

BAKERSFIELD COLLEGE ANNUAL PROGRAM REVIEW, INSTRUCTIONAL UNITS, 2011-12

The Annual Program Review is a data-informed review, needs assessment, and goal setting mechanism. It must contain linkages to District and College goals. It is also a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to the College on findings of ongoing assessment and evaluation of instructional programs and services units. The College is looking for quantitative data which document the program's and unit's quality initiatives and outcomes. While anecdotal accounts may be beneficial, they should only supplement other data which establish longitudinal trends and patterns. In addition, each review should show the progress of the Action Plan from the previous review, if applicable. Start by filling in the chart below. These data points are areas which the District and College have identified as key performance indicators of College and student success.

If you need training or any help, please schedule an appointment or suggest workshop times:

Ann Morgan, Director, Institutional Research and Planning (anmorgan@bakersfieldcollege.edu or x4453)

Stephen Eaton, Dean of Instruction, Co-chair, Program Review Committee (seaton@bakersfieldcollege.edu or x4743)

Bill Barnes, Assistant Professor, Agriculture, Co-chair, Program Review Committee (wbarnes@bakersfieldcollege.edu or x4637)

Due Dates for Instructional Programs

- September
 - Training for department chairs and administrators
 - Week of September 19: 5-Year trend data from Institutional Research & Planning to instructional units

- October
 - Week of October 3: Instructional chairs submit APR to deans
 - October 10: Submit final copy to dean and Vice President Gomez-Heitzeberg by Columbus Day

Assessment Plan

The assessment plan and results will be due **April 16, 2012** to Dean Suderman. Forms and supporting documentation are in the Office of Academic Affairs public folder. Click here for [directions to the folder](#).

Trend Data from Institutional Research & Planning¹

English

Student Demographic Information												2010-11	
Student Headcount	2006-07		2007-08		2008-09		2009-10		Department		Collegewide		
	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr	
Unduplicated ²	5,709	--	5,733	0%	6,028	5%	6,033	0%	6,348	5%	27,396	-3%	

Gender												2010-11	
	2006-07		2007-08		2008-09		2009-10		Department		Collegewide		
	#	%	#	%	#	%	#	%	#	%	#	%	
Female	3,466	61%	3,518	61%	3,647	61%	3,542	59%	3,807	60%	14,947	55%	
Male	2,240	39%	2,206	38%	2,373	39%	2,485	41%	2,525	40%	12,365	45%	
Unknown	3	0%	9	0%	8	0%	6	0%	16	0%	84	0%	

Age												2010-11	
	2006-07		2007-08		2008-09		2009-10		Department		Collegewide		
	#	%	#	%	#	%	#	%	#	%	#	%	
19 & Younger	2,360	41%	2,344	41%	2,649	44%	2,653	44%	2,530	40%	6,852	25%	
20-29	2,651	46%	2,609	46%	2,639	44%	2,630	44%	2,969	47%	13,602	50%	
30-39	458	8%	483	8%	459	8%	482	8%	539	8%	3,872	14%	
40 & Older	240	4%	297	5%	281	5%	268	4%	310	5%	3,070	11%	

Ethnicity												2010-11	
	2006-07		2007-08		2008-09		2009-10		Department		Collegewide		
	#	%	#	%	#	%	#	%	#	%	#	%	
African American	318	6%	380	7%	364	6%	323	5%	365	6%	2,185	8%	
American Indian	66	1%	64	1%	55	1%	44	1%	56	1%	261	1%	
Asian/Filipino/Pacific Islander	327	6%	293	5%	292	5%	311	5%	319	5%	1,421	5%	
Hispanic/Latino	2,861	50%	2,865	50%	3,032	50%	3,322	55%	3,583	56%	14,018	51%	
White	1,995	35%	1,947	34%	2,079	34%	1,860	31%	1,844	29%	8,595	31%	
Two or more races	48	1%	65	1%	90	1%	115	2%	170	3%	578	2%	
Unknown	94	2%	119	2%	116	2%	58	1%	11	0%	338	1%	

