

INSTRUCTIONAL Program Review Annual Update

Department:	<input type="text" value="English"/>				
Academic Year:	<input type="text" value="2016-2017"/>	Annual Update # 1	<input checked="" type="checkbox"/>	Annual Update #2	<input type="checkbox"/>

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)

(from #3B of full PR)

A) List your Program Level Outcomes:

Program Outcomes:

Students will write essays that demonstrate college-level composition skills, such as organization, a strong thesis, credible content, and appropriate citations.

Students will learn research and analytical techniques that will benefit them across many disciplines, including those needed for business and technical writing situations. In some classes, students will learn analysis of literature and writing in appropriate contexts.

Commented [SE1]: Would you list these as: At the end of the program students will: 1) Demonstrate college-level composition skills; 2) Demonstrate research..., etc? Thanks.

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

Our PLOs have been implemented for a few years now, but we are still in the early stages of measuring the outcomes. Initial qualitative assessments suggest that students are performing at about 80% for PLO1 and about 70% for PLO2. We will continue to monitor these. Also, we continue to work on creating multiple measures of assessment to ensure that students are placed appropriately. This semester we are mapping our courses for the CAI and working out the particulars of the additional assessment measures we will recommend. Additionally, we have added more literature classes to the schedule in attempt to help students complete their English AA-T requirements. Also, in spring of 2016, we offered classes and workshops to students with the goal of reducing the exit points in their education plan as well as providing additional support to help them reach their goals of successful completion of their transfer level classes. To offer additional support and pathways for students at levels 101 through 1A, the English department also wrote a series of workshops (English 191, 192, 193, and 194), which are still currently at the Chancellor's office awaiting approval. These workshops are modeled on the Summer Bridge to College Success (BCS) that have been underway the previous three summers. It is hoped that through these workshops, BCS, accelerated classes and instructor assessment, students will be allowed to more quickly move through the sequence to transfer level classes.

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

The English department has created common assessments for our courses, and we are working on gathering data for these. We have requested a Moodle shell be created to accommodate our departments assessment discussion, but this was delayed while the college was seeking a Dean of Distance Education. Currently, individual course assessments and Student Learning Outcomes are measured in each class. SLO reports are completed and sent to SLO Coordinator who compiles the data as well as offers feedback to individual instructors. Additionally, The English Department created a new class called 50X that was taught for the first time in summer 2016 and will be taught by all full-time English faculty in the 2016-2017 school year. This course offers a challenging, yet supportive, opportunity for students to shorten the time in remedial classes and better prepare them for English 1A.

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D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

As stated above, the English department is offering accelerated courses and workshops in attempt to increase student success and completion. We are also offering more short term, sequential courses (i.e. first nine weeks English 1A, second nine weeks English 1C) to help students complete their English requirements in a shorter period of time, again, to increase success and completion rates.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

The English Department has created common assessments and methods of measurement to ensure that both part-and full-time instructors are meeting standards set forth in the Course Outlines of Record and that the Student Learning Outcomes are being met. Our Program Learning Outcomes are in place and we continue to work on creating multiple measures of assessment. We are anxiously awaiting the creation of our Moodle shell that all English faculty, especially new hires, will be able to access for examples of assessments like essay prompts and exams, share assessment (SLO) scores and sample syllabi, and where they will be able to ask questions of one another to ensure good communication throughout the department.

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Increase student engagement, retention, and success rate, especially with regard to the English AA-T.	#1 To connect with future students	Continue with workshops and summer bridge offerings	Passing Assessments and success rate
		#2 To offer exposure to institutional activities	- Work with ASG and other committees on campus - Purchase equipment to facilitate Basic Skills instruction (i.e. Doc Cam - Continue to meet with K-12 admins and faculty in Barstow	
		#3 To increase understanding of the needs of the community		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

