

INSTRUCTIONAL Program Review Annual Update

Department:	English		
Academic Year:	2017-2018	Annual Update # 1	Annual Update #2
			X

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) *(from #3B of full PR)*

A) List your Program Level Outcomes:

At the end of the program students will:

- demonstrate college-level composition skills, such as organization, a strong thesis, credible content, and appropriate citations.
- demonstrate 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.

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

As mentioned in our last update, the English Department PLOs have been implemented for a few years now, but we are still in working on measuring the outcomes. Initial qualitative assessments last year showed that students are performing at about 80% for PLO1 and about 70% for PLO2. We decided to approach our assessments this year a little differently than the last, specifically to include all English faculty to participate by virtue of key SLOs. What we have found is that, in general, our student's performance is acceptable, ranging from 60% to 100%. However, we have also found that this range is quite broad and that our standards for measuring success vary from students completing a task to complex evaluations of how well and at what level a task was completed. The assignments also vary from discussion topics to major essays. For next year, we will have better access to the information required to measure the PLOs through our department website. We are hoping that this discussion provides with more qualitative feedback and more standardized feedback to provide us with more accurate measures.

We have been continuing our work on creating multiple measures of assessment to ensure that students are placed appropriately. Currently, we have approved direct and non-direct matriculant routes that take students GPA and grades in 12th grade English classes into account during placement (see attached MM English).

Also, our English 191, 192, 193, and 194 classes were approved through the Chancellor's office and we were able to offer these as workshops during the Spring 2017 semester. We have also increase our accelerated course (English 50X) offerings and send three of our adjunct faculty members to CAP training. These faculty are currently teaching 50X, too.

Our goal for these classes and workshops is to reduce the exit points in students' education plans as well as provide additional support to help them reach their goals of successful completion of

INSTRUCTIONAL Program Review Annual Update

their transfer level classes. The data shows a 80% success rate for students having taken the English 50X to 1A pathway, which is notably greater than the traditional pathway (50>>1A) success rate of 61.7%. (The success rate for Eng. 50 is 64.1% and 50X is 70.5%, which again suggests that the accelerated pathway is more successful, though fewer students are currently taking the accelerated pathway.) This summer's Bridge to College Success program was offered to again and continues to be successful as an element of multiple measure placement.

Also, as of Spring 17, the additional literature courses we have been offering allowed two students to be the first complete an AA-T in English. We now have 95 students who have identified as pursuing an AA-T in English. We will continue to offer American Literature and other literature courses on a regular basis to ensure that these and future students can earn their AA-T in English.

Finally, we have an English Department website through Canvas. A portion of the website is dedicated to discussion of PLOs. These discussions are still in their infancy, but they indicate that students need emphasis on essay content and analysis.

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

Last year, the English department created common assessments for our core courses, and we began work on gathering data for these. The idea is that these will help create consistency in our measures. With the implementation of Canvas as our LMS, we finally have our English Department website where instructors can share and post course material, keep record of department meeting minutes, and discuss department SLOS, PLOs etc. Our goals are 1) that the department website will allow us to better measure SLOs (and thus PLOs) for the department, and 2) that it will smooth the transition for us when we switch to measuring the AA-T PLOs during the next program review cycle.

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

The English department is offering more sections of accelerated courses and workshops in attempt to increase student success and completion. We have three part-time instructors who have been trained to teach the accelerated courses. We are also continuing to offer short-term, sequential courses (i.e. first nine weeks English 1A, second nine weeks English 1C), and will offer the first 50X/1A sequence in the Spring online, again with the goal of helping students to complete their English requirements in a shorter period of time, in turn, increasing success and completion rates.

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

INSTRUCTIONAL Program Review Annual Update

For the next assessment cycle, we intend to continue offering accelerated classes, workshops, the bridge to college success, and increased literature classes. We will be monitoring student success rates for the 1A pathway in attempt to determine what, if any, changes are reflected as a result of the multiple measures, acceleration, and sequencing. We will also be monitoring the success rates for our AA-T with a view toward ensuring that we are offering the courses students need to complete their degrees. The English Department website should help us collect qualitative information, evidence and feedback for our next assessment cycle. For the next cycle, we will be switching from using the department PLOs to using the PLOs we have created for the AA-T:

- Understand the relationship between purpose and audience in texts.
- Apply writing process techniques such as invention, outlining, organizing, revision, and editing to any given writing assignment in academics as well as professional settings.
- Respond critically to a variety of texts.
- Develop and apply critical thinking skills in multiple genres.

