Changing the BCC Composition & Reading Program to Promote Student Success
The Program
Student Learning Outcomes (SLO’s)

When they complete the program, students will be able to

- write well organized, well developed, effective, well edited, logically sound, and clear essays
- write effective, well edited, well organized research papers of 3,000-5,000 words which apply appropriate and clear organizational strategies
- apply active reading strategies in order to identify main ideas and critically analyze and explain ideas in texts
Students who begin in English 269A move to either English 269B or English 201A, based on the instructor’s recommendation to counselors; similarly, students in English 201 move to either English 201B or English 1A.
The Program
Course Curricula in 2011

- English 269AB – focus on writing short essays, including narrative essays
- English 201AB – focus on writing essays in different rhetorical modes, including persuasive essays; reading of short, expository essays, including at least one book; possible addition of research paper and scaffolding in teaching college-level reading in preparation for portfolio assessments
- English 1A, focus on writing persuasive, college-level essays and one (10 page) research paper; reading of college-level essays and at least two books
Assessing the BCC Composition & Reading Program: The Beginning
Expected and Found: The top 7% of scorers were English 1A students.

Expected and Found: Writing 6 (ESL) students performed well in all areas except clarity/style and mechanics.
Unexpected but Found: Among English 269 students, 90.3% would have earned a C in English 201; 40.4% would have earned an A or B.

Unexpected but Found: English 201 students outperformed English 1A students in scores on reading; 75% earned acceptable-passing scores, as opposed to 57.7% of English 1A students.

Unexpected but Found: None of the students scored very well in research techniques, including English 1A students!
Changing the Writing Program: First Steps

- **Change curriculum** for English 1A to include scaffolded assignments in reading; **change course outline** to reflect this and add appropriate assignments to departmental resources (APPLE)

- **Change curriculum** for English 1A to include two short research papers instead of one long one; **change course outline** to reflect this and add appropriate assignments to departmental resources (APPLE)

- **Develop experimental class** to encourage students “placing into” English 269 to move directly into English 1A; imbed additional support (APPLE)

- **Improve placement exam** or other measures for incoming students to improve placement into English 269 and 201 (FIG)
English 1A Portfolio Assessment Scores (Spring 2011 - Fall 2011)
Portfolio Assessment a Year Later (Spring 2012) Pre-Transfer Composition

[Bar Chart showing proficiency in various areas such as Reading, Thesis, Organiz., Dev. / Ill., Textual Ev, Analysis, Clar/ Style, Mech./ Us., Format, # / Qual. with specific percentages for Eng. 201, Eng. 248, and Eng. 269]
Noteworthy Results of Portfolio Assessment (Spring 2012)

- Unexpected but Found: Students in the experimental class (English 248UX), who would have “placed into” English 269A, significantly outperformed English 269A students in their portfolio assessments; they also outperformed English 201 students in all areas except the last three (in these areas, the differences were not significant).

- In English 1A, scores in reading and research techniques increased significantly.
Portfolio Assessment (Fall 2012)
A Different Look: Overall, Average Scores

Note: English 248 was the original number of the experimental course before it became English 204AB.
Portfolio Assessment (Spring 2013)
A Consistent Pattern:
Overall, Average Scores

![Bar Chart]

English 1A  English 101  English 201  English 248  ESL 52  ESL 223
How We’ve Changed Our Program: 
The New Program Structure 
(for Fall 2013)

Students who begin in English 204A/264A move to either English 204B/264B or English 1A, based on the instructor’s recommendation to counselors.
Since the last revamping of the rubric, portfolio assessment results have shown skill levels of students in English 1A remaining steady:
Since the institutionalization of English 204AB, portfolio assessment results have shown students’ skills increasing:
The Program
Course Curricula

English 1A focuses on the writing of persuasive, college-level essays and at least two research papers, as well as the reading of college-level essays and at least two books; instructors can base their syllabi on the model schedule.

English 204AB, recently renumbered as 264AB, follows the same curriculum as English 1A. Like English 1A, it includes four hours of lecture per week, but it also includes three hours of lab, with trained instructional assistants.
The Program: Future Plans

☛ Continue to develop shared resources for reading/composition teachers at BCC, particularly in the area of research skills (future APPLEs)

☛ Continue to assess and revise the program (future FIGs)