

2023-2024 Transfer Program Audit Report FALL

PROGRAM QUALITY – TRANSFERABILITY:

1. Discuss how your department determines that the courses offered are still viable and relevant?

The English Department reviews the requirements and preferences of its most common transfer partners, ensuring that our most popular courses will transfer directly to their Bachelor's programs. At present, we are "viable" as a composition program, but for the literature classes to be viable, we would need to see changes in the Running Start pathways as described on the advising worksheets.

As far as relevance goes, English has been a leader in designing and implementing courses that fit the new "Diversity Course" requirement, with our faculty offering more of these courses than any other department at Big Bend. We have reviewed transfer requirements at four-year schools and we feel that fulfilling a diversity requirement at Big Bend will allow students to focus on courses within their majors, removing one obstacle from their pursuit of a Bachelor's degree.

At present, each individual instructor teaches an average of two times more composition (ENGL&101 and ENGL&102) than literature or humanities courses, and since these are commonly seen as "gateway" courses and prerequisites for other courses, we are confident that our faculty is contributing to degree completion and student retention at other colleges and universities.

If some of your courses are not transferring to universities as you expected, what information and/or assistance do you need to help you resolve these transfer issues?

The only course we had which was not transferring was English 109. That course is being retired and replaced with contextualized English 101.

2. Does course curriculum satisfy DTA requirements? How do you know? What needs to change?

Our course curriculum is designed to satisfy DTA requirements, with most courses taught labeled within the CCN system thus guaranteed to transfer. The majority of the electives currently taught by English faculty fulfill the Diversity Requirement, thus contributing to the students' ability to fulfill the requirements for the AA Degree with a DTA focus. At present, we are hindered by low enrollment in some of the traditionally popular classes (Science Fiction as Literature and American Literature III being two examples) which limits our offerings in Humanities electives. In each case, we begin by changing modalities to those most attractive to students, redesign MCOs to make the courses more attractive to students, shift the class description so that it fits requirements for a "Diversity Course" or an elective within "Running Start," and if there is still limited interest in the course, we retire it. As DTA requirements change, we remain flexible in our scheduling and course design. For example, English 235 (Technical Writing) originally carried a stipulation that any student completing that course needed to also complete a course in literature. We have asked that this stipulation be retired, with English 235 now being taught as a stand-alone class.

In terms of things that would need to change, the English Department is unsure of how they might increase enrollment in English electives. For many years, English has been outpaced in the number of electives offered, with most other departments within the Humanities offering no courses that are not electives, and with some of those departments expanding their course offerings while elective offerings in English remain relatively stable in numbers, and significantly lower than they were in the previous decade. Courses lost include Creative Writing, Shakespeare, American Lit 1, American Lit 2, The Mystery Story as Literature, and Science Fiction as Literature. Courses gained include Women's Literature, ChicanX Literature, "The Moral of the Story," and

Gender Studies. The department has traditionally had an informal agreement with the Dean that instructors will teach no more than six composition courses a year. However, as demand for literature courses diminishes, English instructors are asked to take on a higher load of composition courses, with several instructors teaching seven or more composition classes per year. We have always felt this to be an unsustainable course load, since the majority of the faculty comes from a literary studies background and are not rhetoric/composition experts. One possible change would be to lower course caps in composition, which are currently set at 25. We would like to see them lowered to 20 students, which would benefit the students as well as the faculty.

3. Please construct a table to show all courses offered by your department and how they transfer to CWU, EWU, and WSU. Identify any courses that do not transfer or transfer as general electives.

Course Number	Course Title	Transferability to CWU	Transferability to EWU	Transferability to WSU
ENGL&101	Composition I	Yes	Transfers as 101	Written Comm
ENGL&102	Composition II	Yes	Transfers as 201	Written Comm
ENGL 109 (Course is to be retired)	Applied Technical Writing	Yes	Transfers as TComm 205	No
ENGL 235	Technical Writing	Yes	Transfers as TComm 205	Written Comm
ENGL&246 (Course is to be retired)	American Literature III	Yes	Transfers as 344	Elective
ENGL 105	The Moral of the Story	Yes	Transfers as "Humanities & Arts"	Elective
ENGL 225	Chicanx Literature	Yes	Transfers as "Into to Spanglish Lit"	Elective
CSS 106	Support Class		Non-Transferrable	Elective
ENGL&261	Women's Literature	Yes	Transfers as ENGL 389	Elective
HUM102	Kick-Ass Women in Popular Culture	Yes	Not Listed (too new)	Elective
HUM108	Introduction to Gender Studies	Yes	Transfers as GWSS 101	Diversity
HUM 214	Diversity Issues	Yes	Transfers as Lower Division Diversity	Diversity
FILM 101 (Previously ENGL 216)	Intro to Cinema	Yes	Transfers as "Humanities & Arts"	Creative & Professional Arts

Central Washington University is covered by the DTA, so all of these courses will transfer provided that they were taken as part of a DTA degree map. For students not covered by the DTA, CWU uses the "Washington 45" program, under which 10 Humanities credits transfer automatically regardless of their subject matter. Aside from this, five credits of "Communications" can transfer, which covers English 101 or

102. An additional 5 credits can be taken in Humanities as well. As long as students are receiving advising and are planning according to existing degree maps, each of these courses will transfer to CWU.

Eastern Washington University has a transfer course search tool which explains exactly how each of these courses would transfer. There are two conflicts we see. The first is in ENGL 109 and 235, which transfer as the same class. However, since 109 is being retired, this will not be a problem in the future. The second is that English 102 is not listed. Again, this course will not be taught beyond this year, so this will not be a problem.

