

## Belonging, Academic Success, and Community ENG Cohort Fall 2025 Recap Report

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### Overview of the Belonging, Academic Success, and Community (BAC) Cohort

The BAC sections of ENG are a cohort model that explores themes of Belonging, Academic Success, and Community. The BAC cohort offers a culturally relevant learning experience centered on personalized instruction, self-expression, and empowerment. Guided by Dr. Antione D. Tomlin, students will engage in critical thinking, reading, and writing while exploring content that affirms their experiences, amplifies their voices, and supports their academic, personal, and professional growth.

Additionally, the BAC cohort creates a community that integrates targeted support services, including mentorship, academic coaching, and leadership development opportunities. Moreover, the BAC cohort includes:

- Strengthening writing, reading, and critical thinking skills in a supportive learning environment.
- Exploring themes of identity, resilience, and community through diverse texts and personal narratives.
- Developing self-advocacy and leadership skills applicable to academic and professional settings.
- Engaging in culturally affirming discussions that validate and empower student experiences.
- Building connections with faculty, mentors, and peers to enhance academic and personal success.

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## Historical Data and Cohort Rationale

English 101 was implemented in Fall 2019 following a curriculum shift from ENG 111, with the goal of improving transferability to four-year institutions. Accordingly, the data below includes all terms in which ENG 101 has been offered since its inception. For the purposes of this analysis, a passing grade in ENG 101 is defined as a letter grade of C or higher.

### ENG 101 Outcomes; Fall, Spring, Summer Terms

#### Fall Terms (2019-2024)

Black Male Student's ENG 101 Outcomes					
TERM	D	W	F	Total Students	Pass Rate
2019FA	15 (8%)	35 (18%)	57 (30%)	192	85 (44%)
2020FA	7 (4%)	32 (21%)	40 (26%)	154	75 (49%)
2021FA	6 (5%)	22 (18%)	33 (27%)	124	63 (51%)
2022FA	10 (7%)	31 (23%)	34 (25%)	135	60 (44%)
2023FA	8 (6%)	22 (17%)	30 (23%)	128	68 (53%)
2024FA	5 (3%)	17 (11%)	44 (28%)	159	93 (58%)
2025FA					

All Student's ENG 101 Outcomes					
TERM	D	W	F	Total Students	Pass Rate
2019FA	63 (4%)	279 (17%)	216 (13%)	1683	1125 (67%)
2020FA	51 (3%)	253 (16%)	263 (17%)	1582	1015 (64%)
2021FA	68 (5%)	249 (17%)	251 (18%)	1409	841 (60%)
2022FA	69 (4%)	254 (16%)	253 (16%)	1566	990 (63%)
2023FA	83 (5%)	225 (15%)	225 (15%)	1538	1005 (65%)
2024FA	79 (3%)	277 (13%)	306 (14%)	2198	1536 (70%)
2025FA					

#### Spring Terms (2020-2025)

Black Male Student's ENG 101 Outcomes					
TERM	D	W	F	Total Students	Pass Rate
2020SP	2 (2%)	19 (23%)	24 (29%)	84	39 (46%)
2021SP	1 (2%)	12 (18%)	26 (40%)	65	26 (40%)
2022SP	4 (5%)	16 (21%)	21 (28%)	75	34 (45%)
2023SP	11 (14%)	12 (16%)	18 (24%)	76	35 (46%)
2024SP	9 (11%)	20 (24%)	17 (20%)	83	37 (46%)
2025SP	4 (4%)	12 (13%)	23 (25%)	93	54 (58%)

All Student's ENG 101 Outcomes					
TERM	D	W	F	Total Students	Pass Rate
2020SP	14 (2%)	161 (22%)	161 (22%)	723	387 (54%)
2021SP	19 (3%)	113 (18%)	147 (23%)	631	352 (56%)
2022SP	24 (4%)	114 (18%)	141 (22%)	647	368 (57%)
2023SP	32 (5%)	125 (18%)	116 (16%)	711	438 (62%)
2024SP	71 (10%)	136 (18%)	115 (15%)	747	425 (57%)
2025SP	24 (3%)	131 (18%)	115 (15%)	738	468 (63%)

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### Summer Terms (2020-2025)

Black Male Student's ENG 101 Outcomes					
TERM	D	W	F	Total Students	Pass Rate
2020SU	1 (5%)	5 (26%)	5 (26%)	19	8 (42%)
2021SU	0 (0%)	4 (31%)	1 (8%)	13	8 (61%)
2022SU	3 (20%)	1 (6%)	3 (20%)	15	8 (53%)
2023SU	0 (0%)	1 (7%)	4 (31%)	13	8 (61%)
2024SU	0 (0%)	2 (10%)	3 (15%)	20	15 (75%)
2025SU	0	0	0	0	N/A