Course Enrollments - Productivity												2010-11	
	2006-07		2007-08		2008-09		2009-10		Department		Collegewide		
	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	
Number of Sections	281	12	278	11	279	11	269	10	277	10	3,431	296	
Enrollment ⁴													
Census	7,095	285	7,064	259	7,281	295	7,096	255	7,496	273	113,343	11,151	
Students/Section ⁵	25	24	25	24	26	27	26	26	27	27	33	38	
Productivity													
FTES ⁶	947.9	34.9	949.3	31.7	991.0	35.1	965.0	31.7	1,019.9	33.9	12,809.0	1,242.8	
FTEF ⁶	79.5	4.0	78.5	3.7	79.8	3.5	77.9	3.3	82.3	3.3	745.7	69.4	
FTES/FTEF ⁷	11.9	8.7	12.1	8.6	12.4	9.9	12.4	9.5	12.4	10.2	17.2	17.9	

Trend Data from Institutional Research & Planning¹

English

Outcomes											2010-11	
	2006-07		2007-08		2008-09		2009-10		Department		Collegewide	
	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE	F-t-F ³	DE
Retention Rate by Delivery Mode ^{8,9}	84.1%	71.7%	84.8%	72.1%	79.3%	65.2%	78.6%	66.1%	77.7%	67.4%	83.5%	74.2%
<i>Overall Department Retention Rate</i>	83.7%		84.4%		78.7%		78.2%		77.4%		82.6%	
Success Rate by Delivery Mode ^{8,9}	56.3%	48.0%	58.3%	55.8%	53.3%	48.4%	50.2%	50.4%	52.3%	48.0%	65.5%	49.8%
<i>Overall Department Success Rate</i>	56.0%		58.2%		53.1%		50.2%		52.2%		64.1%	
Degrees - Certificates											2010-11	
	2006-07		2007-08		2008-09		2009-10		Department		Collegewide	
	AA/AS	CERT	AA/AS	CERT	AA/AS	CERT	AA/AS	CERT	AA/AS	CERT	AA/AS	CERT
Awards related to or contributed to by English												
English	10	0	8	0	10	0	7	0	15	0		
Allied Health	137	77	150	74	173	122	187	106	141	121		
Business	86	219	100	205	97	138	90	160	93	47		
Social & Behavioral Sciences	127	9	144	7	132	14	153	7	188	8		
Total Awards by Type	360	305	402	286	412	274	437	273	437	176	912	654
% of total awards by type	54%	46%	58%	42%	60%	40%	62%	38%	71%	29%	58%	42%
Total Awards	665		688		686		710		613		1,566	
Liberal Studies	101	0	79	0	85	0	83	0	76	0		
Liberal Arts/Science	252	0	243	0	231	0	166	0	132	0		

Definitions

¹ **Source:** ODS Reports (September, 2011)

² **Student Headcount, Unduplicated:** Number of students enrolled on census day, where each student is counted one time.

³ **F-t-F:** Face to Face delivery mode.

⁴ **Enrollment:** Every course in which students are enrolled on census day.

⁵ **Students/Section:** Student enrollments per section on census day. Cross-listed sections are not combined.

⁶ Acronyms **FTES** and **FTEF** represent full-time equivalent students and full-time equivalent faculty, respectively.

⁷ **FTES/FTEF:** A measurement of productivity where the generally accepted target is 17.5.

⁸ **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P/CR).

Retention rate numerator: Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).

Success and Retention rate denominator: Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR).

Note: Beginning Summer 2008, DR grades are in the denominator, generally leading to a higher denominator and lower rate; DR assignment occurs when a student drops between census day and the last day to drop without receiving a W (30% date); DR grades did not exist before Summer 2008.

⁹ Distance education retention and success rates not displayed if only one distance education course was offered.

1. Program/Unit Description, Mission, and Alignment

Description

The English Department at Bakersfield College provides freshmen and sophomore courses in both writing and literature that satisfy general education requirements for career pathways in workforce associate degrees and satisfy English transfer requirements for the CSU and UC systems. All English courses reinforce critical thinking as well as basic and advanced communication competencies. We offer basic skills courses below the freshman level to support students not yet ready for freshman level writing standards. We work with Byrd Library reference librarians, offering a course and workshops in research skills that are available to every student. Also, we have developed agreements and equivalencies with the CSU and UC systems so that our students transfer to those institutions easily and seamlessly to complete higher degrees.