WSU has a transfer course search tool which explains exactly how each of these courses will transfer.

ADVISING RESOURCES:

1. Please review your department catalog and website information. Is the information current and accurate? What changes need to be made or would you like to make to better assist students? Submit catalog changes with this report. If you need to make changes to the bigbend.edu website, you will need to submit a work order in the Kace system (where BBT and Advising Map work orders are submitted) in the Communications area to arrange for website changes.

The catalog information is correct. The website is missing faculty information and has outdated faculty on it. We will submit the correct faculty information to BBT.

2. Has your department developed advising resources/maps to assist students majoring in your discipline or in a related field? Please describe these advising resources/maps. Have you considered developing transfer resources (such as four-year advising maps) for students intending to transfer to CWU, EWU, or WSU and major in your discipline or in a related field? How could BCC assist you in developing these resources?

No. No. We don't feel the need to develop these resources. The vast majority of our students are Running Start, and are being advised by proprietary advising maps that are developed in collaboration with their high schools. The only way for us to have input into advising maps would be for us to have input into the design of Running Start maps, which is something that we do not currently have. We were told that we would have input into "Guided Pathways" degree maps, but this never materialized.

SCHEDULING:

Please review your course offerings and enrollments over the last three years as well as the FTE information for your department.

3. Discuss how the scheduling for your courses has been evaluated. Describe how scheduling has been altered or maintained to meet the needs of other programs or populations of students.

The scheduling for our courses is evaluated by the Dean who determines if we are filling the most popular time slots so our composition classes make. These composition courses are the main concern of our past Deans and this focus has led to less focus on other non-comp classes that we can teach. We have suggested alternative time slots such as evening classes, but these are generally rejected for fear that they would not fill.

Courses that have not filled, such as American Lit III, are continually monitored and revised in ways that we see as aiding in their chance for success, but as noted above, we are outpaced by other Humanities departments offering courses which are inevitably more popular than ours.

The needs of populations and programs is always a concern for English. Traditionally, HUM 214 (currently taught exclusively by English faculty) was offered as a night class and/or a fully-online class to accommodate the ECE Department. However, ECE now had their own multiculturalism class, so this may no longer be necessary. Composition classes are more heavily concentrated in Fall and Spring Terms, giving students the best opportunity to complete 101 and 102 before the end of their first year. Offerings of ENGL 235 have tripled over the past four years, and we have accommodated this even though the course was originally intended for a very narrow student population and should never have exceeded one offering per year.

4. Has this program considered providing other options for offering the program content; such as, online, hybrid, nights, competency-based, weekends, etc? Discuss.
 - a. If yes, what is being considered and why?
 - b. If no, is this something that should be considered and why/why not?

Essentially, scheduling for our department has been altered to serve running start student schedules that keep all classes in the morning, done no later than 1pm. We have been unable to organize a schedule that is better suited for non-traditional students who are older and have full-time jobs and/or families because those classes don't make, or we have not been allowed to include them on the schedule. We are also required to maintain a larger number of in-person classes the last couple of years that have been struggling to fill in contrast with our online offerings, even though we are continually told that students prefer in-person learning. Evening classes have traditionally been discouraged by the previous dean for fear that they would not reach capacity even though in the past, evening classes offered for ENGL & 101 have filled in both fall and winter quarters. Competency-based is not an option, as we need to evaluate the writing process as a whole, rather than just the product.

Pre-college English courses face the same scheduling issues as composition courses and have smaller enrollments. Students who have to take night classes or online classes might only have one opportunity per year to accomplish pre-college English, which can drastically delay their progress toward a degree.

The department would like to consider holistic scheduling that considers not only individual departments within the Humanities, but looks at how the electives taught throughout the Humanities interact with each other, and how they might potentially clash with one another.

5. Discuss future plans for annual scheduling based on this audit review. Please share how annual scheduling will need to change to meet future student needs as well as any department needs you have identified with respect to instruction.

The English Department has recently faced a challenge in recruiting fully qualified instructors with relevant teaching experience, and some within the Department have expressed opposition to some of the hiring choices made for composition classes. An ongoing trend in hiring is to place underqualified instructors in some sections of composition classes, with hiring authorities arguing that we are simply unable to bring in fully-qualified instructors because of our size and geographic location. The English Department would like to see the development of strategies to attract better quality instructors, notably through the use of full-year, fulltime adjunct positions with benefits, or other more creative solutions to ensure that we can staff our classes with instructors with a Master's Degree in English, and college-level teaching experience.

Another scheduling challenge is repeatedly encountered for pre-college English composition classes. Through improved, intentional English class placement practices, we've reduced the number of students requiring ENGL 099 as their first English Composition class. Because of the size of our service district and restrictions students face, we have to offer an online section each quarter. However, there are students who cannot accomplish the course online and so we must also offer at least one on-campus section each quarter. In the past few years, the Administration has been reluctant to support providing a class section where enrollment is deemed too

low even when all other English Composition classes are at or over capacity. ENGL 099 students need to have the option of on-campus or online each quarter to stay on track toward degree completion. Otherwise, we lose students.

TRANSFER PARTNERSHIPS:

6. Provide information about how this department is involved in building and/or maintaining specific partnerships/relationships with one or more of our three transfer institutions (WSU, CWU, EWU). List and identify the partners/transfer institutions, describe the relationships that have been established, and what is planned for the future to establish better connections with our transfer institutions.

To my knowledge, we don't maintain relationships outside of BBCC. Since we don't have a major path for various reasons, this is not a priority. We support this idea, but considering that we all have an overabundance of responsibilities that already interfere with our work in the classroom, and that these responsibilities seem to increase each year, it is not clear how anyone would be able to add this to their plate. Having a department assistant would be useful for this as well.