All Student's ENG 101 Outcomes					
TERM	D	W	F	Total Students	Pass Rate
2020SU	6 (3%)	31 (15%)	29 (14%)	209	143 (68%)
2021SU	3 (2%)	26 (15%)	20 (11%)	176	127 (72%)
2022SU	11 (6%)	24 (13%)	27 (15%)	183	121 (66%)
2023SU	5 (2%)	26 (12%)	31 (15%)	213	151 (71%)
2024SU	5 (2%)	25 (11%)	43 (19%)	228	155 (68%)
2025SU	6 (3%)	15 (7%)	20 (10%)	202	161 (80%)

### Observation/Evaluation of ENG 101 Data

Fall Terms Averages (2019-2024)				
	Pass Rates	Letter Grade of "D"	Letter Grade of "W"	Letter Grade of "F"
<b>Black Male Students</b>	50%	5%	18%	27%
<b>All Students</b>	65%	4%	16%	16%
<b>BAC ENG 101 Fall 2025 22 Students</b>	77%	0%	0%	23%

Spring Terms Averages (2020-2025)				
	Pass Rates	Letter Grade of "D"	Letter Grade of "W"	Letter Grade of "F"
<b>Black Male Students</b>	47%	6%	19%	28%

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<b>Spring Terms Averages (2020-2025)</b>				
<b>All Students</b>	58%	5%	19%	19%
<b>BAC ENG 101 Fall 2025 22 Students</b>	77%	0%	0%	23%

<b>Summer Terms Averages (2020-2025)</b>				
	<b>Pass Rates</b>	<b>Letter Grade of “D”</b>	<b>Letter Grade of “W”</b>	<b>Letter Grade of “F”</b>
<b>Black Male Students</b>	46%	12%	16%	20%
<b>All Students</b>	71%	3%	12%	14%
<b>BAC ENG 101 Fall 2025 22 Students</b>	77%	0%	0%	23%

Based on outcome data for Black male students in ENG 101, it became clear that additional, intentional support was needed to better facilitate success for this population. In response, the BAC cohort was developed as a targeted intervention that integrates high-impact educational practices with tailored instructional strategies and curriculum design to increase student’s sense of belonging, community, confidence, and success. Grounded in culturally relevant pedagogy and intentional principles of universal design for learning, the BAC cohort aims to more meaningfully engage students while addressing personal, institutional, and pedagogical barriers to success.

While the cohort was designed with a particular focus on improving outcomes for Black male students, its inclusive and student-centered approach was intentionally crafted and implemented to support all students enrolled in the cohort. While this first year is a pilot of the cohort program, outcome data already suggests that this approach was effective: success rates for students in the BAC cohort were significantly higher than the average success rates for ENG 101 students across all terms since the inception of the ENG 101 course (see data outcomes charts above). These findings suggest that culturally responsive and universally designed instructional approaches in the classroom can positively impact student success broadly, while also addressing persistent equity gaps.

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### BAC Cohort Numbers

BAC ENG 101 Cohort Outcomes - Fall 2025 (2020-2025)				
	Pass Rates	Letter Grade of “D”	Letter Grade of “W”	Letter Grade of “F”
<b>Black Male Students</b> 12 Students	67%	0%	0%	33%
<b>All Students</b> 22 Students	77%	0%	0%	23%

*Note: 4 of the 5 students who earned an F stopped showing up toward the latter half of the semester.*

Class Highlights & Civic Engagement
<p><b>Event Title: The Impact of Redlining</b>  <b>Details:</b>                      Sun Building, 1st Floor                      Wednesday, October 1, 2025                      12:30 – 1:45 PM</p> <p><b>Description:</b> This event, hosted by the students in the cohort, explored the history and lasting effects of redlining on our communities and provided a space for thoughtful dialogue.</p>
<p><b>Event Title: Campus Discussion: Women’s (In)Equity in Male-Dominated Fields</b>  <b>Details:</b>                      HLSB 145B                      Wednesday, November 5, 2025                      12:30 – 1:45 PM</p> <p><b>Description:</b> This event was a campus community discussion exploring the question: “Are women experiencing inequity within the workplace in male-dominated fields?” Students facilitated a panel and the event included brief student insights to frame the conversation, guided discussion with prompts on hiring, advancement, culture, and policy, and Q&amp;A and collective takeaways for classroom and workplace practice.</p>
<p><b>Event Title: ENG 101 (BAC Cohort) Final Research &amp; Poster Presentations</b>  <b>Details:</b>                      HLSB 145B                      Wednesday, December 10, 2025                      12:30 – 1:45 PM</p> <p><b>Description:</b> Students shared posters on their semester research and what they learned through our Belonging, AcademicSuccess, and Community (BAC) cohort. In a gallery-walk</p>

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### Class Highlights & Civic Engagement

style, students shared their posters with all guests invited and answered questions while engaging in meaningful and thoughtful conversations.