Mission Statement

The English Department at Bakersfield College supports student learning and mastery of critical thinking, reading, and writing by teaching the following:

- Basic writing proficiency,
- Transfer-level academic research and writing,
- Information competency (in conjunction with the Bakersfield College Library and its staff), and
- Reading, appreciation, and/or creation of imaginative literature for both the specialist and general education population.

The department serves the mission of the college by meeting the needs of our socially and ethnically diverse student community; these students range from recent high school graduates to re-entry or re-training adults, and they pursue various academic goals, including the earning of an A.A. or A.S. degree, transfer to a four-year institution, completion of vocational/technical certificate program, and lifelong learning. Since communicating ideas and information is at the heart of an education, the English Department is vital to the college community as a whole.

Alignment with Budget Decision Criteria

As the largest instructional department on campus, the English Department supports the core mission of the campus by offering classes that meet the needs of Basic Skills, CTE, and Transfer students. For example, this fall semester of 2011, twenty-seven full-time faculty and twenty-four adjunct faculty members are responsible for teaching the forty-four English 1a (freshman level English) courses, the twenty-five English 50 (one-level below freshman level English) courses, the thirty-one English 60 (two-levels below freshman level English) courses, and the 8 assorted literature/advanced composition courses offered on our main campus, the Stockdale and Arvin high school sites, and our Delano site. The bulk of our department costs are instructional. We seek an increase in our budget to pay for the Turnitin Software used in past years but which was not purchased this year based on increased cost of licensing. Turnitin is used by English 1a students and instructors to assist students in meeting proficiency in using sources accurately and appropriately. Note: Efficacy of Turnitin and its use in English 1a was supported by Curriculum Committee and IEC.

2. Other Program Data

Provide the following data if available and relevant to your program:

- Cost per FTES – From Office of Academic affairs
- CTE: Non-traditional enrollment, Student survey, Employment
- Transfer data – may use National Student Clearing house data when reliability improves

Data Not Available/Relevant

3. What are the Program's/Unit's strengths?

Discuss the following elements where applicable. List any strength that may be unique to your program or unit.

For each strength, complete all relevant boxes on the chart.

- Questions to consider [Link to APR SWOT Questions](#)
- Best practices contact [Link to Form](#) (this will ask for name, email, phone, practices)

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions/ General Best Practices	Program Data - Discussion of Findings / Impacts	List of Attachments/ Data Tables / Graphs
Department members' regular and ongoing discussions related to course standards	Student Success: program and course completion	Improved alignment of SLOs within our sequence of pre-requisite classes	Revised English 50 SLOs not yet adopted	IS/GBP: English 50 Instructors increasing reading load and introducing MLA earlier in sequence to prepare for demands of English 1a; Impacts: Discussion ongoing, data collection hasn't begun IS/GBP: Department-Wide finals and department norming and assessment in all composition courses maintain standards and provide opportunity for SLO updates		

<p>Having a support person within the department to deal with Placement Issues: Matriculation Coordinator (MC)</p>	<p>Student Success: program and course completion— This person receives .2 POL reassigned time</p>	<p>Students who question their placement in our English sequence meet with MC and are sometimes moved up one or two levels, with success.</p>			<p>MC maintains a file of students served, meets regularly with counselors and Assessment personnel</p>	
<p>Outreach to local 4-year CSU, Bakersfield English Dept.</p>	<p>Core Mission: Transfer</p>	<p>Equivalency agreements between placement results, articulation with basic level/freshman English courses. Annual retreat with both campuses and outlying campuses to share best practices and brainstorm on common goals/problems</p>	<p>CSUB grad students serve as interns in BC composition courses. Department leaders from both campuses working together as each campus develops new Writing Centers</p>			
<p>Creation of a pilot Compressed Course that offers two sequence classes within a single semester</p>	<p>Student Success: program and course completion: Students move more quickly through English sequence</p>	<p>Increased retention and success in department</p>	<p>Initial data shows greater success; need to enlarge pilot (Academic Dev. 68/English 60) to include more offerings and to pilot Engl. 60/50 Compressed Course</p>			

Having liaisons with other departments	Student Success: program and course completion	Improved communication with other departments.		One full-time, tenured faculty member who teaches in the Academic Development Dept and ours; and one full-time tenured faculty member who works in the library and is a liaison to our department with/without an English teaching assignment.	
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4. What are the Program's/Unit's weaknesses?