CAREER GUIDANCE:

7. How does your department provide career counseling with information on employment trends, wages, and opportunities to assist students plan their education? What resources do you need to assist you in providing career counseling information to your students and advisees?

We try to convince our students that despite the overwhelming focus on STEM that they are seeing in their high schools and at Big Bend, that English Majors are still being supported and hired. However, this is difficult because BBCC Administration seems to turn a deaf ear on concerns we raise about the de-emphasizing of English and Humanities in general as educational priorities. For example, when we brought up the idea that "Guided Pathways" would discourage students from exploring courses and careers in English, we were told that we would get a "pathway" for students who were still "exploring." To date, this has not happened. Ever since the merging of the two separate transfer level Deans into one position, no one at our school seems to care about English (aside from Composition), majoring in it or otherwise. If we were going to focus on coming up with an English major track, a resource to help make this possible would be a department assistant.

2023-2024 Transfer Program Audit Report WINTER

PROGRAM QUALITY – INSTRUCTION:

1. Select all methods that are used by your department to integrate the academic knowledge and skills of your students and ensure that they are taught with the same coherence and rigor as all other students. *Please provide short descriptions of each selection.*

- Contextualized Instruction
- Team-Teaching
- Math-First Initiatives
- College-Level Core Curriculum
- College-Wide Student Learning Outcomes
- STEM Initiatives
- Tutoring
- Flipped Classrooms
- Just in Time Support
 - Instruction/Accelerated Learning
- Active Learning/Student Engagement Techniques
- Project Based Learning
- Industry Standardized Tests/Exams
- I-BEST Programs
 - Transparent teaching
 - Naive teaching
 - Guided practice

- Other (Please describe.)

As a department with six members, more than seven content areas, and a variety of approaches, it would be difficult to describe all of the methods that are being used in all classes. We're also not sure what is meant by "integrate the academic knowledge and skills of your students." In most of our classes, knowledge and skills are, by definition, integrated.

All the techniques shown above are being used by some instructors, as well as

- labor-based grading
- hyflex modality
- MCOs designed to emphasize all outcomes from the "Smarter Balanced" assessments

PROGRAM QUALITY – STUDENT ACHIEVEMENT DATA:

Please use the student achievement data provided to discuss and review how successful students are within your classes. Please use the Overall Success Rates and Course Success Compare tabs in the About BBCC Tableau workbook to gather the data for the courses in your department. These workbooks can be found on the Institutional Research & Planning page in the Portal.

2. Are there certain classes with student success rates below 75%? Within your courses, what achievement gaps do you observe within underrepresented groups taking your courses? Which of these gaps are you focusing your efforts on and what are your next steps? How does this student achievement data intersect with your assessment efforts?

Film 101 (Formerly English 216): The overall success rates for Film have dropped significantly from 2020-2021. In 2020-2021, the success rates were 94% (fall), 86% (winter), and 81% (spring). They have dropped to 62% (fall), 70% (winter) and 67% (spring). I believe that this trend is related to three factors: First, I began teaching the course in spring of 2019, when covid hit. This caused me to teach the course with a lot of accommodations, as well as teach it completely online. The online aspect of the course meant that students were being trusted to watch the films and had less obligation to participate in class discussions. As the class is being taught in person, students have higher expectations in these areas. Absences can be made up with long film summaries and alternative assignments, but students rarely do them. Second, the course has had trouble making load and, in response, I allow students to join the class very late in the first week. I believe that these very late enrollments are indicative of larger student issues, that are represented in my course success. This class, in my opinion, has the most excited, motivated, and interested students, but has significantly lower success rates than my composition or technical writing

courses. The same issues that lead to students signing up late, lead to chronic issues with turning in assignments on time (or at all) and showing up to class. Lastly, because film is a class that students are often passionate about, I think they sometimes do not take the “work” seriously. I try to warn them of this problem but many students do not heed the warning and are sometimes shocked to find out they actually failed the class (no matter how many warnings I gave them personally, that they were failing).

Interestingly, and I mentioned this in my recent assessment report, non-white students have had increased success in the course between 2021-22 and 2022-23, and they currently score higher in success rates than white students (while they scored slightly lower in 2020-2021. Success rates of 83% (fall), 75% (winter), and 75% (spring) are all higher than white students. This is even more interesting considering that, previous to 2022-23, I intentionally chose films which focused on diversity. Every film I chose was centered around a minority protagonist, directed by a female, focused on issues in disabilities, etc. In 2022-2023, I stopped trying to focus on diversity in the films and saw an increase in course success with historically marginalized students. Whether this has occurred at random (or due to a small sample size), I have no idea. However, I do think that this may imply that our understanding of diversity may not be what we think it is. Diverse student populations may not have diverse preferences in films or may not have desires for diverse content. I may think that a large Hispanic population means that I should show films highlighting some aspect of Hispanic culture, but the students may not be interested in that at all. The educator in me knows that this may be due to many factors, and I may still be morally obligated to expose students to things that they might not immediately find appealing or digestible, but the guy trying to get his class to make load wonders if I should just start showing superhero films. This may also have implications for the role of Diversity Courses. I will continue to play around with the types of films I show in the class and look at the question of how representation may or may not impact success rates among non-white students.

