

1. Executive Summary

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Our program's strengths are in the breadth of courses we offer: stand-alone; integrated and accelerated; evening and daytime; online, hybrid and face-to-face; electives such as literature, creative writing and film; and learning communities such as Puente. We have also integrated student support services into all levels. At the developmental level this includes engaging our students with retention specialists, basic skills counselors, and financial aid officers to support student success. At all levels this also includes developing a faculty-led tutor training program as well as the development of a new writing center for writing across the curriculum. Our focus on the course evaluation process within department meetings has allowed us clarify standards and expectations for all of our courses.

The opportunities for our program also present challenges. We have more opportunities than we can take advantage of with our current staffing. The implementation of the Puente program at Cañada has been a great success, and we could probably offer more than one section of it in the near future. We also have a COLTS learning community for athletes with English and Communication courses which we have been unable to fully implement and develop. The development of Blacademia and MILESTONES to serve our African American students is also a priority, but one that we have not been able to fully focus on.

Changes at the institutional level also present us with new opportunities and challenges. Using multiple measures has increased the percentage of students placing into English 100, but many of these students need additional support from faculty and tutors. The increase in the number of integrated and accelerated courses also requires faculty with the credentials and course load availability (the courses are 5 and 7 units). The development of the Writing Center allows for better communication between English faculty and tutors, but this is difficult to do at our current staffing levels.

Our action plans are to evaluate the integrated and accelerated courses, continue to build the Writing Center and continue to implement faculty-led tutor training, purchase document cameras for the classrooms we teach in, offer 3 units of release time for department coordination, and to hire another full time faculty member.

2. Program Context

1. Mission: How does your program align with the college's mission? If your program has a mission statement, include it here

We teach people to read, write, and think critically, facilitating their success in coursework across the curriculum and helping them to attain communication skills that will contribute to their growth as individuals and as citizens. Our courses include basic skills, transfer, and lifelong learning levels.

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

Our program is especially impacted by changes in the high school curriculum. The results of the implementation of Common Core are yet to be seen, but we expect our students will enter with different needs than we are accustomed to. We will need assess what the changes mean for our program and develop strategies to meet what we assume will be changing needs of the students. They have also changed exit requirements, which might also impact our program.

3. Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group? recommendations for your program.

The incredible growth in San Mateo county raises a number of difficulties for our students that we must be aware of. Many students have been dislocated and commute from outside of the area. It has also grown much more expensive and many students are working more to pay their bills in addition to taking courses. The better economy provides more opportunity for students, but many of the opportunities prioritize employees with a higher level of education. One of the results of this has been the increased enrollment in College for Working Adults. At the core of the CWA program are transfer level English courses. In addition, the influence of Silicon Valley puts an emphasis on and provides support and grants for STEM programs, while humanities courses are negatively impacted.

3. Looking Back

1. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

We have increased the number of integrated and accelerated courses offered (827 and 847) and we have also increased the number of transfer level courses we offer each semester. We are offering fewer stand-alone English and Reading Basic Skills courses. While we have no problem filling the accelerated and transfer level courses, we are struggling to offer literature courses necessary for both the Latin American Studies Certificate and AA Degree and the English AA Degree.

We have also increased the number of distance education courses we offer, and in consultation with the counseling faculty and the other basic skills departments, we have begun to offer late start sections for basic skills courses and literature courses.

2. (A) Progress Report-IPC Feedback: Provide your responses to all recommendations received in your last program review cycle.

There were no recommendations; however, we will strive to provide detailed facilities and technology requests when needed.

(B) Progress Report-Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

In our previous plan we identified the need to:

- 1) continue norming
- 2) evaluate and compare the outcomes of the integrated courses as compared to the stand-alone sections
- 3) assess the online writing labs

To fulfill these needs we have:

1. Begun to plan brown bag meetings to "norm" by addressing particular course level objectives and best practices.

2. Part of the Spring 2016 English department plan is to evaluate data from our stand alone and accelerated courses to assess patterns and efficacy.

3. Spring 2015 we built online writing labs and implemented them Fall 2015. We will need to assess them over the next year.

3. (A) Impact of Resources Allocation: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write not applicable.

Fall 2015 we implemented Puente. This has been a huge success, but one impact we noted was that this requires the full attention of a full time faculty member , which has made staffing basic skills courses more difficult.