Weakness	Relationship to Budget Decision Criteria	Outcomes Not Yet Achieved	Assessment Results	External Conditions	Internal Conditions	Trend Data
Retention & Success rates	Student Success: program and course completion			Academic Development 68 may not be aligned with English 60 expectations of incoming students	Increase in students unprepared to meet study demands outside of the classroom	Lower retention and success in the past five years.
Absence of Learning Communities	Student Success: program and course completion			Lack of administrative support		

Lack of Specialty Literature Courses	Core Mission: Transfer			Budget cuts and increased focus on Basic Skills, Transfer (non-majors)		Hispanic Serving Institution—our department ought to have a Chicano Lit Course
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5. What are the Program's/Unit's opportunities?

- Consider items that do not currently exist in the program/unit that could be implemented to help the program, unit, and/or College reach its goal.

Opportunity	Relationship to Budget Decision Criteria	Possible Outcome	Assessment Methods	Non-Financial Resources Required (including collaboration)	Funding/Support Requested	
					Equipment <ul style="list-style-type: none"> Include # of units & estimate total cost For ISIT requests, use web link in 9 For M&O requests, use web link in 8 	Staffing <ul style="list-style-type: none"> # Positions Total cost for each position % time Other Link to Position Request Form
Adopt the TMC model	Core Mission: Transfer	Increase in students declaring selves as English Majors	Compare Trend data	Create new Advanced Composition & Literature Course to match Transfer Model Curriculum		

Partner with Writing Center (WC)	Student Success: program and course completion	Meet needs of WC in serving students		Collaborate with WC Project Manager to establish needs		
Update English 255 (lab hours)	Student Success: program and course completion	English faculty have as POL hours in the WC		Update Curriculum and have it approved		
Purchase of Turnitin software	Core Mission: Transfer, Student Success: program and course completion				Purchase of Turnitin software	
Increase literature classes offered and develop a Chicano Lit Course	Core Mission: Transfer, Student Success: program and course completion	Increase # number of majors in English or Chicano studies and GE options.		Create New Curriculum and have it approved; coordinate with Chicano Studies		
Offer English Boot Camp or Week Zero to prepare students for demands and	Core Mission: Transfer, Student Success: program and course completion	Students better prepared for college English classes/writing	Track for success and retention		Unknown	unknown

- How could the weaknesses listed above be addressed to move them from weaknesses to strengths?

To improve retention and success in our composition sequence of courses, the department could collaborate with the ENSL and the Academic Development departments to align SLOs of their top course that leads into our course (ENSL 50 to English 1a) and Academic Development 68 to English 60. Collect Grade Data from the courses to address standards. Revise update curriculum, as needed.

Our department could evaluate English 60 SLOs and the use of the department-wide final, particularly if changes to English 50 demonstrate improvement.

Continue evaluating our assessment of English 50 students, including a possible modification of the role of the department-wide Final Essay Exam; explore options for lessening the high stakes aspect without lowering standards (e.g. revising final to a take-home essay using multiple sources as preparation for the demands of English 1a).

6. What external threat(s) does the Program/Unit face?

Threat	Relationship to Budget Decision Criteria	Source of Threat	Action Planned If Threat Materializes
Lack of sustained leadership at management level	Human Resource Needs (Would better salary, better health benefits keep deans around longer?)	Continued loss of Dean supporting our department and rotation of interim deans filling in.	We work through the absence of a long-term permanent dean (the interim deans are responsible for the Mode evaluation Cover reports, hiring, etc but we are constantly working with someone new to our area or unfamiliar with the BC processes).
Continued increase in underprepared students	Student Success: program and course completion Will need to develop curriculum for boot camps, budget money for salary, stipends, etc.	Current high school graduates are the product of 9 years spent in the No Child Left Behind scheme	Possibly offering summer boot camps and/or zero week programs (which seem highly unlikely considering state budget)
Students working too many hours	Student Success: program and course completion	Poor economy, students lack of understanding what it takes to be successful in college	
Cuts to Number of Classes offered by our Department	Student Success: program and course completion Decreases opportunity to support Core Mission (Basic Skills, CTE, and Transfer)	California state budget; for-profit schools, on-line classes offered by other schools.	Develop measures to prioritize enrollment for those most likely to remain in class and to succeed
Decreased Success in English 1a	Student Success: program and course completion	Source of Threat: Loss of Turnitin software (budget cuts) Action Planned —this software has been cut and English faculty are exploring use of other software, with limited success so far. Source of Threat Budget cuts for the Library means fewer	