English 235: The overall success rate has dipped and rose each year, but generally stays above 75%. There are many factors related to this. Previous to 2021-22, the course was only offered twice a year and it was pitched to smaller amounts of students. Students from specific programs (Criminal Justice, for example) saw the class as part of their program and, in my opinion, were more dedicated. Success was also hampered by increased interest in the course. The course was accepted by many Running Start programs to fulfill HS requirements, and the course began getting used as an alternative to English 102. This created a student population less motivated by specific program needs. It also feels like the class has become popular with students that fear narrative-based traditional stories (novels). Some of these students may also have reading or writing issues or concerns, outside of what is commonly seen in student populations.

Quarter over quarter, year over year, white students are outperforming non-white students in success rates. For example, 2022-23 saw an overall success rate of 68% for non-white students and an overall success rate of 86% for white students. The overall success rate is 79%. However, this overall success rate [79%] and gap does seem to be the same as English 102 (a gap of 8%).

My assessment work for 235 has primarily focused on data related to the course-specific goals. Recently, I looked at group work and the positive impact it had on students. As the course is part of the BASM program, a focus on working with others in a business setting is important. Students for fall quarters are made up entirely of BASM students, and the course success rates for fall quarter reflect an entirely motivated student population (overall success rates of 96% (fall 2021) and 92% (fall 2022)). However, when looking at these numbers more specifically, we do see an issue. While success rates are similar between white and non-white students in the BASM program (non-white students had a 100% success rate in 2021-22 and 88% in 22-23), 17 of 24 students in 2022-23 identified as white. This may indicate problems with the BASM program. The college may need to look at ways in which to attract more non-white students to the program.

I am not convinced that steps need to be taken in regard to achievement gaps in this specific class. Because the class is sometimes seen as a way to avoid reading a novel, the success of the student population is somewhat related to the student population that takes the course. The overall success rate of the 235 matches the overall success rate and gap of English 102, in 2023-24. As some Hispanic students are coming to Big Bend with Second Language acquisition issues, there is unlikely to ever be a time when second language success rates match native speaker success rates. Big Bend should continue to strive toward the goal, nonetheless. However, an achievement of that goal (having second language learners that match proficiency to native speakers in English courses) may also be indicative of issues related to rigor or technology and plagiarism concerns.

English 101: The overall success rate for Fall and Winter Terms dipped to 74% in '22-'23, but aside from that, it remained above 75%. Hybrid class success rates have risen to nearly 80%, and face-to-face courses had a 100% success rate in '22-23. Fall remains the term with the highest success rate, and we attribute this to it being the term when students who are “on-track” take ENGL& 101. As we move into Winter and Spring, students tend to be those who previously did not pass the course. Our general observation is that students who take English 101 early tend to be more successful, but we are of the opinion that this is due to the relative preparedness of the students who sign up for these courses early than on the importance of taking the course in Fall Term.

Spring Term success rates are the lowest, and this seems to be dependent on modality. For example, hybrid courses were 87% successful, and those who didn't succeed were far more likely to have dropped the course than to have received lower than a 2.0. Online students were only 51% successful, and unsuccessful students were four times more likely to have earned below a 2.0 than they were to have dropped the course.

Much of the data is anomalous—for example, students 25 and older were 85% successful in Fall of '21-22, but only 53% successful in Fall of '22-23.

Achievement by race for ENGL 101 are shown below:

Year	20-21	All	Non-White	Hispanic	H-Gap	NW Gap
20-21	F	81	77	76	6.17	4.94
	W	83	63	64	22.89	24.10
	S	79	69	79	0.00	12.66
21-22	F	78	77	75	3.85	1.28
	W	80	75	83	-3.75	6.25
	S	56	67	67	-19.64	-19.64
22-23	F	76	74	75	1.32	2.63
	W	88	79	78	11.36	10.23
	S	78	58	46	41.03	25.64
				Average	7.02	7.56

Gaps vary a great deal from term to term, with some terms showing a minimal gap, some showing a considerable deficit for Hispanic and Non-White learners, and some even showing that Hispanic and Non-

White students performed better than average. While it's hard to draw conclusions from data with this much variation, it is noteworthy that the overall gap is less than 10% when averaged for the three years, and that the average gap for Non-White students in general is equivalent to that of Hispanic students.

We will continue to observe and discuss the outcomes for these courses, and we are hopeful that as we settle back into what is "normal" after Covid, we will see less anomalous data.

Humanities 214: The annual success rate remains about 75% for 20-21, 21-22, and 22-23. When looking at individual terms (in this case, single classes since there are no terms in which multiple sections are being taught,) four out of nine sections were below a 75% success rate. These courses were all taught by the designer of the course. While this is disappointing, the data tends to have a lot of anomalies. Success rates during Winter Term were as follows:

20-21 71% 21-22 100% 22-23 68%

Success rates during Spring Term were as follows:

20-21 64% 21-22 57% 22-23 84%

There are few observable trends, and considering that this is a class that was designed for face-to-face interaction, it's no surprise that online learning and mandatory masking affected outcomes. Unsuccessful students in Winter Term were split between students who dropped the course, and students who earned below a 2.0. Spring Term's unsuccessful students were mostly students who earned below a 2.0.

Age group breakouts show that students under 20 (generally Running Start) were highly successful in all classes except Spring 20-21 (3 withdraws) and Spring 22-23 (4 withdraws). Students 25 and older were all successful in all three Spring Terms, but less successful during Winter Terms. It bears noting that Spring Term is the only term in which HUM 214 is taught online.

We will continue to monitor pass rates and success rates in Humanities 214 courses.

English 261: The success rate for this class, which I have taught only in winter quarter, has differed widely over the years:

- 2017-18: 67%
- 2018-19: 65%
- 2019-20: 64%
- 2020-21: 79%
- 2021-22: 55%
- 2022-23: 75%

So, there have only been 2 years where students earned 75% or higher as a success rate.