#### Field Trip

**Event Title:** National Museum of African American History and Culture

**Details:**

Friday, December 5, 2025

**Description:** The students and I went on a field trip to the National Museum of African American History and Culture funded by Dr. Alicia Morse, Dean of School of Liberal Arts.

**Note:** All events were embedded into the curriculum and planned, hosted, and facilitated by students in the BAC cohort. Each event was open to faculty, staff, students, and members of the surrounding community.

### Campus Collaborators for BAC Cohort

1. Bonnie Lasher-Kimmel & Academic Advising Team, Director of Academic Advising
2. Rayna Simon, Director of Student Achievement and Success Program
3. Kenneth Gilliard, Program Manager and Coordinator for Black Male Institute
4. Kat Schorr, Assistant Director of Student Achievement and Success Program and Military Veterans Resources
5. Lori Gilbert, Student Success and Retention Advisor
6. Ryan Trainor, Student Success and Retention Advisor
7. Dr. Curtis Spencer, Student Success and Retention Advisor

### Student Reflections

While quantitative data offers an important perspective, student voices and lived experiences are equally essential. When combined, numerical data and student reflections provide a more complete and nuanced understanding of the overall picture. Below is a sample of student reflections drawn from their end-of-semester research papers and poster presentations.

“I have learned a lot of things from this course. I have learned different experiences that I never thought I would get to, and I got to meet a bunch of new people and was able to make new connections.”

“Through the BAC cohort I grew more confident in my voice as a researcher and more aware of how identity and culture shape both society and academia. I feel more connected to community and more committed to supporting hip-hop that uplifts, and heals.”

“Through BAC, I found my voice and learned the value of community. Discussing real-world issues made me realize that my story matters and that I can help create a more just world.”

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“The BAC experience helped me develop confidence, voice, and awareness around systemic inequality. I learned how communities build resilience and why understanding history allows me to advocate for justice and equity.”

“Throughout our class I learned a lot about discrimination in social media. I learned through others sharing their experiences with discrimination and colorism which helped me recognize my own unconscious biases shaped by media. The cohort showed me that just being aware of the problem isn't enough. I now think that we have a responsibility to challenge harmful narratives and support platforms that uplift marginalized voices.”

“I've learned about the many injustices that still are going on around and about me in this class and now I'm more able to discern who's causing a lot of the problems in society. This class has allowed me the time to actually debate and think about major problems that can affect the people around me.”

“The BAC cohort helped me understand that representation is deeply personal, communal, and transformative. I learned that media narratives shape identity, belonging, and opportunity. Through conversations and research, I realized my lived experiences are forms of knowledge. BAC strengthened my voice and helped me see the responsibility to challenge harmful narratives and uplift stories showing the full complexity of people of color.”

“The BAC cohort helped me express my freedom of speech and gave me the space to talk about whatever I wanted. I discovered that I am capable of things like public speaking when I presented my lesson plan with a classmate. I realized I have more ideas and depth in me than I thought. I learned how to approach touchy subjects with an open mind. I felt like I had room to take up space. My ideas were valued because they were unique, and that meant a lot to me. The class taught me how to be a leader, stay focused, and get work done. Overall, the BAC experience helped me grow both intellectually and personally.”

“The BAC cohort helped me understand how media representation connects to belonging, community, and self-identity. I learned to think critically about the messages I see around me and how they shape people in ways we do not always notice. Through discussions, writing, and hearing classmates' experiences, I gained confidence in my own voice and learned how important it is to challenge stereotypes and support more inclusive storytelling. This project helped me grow as a student and as a member of my community. I now feel more aware, more empowered, and more connected to the idea of representation and fairness.”

“My experience in the BAC cohort has deepened my understanding of community, identity, and how media plays an important role in shaping both. Through discussions and assignments that we have done, I've learned how to express my ideas more clearly and support them with evidence, and to think more critically about how different influences that we see every day can shape our beliefs about people and communities. Overall, the BAC cohort has provided me the space to learn, question, and grow more than just on an academic level.”

## Belonging, Academic Success, and Community ENG Cohort Fall 2025 Recap Report

Next Steps
BAC ENG 102 running in Spring 2026
More opportunities for students to get involved/engaged (in and out of classroom)
More high-impact practices
More collaboration with colleagues
More embedded support for students

Want to chat more about something you saw in this report, feel free to reach out!

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