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	<ul style="list-style-type: none"> - 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

INSTRUCTIONAL Program Review Annual Update

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.

Annual Update #2:

We, along with the counseling department, have implemented the use of multiple measures to better assess students' enrollment in the correct course. We are still having a conversation about removing 101, but have decided that we will probably need to retain 102 and use it more as a sequence with 50 and 50X, which will give students more options. We have begun to add additional literature classes to the schedule, including an English 7 that was a successful hybrid. We will be adding a new literature class that is going through curriculum fall of 2017. English 13A is a survey of African-American literature that we hope will offer increased diversity to our literature offerings and hope to add a Latinx literature survey, which will likely be English 13B. By increasing our literature classes in both variety and frequency, we hope to better serve our growing body of English ADT students.

We have also sent three part-time instructors to CAP (California Acceleration Project) training so they are now able to teach English 50X and utilize acceleration strategies. One full time instructor returned to CAP also for a refresher. According to CAP, new statewide data indicates that the co-requisite, rather than the acceleration, model is more effective; therefore, we will be working on a co-requisite model that we can link to a 1A class, thereby giving students more options beyond 50X.

We have still not purchased any new equipment and have not changed configuration of the computer classrooms, but will continue to look for options to improve our classroom spaces.

INSTRUCTIONAL Program Review Annual Update

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Ensure student access to quality support and services by increasing the amount of time full-time faculty can devote to student-centered activities.	#1	To prepare students for college classes	Continue to utilize office hours, the library and tutoring services	Passing Assessments and success rate
		#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.

Annual Update #2:

We have resumed regular meetings of English department members along with other faculty from disciplines such as speech, political science, reading, and philosophy to discuss methods to increase student performance in writing, and we will be actively working on creating a writing center that will serve students with writing across the disciplines. We have created an English department page in Canvas, our Learning Management System, in order to gather and document evidence from members of the whole department (FT and PT) and to serve as a space to communicate with online instructors who are not able to attend meetings on campus, e.g. we have posted meeting minutes there and created ongoing discussions for our program learning outcomes, etc. for all members of the department to ensure that all have a voice and access to information.

We have not reinstated workshops in the student success center because we would like to focus our efforts on creating a writing center, which will require a new approach in pedagogy and tutor/faculty training.

We will again be asking for a fourth full time instructor to be added to the department to replace members who retired. With increased need for both composition and literature classes as well as more administrative work to be completed, a fourth full time instructor will assist us in our efforts to grow the department and increase our number of transfer and English degree students.

INSTRUCTIONAL Program Review Annual Update

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 department activities	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.

Annual Update #2:

As noted in the annual update in Goal #1 above, we sent three part-time instructors to CAP training and they are all teaching English 50X in fall 2017. The second CAP meeting will be in March of 2018, and these three plus one full timer will be attending this second meeting.

We are again seeking funding to ensure that we are able to pay part-timers to attend department meetings and attend other on campus events or professional development opportunities.

As noted above, we have created the department page on Canvas in order to more readily engage the entire department in our discussions and decisions. The Canvas page also will help us to gather information from all instructors' SLO and PLO measurements.

INSTRUCTIONAL Program Review Annual Update

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 to implement CAP and other strategies in the classroom	\$300/year earmarked for equipment for English Department	Yes	
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.	?	
3	1	Funding to pay for PT to attend department meetings 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	Yes	

INSTRUCTIONAL Program Review Annual Update

		amount requested would pay for six PT faculty for three hours of time and food.			
1 and 2		We are again asking for a fourth full time member for the English department to replace retired faculty. With composition classes required for degree(s) and transfer, it is vital that we have another full time faculty member for both the classroom and department administrative load.	Dependent upon hire	?	