Within your courses, what achievement gaps do you observe within underrepresented groups taking your courses?

Race

- African-American student data: 100% in 2021-22
- No Asian data
- Hispanic: 57% in 2017-18, 58% in 2018-19, 50% in 2019-20, 88% in 2020-21, 60% in 2021-22, 60% in 2022-23

- Multi-racial: 67% in 2018-19, 100% in 2019-20, 50% in 2020-21, 20% in 2021-22, 86% in 2022-23
- No Native American data
- Not indicated: 0% in 2019-20, 100% in 2020-21, 0% in 2021-22
- No Pacific Islander data
- White: 75% in 2017-18, 80% in 2018-19, 89% in 2019-20, 83% in 2020-21, 80% in 2021-22, 75% in 2022-23

Age

- **Under 20:** 88% in 2017-18, 54% in 2018-19, 58% in 2019-20, 77% in 2020-21, 50% in 2021-22, 91% in 2022-23
- **20-24:** 33% in 2017-18, 80% in 2018-19, 75% in 2019-20, 100% in 2020-21, 67% in 2021-22, 57% in 2022-23
- **25 and older:** 100% in 2017-18, 100% in 2018-19, 100% in 2019-20, 50% in 2020-21, 50% in 2021-22, 57% in 2022-23

Sex

- **AFAB:** 69% in 2017-18, 62% in 2018-19, 71% in 2019-20, 81% in 2020-21, 57% in 2021-22, 72% in 2022-23
- **AMAB:** 50% in 2017-18, 71% in 2018-19, 25% in 2019-20, 67% in 2020-21, 0% in 2021-22, 100% in 2022-23

First Gen

- **No:** 100% in 2019-20, 50% in 2020-21, 75% in 2022-23
- **Yes:** 100% in 2017-18, 50% in 2018-19, 83% in 2019-20, 69% in 2020-21, 67% in 2021-22, 67% in 2022-23
- **Not indicated:** 64% in 2017-18, 67% in 2018-19, 56% in 2019-20, 88% in 2020-21, 20% in 2021-22, 100% in 2022-23

Economics

- **No:** 64% in 2017-18, 60% in 2018-19, 56% in 2019-20, 79% in 2020-21, 62% in 2021-22, 71% in 2022-23
- **Yes:** 75% in 2017-18, 70% in 2018-19, 86% in 2019-20, 100% in 2020-21, 44% in 2021-22, 77% in 2022-23

Which of these gaps are you focusing your efforts on and what are your next steps? My goal is always to focus on every area where there's an equity gap in terms of curriculum development, support, and inclusive connections I try to generate. But I don't plan to take any next steps because I am not going to be here to teach the class anymore.

How does this student achievement data intersect with your assessment efforts? I use my assessments based on student data in terms of curriculum development, support, and inclusive connections I try to generate.

3. Please describe what you are doing as a department to increase student success, especially within courses that exhibit low success rates or that indicate achievement gaps exist for some student groups? How are you closing the loop to see if your efforts have made improvement or not? What further steps do you plan to pursue?

As a department, we do not coordinate at all, though there may be some coordination between individual instructors. English instructors are given autonomy within their classes to design their courses as they see fit, with individual instructors choosing means and modes of instruction that are well suited to the student population of Big Bend. Most, if not all, build courses in a way that emphasizes Diversity, Equity, and Inclusion. Individual instructors who are working toward the goal of closing achievement gaps include:

Steve Close's ENGL&101 is built around a social justice curriculum, beginning with essays that emphasize students' experiences as advocates for their own individual causes and building to a research-based essay that focuses on social justice movements. In keeping with Big Bend's HSI designation, the course showcases protests like the Zoot Suit Riots and the agricultural boycotts of the 1960s, as well as protests that affected American attitudes toward LGBTQ rights, women's suffrage, slavery, racial oppression, and the rights of indigenous people.

His English&102 focuses on texts that represent marginalized voices, using texts by Toni Morrison, Sherman Alexie and Audre Lorde, among others. These texts are examined in a way that emphasizes cultural representation, inviting students to understand the historical and current issues that are being examined in these texts. The class culminates in an essay that looks into these same social issues through academic research, in an attempt to integrate the stories told in the assigned literature into ongoing academic discussion about DEI.

In spite of the fact that Allison Palumbo has done significant restructuring and rebuilding to this class, from the MCO down, including completing ESCALA training, they have not been able to make a discernible impact on our most marginalized student communities, not one that maintains over multiple course years.

Dawne Ernette's ENGL&102 is structured as a literature survey course exploring poetry, short fiction, novels, and drama. The chosen literature is diverse across cultures and times. Essays require researched support and the focus is on audience, evidence, and analysis. Changing to labor-based grading has benefitted students, especially those with low confidence or from marginalized groups. However, some Running Start students have been uncomfortable with this grading system as it is too far removed from what they are familiar with.

4. Are there additional insights you have observed when looking at student grade data within courses? Please highlight one or more of these observations.

In ENGL& 101, the most relevant contributing factor to low pass rates in Spring Term is Running Start students. In '20-'21, half of the Running Start Students were unsuccessful, while '21-'22 and '22-23 saw a rise to 60% and 64% success rates, respectively. There is no observable pattern to which districts these students are from. All districts show dramatic variations in pass rates from year to year.

Overall success rates in my Film 101 class are low. I think that allowing students to register for classes late may have the opposite intended impact on them. The success of my students in courses where I allow late enrollment is much lower than the courses where I do not. I would love the college or counseling department to investigate this further.