The department is committed to increasing retention and engagement through offering accelerated courses (ENGL50X) and literature courses for students majoring in English and planning to transfer to a university. The department is currently planning to remove ENGL101 and 102, and replacing them with a single course to reduce the number of exit points, which proved to be an obstacle to student success. We are also working with counselors and other basic skills faculty to implement a system of multiple measures which include high school GPA. In addition, we are offering our Bridge to College Success, which had been successful in preparing High School students for college level work and life. Non-credit workshops will resume in the Spring of this year to offer support to students; those were not offered this fall. During the past year we have worked on creating content and assigning levels to the workshops to meet the needs of students in various levels, and we are in the process of scheduling more of them in the Spring. We hope these workshops will be offered regularly in conjunction with courses. We continue to work with other committees in areas like multiple measures, acceleration, distance education, and enrollment management to ensure our courses meet all the standards and objectives of the college. With regard to equipment, we have not purchased anything new and we're trying to modify the setup of two rooms (B6 and B16) to allow for a more engaging classroom environment.

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Ensure student access to quality support and services by increasing	#1 To prepare students for college classes	Continue to utilize office hours, the library and tutoring services	Passing Assessments and success rate

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GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
the amount of time full-time faculty can devote to student-centered activities.	#2 To provide students with continuous academic support		
	#3 To prevent struggling students from falling behind		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

We have done a lot of work in this area during the Spring of 2016 and offered a number of successful workshops. However, we are behind when it comes to providing workshops in our Success Center this fall due to factors outside our control. The faculty continue to be involved with students by volunteering to help in the Success Center and/or engaging with students in their office hours. An important part of our commitment to acceleration has to do with academic support services; we're very well aware of the importance of these services and committed to offering them.

GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3 Increase PT instructors' engagement with campus activities by providing such resources as flex-time funding.	#1 To involve PT instructors in norming sessions	Funding for PT faculty attending activities on campus	Attendance of PT faculty
	#2 To increase PT involvement with campus events and professional development opportunities		
	#3 To encourage PT instructors to participate in committees		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

In Spring 2016 we have worked closely with two of our adjunct instructors to create a comprehensive workbook for our Bridge to College Success program, and we're also planning to send a few of our adjunct instructors to CAP (California Acceleration Project) conferences for training, since our accelerated non-traditional ENGL50X course can only be taught by trained faculty. We would like to have the part time faculty involved in more events such as Desert Heritage, Women Month, African American Month, and Poetry Month, and we hope to inspire these instructors to attend some of the meetings and professional development opportunities so their voices are heard and their experiences can be better utilized for the benefit of the college as a whole. Additional funding is needed for norming of Part Time faculty to obtain more consistent measuring of SLOs and PLOs.

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3.

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
#1	#2	Equipment and supplies for basic skills and 50X classrooms. Large self-sticking Post-It notes for group work (multi-packs) and 2 additional document cameras to ensure that each 50X classroom has access to the cameras to demonstrate reading annotation strategies as well as implement other CAP	\$200/year for Post-It multipacks \$600-1200 for document cameras	Yes	

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		instructional philosophies. These supplies and equipment will support our goals of student success through acceleration.			
#3	#2	In keeping with the goal of increased professional development for faculty, the three full-time English instructors would like to attend the 2017 Conference on College Composition and Communication (CCCCs) in Portland, Oregon from 3/15-18, 2017. This conference offers some of the best and latest theories in the field of composition, including acceleration, and it will be an important professional development for the department.	Registration, Hotel, Transportation, Meals, etc. for three instructor: approximately: \$4000-4500.	?	
#2	1,2,3	A reconfiguring of two computer classrooms to make them more conducive to the teaching of composition and literature is needed. At present, the computer classrooms are static and what we need is a more fluid set up wherein the use of computers is available but when they are not needed, the computers should allow for the use of the space in a more creative way.	In-progress. We are working with IT and M&O to determine price.	Yes	
#3	#1	Funding to pay for PT to attend norming sessions with FT faculty to ensure student success through standardized assessment across the department. As we have also been working on multiple measures and the CAI, we will need to ensure that departmental communication is consistent and that PT faculty is as involved in departmental affairs as possible. To do this, we need to offer PT faculty hours and food for these meetings. The	\$1000.00	Yes	

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		amount requested would pay for six PT faculty for three hours of time and food.			