER
>– work with sharing examples of OER readings and assignments with other ENGL faculty (professional development and/or online repository)

>Overdrive for library to ensure more equitable sharing of and access to course material

Outcomes, Measures, Assessment

All feasible ENGL courses with COR update for OER options

Available local repository/sample assignments

Objective 2

Develop full online, ZTC English AA-T pathway

Actions, Tasks

Work with DEITC committee to establish develop a fully online ZTC English AA-T pathway — all REQ CORs submitted for OER option

Work with counseling and curriculum so GE courses required for AA-T have OER options

Outcomes, Measures, Assessment

ENGL CORs have OER options

Objective 3

Employ more targeted department training and work with the online off to 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.

Actions, Tasks

Offer zoom option for ENGL meetings and other DEITC related events

request DE faculty coordinator position be a funded position

Create accessible working documents corresponding with events **()**

Offer faculty training /workshops/discussions on more diversity in ENGL classes

Establish basic quality assessment guidements and language on equitable practices in assignments and

Pilot Learning Community Aimed for African American Men
A Learning community/cohort of African-American male students is being planned to begin in summer 2022 to carry through the following two years. In addition to Susan Nylander (English), Jennafer Worland (COMM), Peter Esperanza (Math), Bobby Seals (Ethnic Studies), and Ramon Vasconcellos (History/Econ) are all working to create a classroom experience that will be of benefit to at least one of our disproportionately impacted student groups. Led by Eartha Johnson, this learning community is creating a pathway for students to complete their GE requirements. In addition to required classes such as English 1A and 1C, we may try to schedule African-American literature as a live or hybrid class for the semester in which the cohort will be taking a humanities elective.

Outcomes, Measures, Assessment

Attendance and Minutes/Notes of ENGL meetings

DEITC minutes (as appropriate)

Available assessment guidements and language on equitable practices in assignments

Samples of humanizing practices and checklists faculty can use **(**

List of sample diverse readings and assignments

Data on success and retention specific to the learning community

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

II.   Resource Requests:

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

BAP 1 Funding for PT faculty training,

BAP 2 Funding for events especially the Big Read, visiting writers, and performing events

Time to work with tutors

Time to collaborate with other faculty on events that cross-over and how to utilize College Book (Big Read) and other events into their classes and assignments

BAP 3 includes 4 requests that fall under OTHER areas

Library Overdrive (helps with OER courses and programs)

Writing Center faculty position/release time of 50-100%

Tutoring support/funding for tutors to attend training with BCC faculty and attend writing center trainings

Need dedicated contact for DEITC for discussions on resources to help student with technical obstacles and faculty in 1) understanding the obstacles 2) strategies and pedagogy to overcome obstacles 3) awareness and access to resources to provide to students

Programs can submit their requests for resources by utilizing the Resource Request Form. Requests should be evidence-based and tied to goals and objectives stated above.

This form may also be updated and submitted in Years Two and Three if needed.