PROGRAM QUALITY – ASSESSMENT PLAN:

5. Please review your department's 7-Year Plan and Course Crosswalk for accuracy and completion. Does the course crosswalk accurately reflect the courses offered by your department? Are all courses offered being assessed once within a seven-year span and are all program outcomes included within your department's courses assessed at least once during the plan. Update your plan to include seven years moving forward from this year. Submit your updated plan along with the Winter Quarter Program Audit Report.

The 7-year plan is accurate considering the current faculty within English. We expect one or two changes in faculty for the 2024-2025 academic year, and we generally expect that as faculty representation changes,

courses offered will change as well. The electives offered are selected to match the content area expertise of our tenured and tenure-track faculty.

TECHNOLOGY:

6. Does your department have the technology available that is needed within courses to prepare students for transfer? Discuss.

English may seem to have limited need for technology, but it is vital that we are able to maintain what is needed to teach the various modalities and content areas that are part of our program. Oddly enough, something as simple as a “book” can create technological issues within our courses. Areas where we are currently experiencing challenges related to technology:

- The lack of a bookstore means that we face challenges each term in obtaining the copyrighted material that we need for literature classes. We have no option for using OER texts in these classes. Each of us has faced challenges related to students who can't get the texts at all, students whose texts arrive very late, texts that we have used in the past which we can no longer use, and so on. Our choices of texts are severely limited.
- There is a need to continue to operate 1601 as a projector classroom. For my Film class, the opportunity for students to sit in stadium style seating is imperative to the experience. The projector is not great. In order to watch films, I must adjust the brightness constantly. I had a student not recognize the actor who played a main character because the quality of the brightness was too low. I have seen some of the newer projectors in 1600 and would love to have a newer projector in that room, but I really fear asking for anything because I don't want to end up with a situation where the classroom has something I need taken away, or built in a way that messes up the function of the room. I think people are working on this but am not sure.
- I often use library labs for my English 101 and 102 classes. The classes utilize computers to have students work in groups, look up information, take notes, etc. I would love to have a dedicated computer lab for my classes, as opposed to using the library.

7. Review your current equipment/technology inventory. Are there equipment/technology purchases that you think that you may need within the next three years. Please discuss equipment/technology where replacement/update is needed or where technology/equipment is obsolete. Have you planned for these purchases within your lab fee account, if you have one? How do you plan to budget for these purchases?

We have been proactive in our technology purchases, and currently have Meeting Owls and document cameras. However, using these portable devices is cumbersome and sometimes unreliable. We would prefer to have videoconferencing equipment built into the classrooms that we use.

The above mentioned new projector in 1601.

INTERNAL PARTNERSHIPS:

8. Provide information about how your department is involved in building and/or maintaining specific internal partnerships/relationships. Briefly describe the partnerships you have been working to develop and what the outcome(s) of those partnerships has been. What are you considering or planning to do in the future?

- Technical Writing was built with various programs in mind (Criminal Justice, Engineering. Etc.). The course touches on many areas of the college. As part of the BASM, it helps to build student proficiency in business writing and their ability to work with others, in an online business setting. I would like to

expand my reach to various programs and continue to find ways to help this class meet the needs of the programs that use it.

- English 109 has become an English 101 contextualized for the trades; we coordinate with instructors in a variety of workforce programs to find real-world examples of the types of writing students will do on the job and worked to integrate those into a 101 curriculum. The main reason to shift to a 101 contextualized for the trades was to help workforce students transition into the BASM program if they choose—our next steps will be to coordinate further with that program to see how our curriculum could be improved to better serve those students once they transfer.

2023-2024 Transfer Program Audit Report SPRING

PROGRAM QUALITY – ASSESSMENT:

We are required by our accrediting body, the Northwest Commission on Colleges and Universities (NWCCU), to document our assessment of student learning activities. Specifically, we are expected to assess student learning in our programs, to design and implement changes in our teaching intended to improve student learning, and to use further assessment of student learning to measure the impact of those changes on student learning.

Please review the assessment work you did over each of the past three years and then respond to these questions.

1. Based on your prior assessments, what were the issues (problems) that you were trying to address in an effort to improve student learning?

Transfer English was concerned that students were not understanding the overall purpose of research, and were only learning the basic rules of one format, that being MLA style.

Specifically, a concern of Transfer English was related to how students back up their opinion and how to get students to use facts, instead of other opinions.

English 235 looked at group work and the ways in which it might benefit students who are taking their courses completely online.

FILM 101 (formerly ENGL 216) looked at how students were having trouble finding quality quotes for their paragraph assignments. Students were finding the most broad, and least impactful, quotes—which was leading to paragraphs and assignments that didn't have much to say.

Early in the assessment cycle, English faculty (and the college, as a whole), looked at how holding students accountable for reading might increase overall student success. This previous assessment is finding new value in concerns related to AI and academic dishonesty.

Transfer English is currently concerned with the question of whether AI and other forms of external “help” may be causing students to miss out on some learning opportunities because they see little value in generating their own work autonomously.

2. What changes did you make in your instruction and/or program to address the problems identified in the question above?

We determined that students had a general sense of multiple formats in all of the courses that were assessed, and we don't believe that there is any significant advantage to explicit teaching of multiple citation formats as long as individual instructors are acknowledging that MLA is not the only style available.

In English 235 and FILM 101, the instructor also added assignments and group work to help create more opportunity for students to build off of each others' knowledge and learn through peer interactions.