		<p>subscriptions to data bases in the library and fewer English 34 classes (taught by librarians) means less support for students in all disciplines who are writing research papers and in our English 1a (freshman) courses.</p> <p>Action Planned: will assess the outcome this fall (first semester with the loss in data bases and number of English 34 classes)</p> <p>Source of Threat: no access to library printers prior to 8 a.m., reduced weekend hours (closed on Sundays). Students need access.</p> <p>Action Planned—address on a case-by-case situation, extend due dates if necessary and reasonable.</p>

7. List your Program's/Unit's goals for the coming year

Goal	Relationship to Budget Decision Criteria	Action Plan
Increase number of students successfully advancing through department pre-requisite courses.	Core Mission Student Success: program and course completion	Increase number of and type of compressed classes (AcDev 68/English 60; English 60/English 50); develop a fast-track course for lower levels of English
Increase number of English majors; support campus increase in transfers	Core Mission	Create new curriculum to be able to offer TMC in English (English 2a)
Improve alignment between sequence courses	Core Mission Student Success: program and course completion	Review/Update SLOs, course outlines, and Assessment Measures (department wide finals, etc.)

Outreach to other departments on campus to support student learning	Core Mission Student Success: program and course completion	Collaborate with Writing Center; Collaborate with Art Department in creation of online site for BC student art and creative writing works
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8. List any Maintenance and Operations needs [Link to multi-page Excel form \(LaMont and Todd\)](#)

Support need for room with appropriate [Link to room utilization statistics](#) developed by FCDC subcommittee

- Replacement of pull-down screen in H-3 that fell down week of October 5, 2011.
- The side white board in Humanities 52 desperately needs to be replaced. It is so old, you can't even erase things on it ; cleaning it does not help.
- Document Cameras to replace old Overhead Machines in 10 classrooms (Humanities: 2, 3, 4, 5, 6, 7, 20, 21, 22, and 21)

9. List Information Systems & Information Technology (ISIT) Requests [Link to multi-page Excel form \(Todd and Kristin\)](#)

- Budget for maintenance of computers, monitors and DVD players and to budget for replacements as needed (11 classrooms, including H-52—room with computers used for some of our 1a classes.
- Equip with “computer/laptop” switches classrooms without the switches (not sure which ones have/do not have the switch, but these are the classrooms we want to have equipped: Humanities 23, 22, 21, 20, 7, 6, 5, 4, 3, 2).
- Budget for Turnitin Software

10. List Curriculum Changes

- What curriculum did/will the Program/Unit review . . .

<i>Last Year (2010-11)</i>	<i>This Year (2011-12)</i>	<i>Next Year (2012-13)</i>
Began Update in CurricUNET to English 10	English 10, English 255, English 50	

- Has the Program/Unit made any of the following changes? If so, please list.

Added or Deleted Courses	Added Prerequisites	Changed Units	Modified, Added, or Deleted Degrees or Certificates
NA	NA	NA	NA

- *Has the Program/Unit made any online/distance education changes? If so, please list.*

NA

How do the Retention/Success rates of Face-to-Face courses vs. Distance Education/Online courses compare?

(Refer to Data Table from Institutional Research and Planning)

Type of Course	Retention	Success
Face-to-Face Courses	77.7% (2010-11 data)	52.3% (2010-11 data)
Distance Education/Online Courses	67.4% (2010-11 data) We offer too few DE/Online courses for the data to be reliable; the only DE/Online course we offer is English 1a. The most we offer in a semester is 5 (and currently we offer only 1); the F-t-F semester English 1a offerings number 40 and above with a total class offerings (all courses) over 100.	48% (2010-11 data)

10. Evaluation [Link to Evaluation \(Survey Monkey\)](#)

Please click the link above that will take you to an evaluation form that asks:

- What did you find beneficial about this process?
- How can we improve the process?
- Is there anything else you would like us to know?