In regard to holding students accountable for reading, the overall outcome was an understanding that students see little value in assignments that do not have an immediate impact on their grade. In this way, students work harder to complete any assignment (reading included) which is assessed on its own right. Things like in-class reading quizzes can evaluate whether students did the reading. Additionally, as AI has increased in its ability to allow students to write essays and assignments dishonestly, in-class reading

assignments can alleviate some of the issues that might be related to academic dishonesty. AI is amazing and will continue to prove to be an asset to students and faculty, but its problems need to be mitigated. Faculty have been playing around with different ways in which they might use traditional teaching methods to mitigate AI concerns. At present, Transfer English faculty are working on a required in-class writing for all 101 classes. We have buy-in from nearly all full-time faculty, and we hope to implement these changes in 2024-2025.

3. After implementing your changes, what impact did the changes have on student learning? How do you know/What did the data tell you?

In regard to holding students accountable for reading and increasing group work to help meet various learning objectives, faculty have made various changes in their classes. In FILM 101, the students are finding much better quotes after adding an assignment specifically about finding quotes. Additionally, in both Technical Writing and FILM, the addition of group assignments has improved student morale and the ability for students to network. In Technical Writing, a specific survey was sent out regarding the value of group work. Students overwhelmingly were positive about group work, although it was listed as the thing students were originally most apprehensive about in the class. Additionally, these changes and assessments have been instrumental in how we are thinking about AI—a consideration which really came in rather recently.

4. What are the implications for your academic program or department? (What are your next steps now?/What will you do to close the loop?)

Those in Transfer English plan to work together, perhaps in “norming sessions,” to determine whether we have a significant problem with students who lack the writing or language skills to be able to write in-class essays, and who may be overly-reliant on external help and thus at-risk for writing tactics that are not conducive to learning effective writing methods.

PROGRAM QUALITY – OUTCOMES:

5. Did your department invest in technology or equipment used to improve content delivery or student performance? If so, please describe the purchase and the impact it has had on content and/or student performance.

The English Department has two Meeting Owls that are used for recording classes and for hi-flex course modalities. We have been doing everything we can to meet the administrative requests that we receive, as far as offering hybrid classes, synchronous hybrid classes, and fully-online classes. We offer one fully-synchronous online section of HUM 214 which tends to serve primarily non-traditional students and students who work during the day. Participation has been excellent, and pass rates are well about 75% in this class.

6. Please provide examples of any innovative projects, initiatives, or state-of-the-art equipment undertaken in the last year. Please describe and include links to any social media posts and/or press/media coverage, if applicable.

One class: Humanities 214, was offered in an online synchronous modality. This plan has worked in the past, when students from Early Childhood Education were required to take the class. During Spring Term of 2024, the results were not encouraging. Three students dropped at the beginning of the term because they had not realized that the class was synchronous. Three more stopped attending meetings at some point, and ended up doing poorly. The majority of the class was very young, and not well prepared for the kinds of interactions expected in the class.

Class discussions in Steve Close's English 101 classes were recorded on a regular basis via Panopto, and the available recordings were used by multiple students who could not attend class, or who needed reminders of the instructions for assignments.

Octaviano Gutierrez's hybrid and online English 102 classes were combined and a Meeting OWL was utilized to both record and livestream class discussions and lectures for students to choose their modality as needed between in person, synchronous online, and asynchronous online.

7. What was the most successful or noteworthy development with respect to program quality and/or program improvement this year?

Noteworthy doesn't necessarily mean "positive." The most noteworthy developments were the decision to not rehire for one of our vacant tenured positions, and the push to hire what most of us in the Department would consider to be underqualified candidates for open adjunct positions. Since those of us in English were notified that there is a plan in the works to reduce our numbers by one faculty member, there has been a general sense of helplessness and frustration throughout the both the English Department and the Developmental English Department. We feel that we're being left out of the decision-making process, and that the Administration is making choices regarding how and what we teach that we don't support. In the past, we have been asked not to interfere in the teaching of new adjuncts, and to wait for them to ask for help. At the same time, when they are evaluated, they complain that no one is there to help them. Overall, we have a sense that we are not being allowed to make any decisions related to program quality, since these are all handed to us by the Administration.

8. What were the most significant challenges (e.g. funding, enrollment, performance, staff retention or turnover, equity, etc.) encountered in the last year? How could BBCC assist in addressing these challenges?

- A) Staff turnover. We lost a fulltime professor due to resignation, and are being told that we may need to work with this deficit in the future.
- B) Unqualified or under-assessed instructors. We have adjunct faculty who have not been recently evaluated, and since standards for evaluation are not clear and the practice of observing adjuncts has not been regularly instituted in many years, it has been difficult to re-start this process.
- C) Enrollment. Our literature and Humanities classes have seen a sharp drop in enrollment based on administrative decisions including hiring online adjuncts in competing Humanities courses and a diminishing level of interest from students, particularly those in Running Start
- D) Equity. We have continually been pushed into heavier composition loads, following an increase in the class caps several years ago, resulting in a higher workload for English and Developmental English faculty when compared to other departments within the Division.

BBCC Administration needs to talk to us more, and to think about our workload, morale, and level of contentedness in our teaching positions. There is an impression we sometimes get that our only job is to teach composition, but that has never been the case. If the continued failure to respect the areas of specialization of those in English continues, there is likely to be additional job turnover.

FACULTY/STAFF PROFESSIONAL DEVELOPMENT:

9. Please provide brief descriptions and dates of professional development in which you and members of your department have participated in the last year.

Steve Close:

Courses taken at Central Washington University

Summer '23:

EDBL 514: Intro to Linguistic Diversity

EDBL 529: Methods of ESL

Fall '23:

EDBL 530: Sheltering 1 (TESOL Curriculum)

Winter '24:

EDBL 531: Sheltering 2 (TESOL Curriculum)

Courses taken at Big Bend

Spring '24:

HUM 108: Gender Studies (in progress)

Conferences:

WAESOL: October '23

TESOL: March '24

Octaviano Gutierrez:

(re)Composing ENGL& 101: Fall '23, Winter '24, Spring '24

Washington Annual Canvas Conference Spring '24

Dawnne Ernette:

Fall '23: Search Advocate Training

Spring '24: Various workshops and other trainings in AI in the classroom

10. What was the most successful or noteworthy development with respect to faculty/staff retention and professional development this year?

For staff retention, as noted above, the decision to postpone the decision to hire an adjunct fulltime faculty member to replace one who resigned is "noteworthy." This has led to a rushed and incomplete hiring process that looks as though it will extend into the summer. For professional development, one faculty member completed four classes toward a Master's Degree in Teaching English to Speakers of Other Languages.

11. Select the methods employed to provide professional development opportunities for faculty/staff. Provide a brief description of each selection.

New Instructor Conference/Boot Camp

Faculty Peer Mentoring

Deans Academy

Professional Development Days

Return-to-Industry

Distance Learning Training

Technology and E-Learning Tools

Data and Workshops

Subject Matter Conferences

Other

K-12 COMMUNITY PARTNERSHIPS:

12. Does your department provide opportunity for College in the High School or CTE Dual Credit with area high schools?

- a. If yes, list the classes and the schools.
- b. If yes, could these offerings be expanded? How?
- c. If no, is this an area that can be developed? How?

a. Octaviano Gutierrez is the CiHS liaison for the following high schools and courses:

Othello High School – English 102: Composition 2

Ephrata High School – English 101: Composition, English 102: Composition 2, and English 246:

Contemporary American Literature III.

We have concerns about English 246, since this is a class that is no longer taught at Big Bend. It has been our understanding that CiHS classes are supposed to be taught concurrently with identical courses at Big Bend.

- b. The current offerings are already an expansion over the previous school year, which was just one instructor at Ephrata High School. I had helped prepare two additional teachers at Othello High School for this school year, but they backed out at the last minute, so it is possible that they might reconsider for the upcoming school year.

13. Provide information about how your department is involved in building and/or maintaining specific external partnerships/relationships with K-12 schools and the communities in our service district. What K-12 partners are you working with and what communities are you working in? What was the most successful or noteworthy development with respect to high school partnerships? What are you considering or planning to do in the future?

Our FILM 101 instructor noticed ongoing low enrollment in his class. It became clear that increased growth in Running Start was the biggest driver of this low enrollment. Students needed to limit their HUM courses to courses that fulfilled Running Start, and film did not. This instructor spent the summer petitioning the local high schools to accept the film course, in accordance with Washington State guidelines, as an art equivalency. This effort required communication with various levels of state employees associated with the Running Start program and with various school officials at various high schools. In the end, the instructor secured high school art equivalency for Moses Lake, Ephrata, Othello, and Warden Schools. This had a dramatic increase in the amount of students that took the instructor's course. It also increased the instructor's understanding of how Running Start works, at the state level.

14. Please describe any outreach events you have participated in as a department. What plans do you have in the future to participate in outreach events with our service district communities?

Aside from promoting our own classes on the Big Bend campus, we are not participating in any outreach.

PROGRAM AUDIT SUMMARY REFLECTION/GOALS:

15. What are some key things you have learned about your program/department as you completed the program audit?

We would like to see improvements in the form used to report. It seems tailored to workforce education programs, and much of it is not applicable to what we do.

Looking at the scope of projects like this one, and assessment, we would greatly benefit from a "Department Chair." There have been several projects which were based on the idea that we would collaborate, but without an appointed leadership within the Department, it is difficult to arrange collaborative efforts.

There is also limited participation in the audit process from faculty members in both departments, with no clear way of compelling increased involvement.

Overall, it is clear that our department is frustrated. There is an honest attempt to come to each year with a positivity but it does feel like there is always some sort of proposed change to the department that requires us to defend our position. That is a difficult place to be, as a department.

16. What are the primary actions you have taken over the past three years to improve student outcomes in your program/department? Why were you focusing on these things? How do you know you are making progress?

We have increased our reliance on rubric-based grading, giving students a better idea of what is expected of them and how they can achieve the best results in their classes.

Classes have moved to modalities that are favored by students, including an increase in online classes and two-day-per-week hybrid classes, because those are the classes students tend to sign up for. Our courses continue to fill, and we have a relatively small number of classes that are canceled due to low enrollment.

We have tried to fill sections of all courses taught through CiHS, but have had no success with the American Literature course, and thus this course is no longer offered at Big Bend. We are doing our best to support CiHS as an alternative way for high school students to achieve credit for college classes.

One of our faculty has been trained as a Running Start advisor, with no students other than Running Start in his advising load. This allows us to monitor student success in our classes and to determine whether our courses are well-suited to Running Start students.

We have just approved a new placement process for students coming in from the GED program, allowing them to determine their best choices in English courses based on specific cut scores on the GED English tests.

Dawnne Ernette is revamping the English Guided Placement process to increase student agency and confidence toward better accuracy and timeliness in placement.

17. What goals do you want to accomplish over the next three years to improve your program/department?

We would like to have a formal agreement that English faculty will be supported in their ongoing request that they not be asked to teach more than six composition courses per year.

We would like to accomplish a higher level of crossover between the curriculum planning in Developmental English and Transfer English.

We would like to develop more strategies and attain more administrative support for supplemental instruction geared toward students in composition classes who have difficulty with the course material.

We would like to look at the questions surrounding AI and academic dishonesty. Looking at this issue can ensure that our department, and education as a whole, is maintaining academic integrity. It will ensure that a college degree continues to have value.