We also have started to implement the Writing Café with faculty-led tutor training to better develop a relationship between the Learning Center tutors and faculty. We have not yet gotten an instructional aide yet, but there is a noticeable increase in the use of the Writing Café by faculty and their students.

We still need the following items requested in the program review: document cameras in rooms used for English and reading, three units of release time to coordinate the department, and another full time faculty member.

(B) Impact of Staff Changing: Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable"

Our Fall 2014 hire has helped to address some of our staffing needs at all levels, especially our need for staffing in integrated and accelerated courses, but a high percentage of our courses are still taught by adjuncts. This has helped us to move forward with the development of the Writing Café, the online writing labs, tutor training, and other program needs.

However, the assignment of a full time faculty member to Puente and the needs of that growing program increase the need for an additional full time faculty member in the English department. In addition, 1.5 units of release time to coordinate the department (down from 3 units in all previous years), has placed a significant burden on the full time faculty who are trying to coordinate all aspects of the department and launch innovative projects to serve our students.

4. Current State of the Program

4. (A) Connection & Entry-Observation: Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

According to the table "Productivity by Year", the last 5 years have seen declining FTES (from 555 to 362) and load (from 524 to 396). Our fill rates over the last 5 years have stayed relatively stable (from 98 to 93). Specifically, over the last year, FTES have gone down (from 415 to 362), but load and fill rates have increased slightly (from 394 to 396 and from 90 to 93 respectively).

(B) Connection & Entry-Evaluation: Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

We started to implement late starts for our Literature courses and for a few sections of the basic skills courses. We are also changing the prerequisites for some of the literature courses to allow for more students to enroll. We are also working on a literature rotation that allows students to complete the English AA degree and Latin American Studies certificates and AA degrees.

Some trends that we may have to respond to are increasing enrollment in Middle College and CWA, which will require courses offered at specific times.

5. (A) Progress & Completion-Observation: Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

From 10/11 to 14/15 retention and success are up for African American, Asian, Filipino, Hispanic, Native American, and unknown students (64% success and 80% retention in 10/11 to 67% success and 82% retention in 14/15). For white students, retention is down, but success has remained the same.

Retention and success are up for both females and males (success: 64% in 10/11 to 67% in 14/15 and retention: 80% in 10/11 to 82% 14/15)

Retention and success are down for our 60+ students (lifelong learners). They are also down for 29-39 demographic, but higher on average. The students with highest success and retention are under 18 (success:75% in 10/11 to 80% in 14/15 and retention: 88% in 10/11 to 92% in 14/15).

From 10/11 to 14/15 retention and success are up for continuing students, current K-12 students, and first time students. For first time transfer students success is down (63% to 61%) but retention is up (77% to 82%). For returning students success is up (59% to 60%) but retention is down (80% to 78%). For returning transfer students success is down (67% to 57%) and retention is down (83% to 76%).

(B) Progress & Completion Online-Observation: Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

From 10/11 to 14/15 face-to-face success rates are up from 64% to 68% and online retention rates are up from 80% to 82%. Online success rates are up from 42% to 58% and retention is up from 67% to 80%.

(C) Progress & Completion-Evaluation: Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? NOTE: If you

intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

The area in which student success is highest is the under 18 age category. We feel that this is largely due to the extra support provided to Middle College students. We could explore times to offer literature and creative writing courses that would allow for more Middle College participation. The 50+ students have the lowest success and retention rates which may be influenced by a de-emphasis on lifelong learning at the college. It might also make sense to make sure that we offer literature and creative writing courses at times that the 50+ students can attend them. Our plan to lower the prerequisites could increase enrollment in these courses.

6. (A) SLO Assessment-Compliance: Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time

Each course has at least three SLOs, one of which is assessed for all sections of each course that is taught every semester on a rotating basis. Assessed SLOs are then entered into TracDat, both numerical data and commentary.

(B) SLO Assessment-Impact: Summarize the dialogue that has resulted from these course SLO assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples

Discussions of SLOs occur in department meetings and have recently resulted in an effort to norm grading practices across the department, specifically around grading English 110 final essays. This process led to further discussions about what is taught at each level in an effort to provide a consistent educational experience across the department. SLO assessment has also led to an examination of English 100 as we have noticed that students are entering the course less prepared than in past years/semester and are therefore in need of additional scaffolding to prepare for reading texts, writing essays, and doing research. Finally, in recent years, we introduced integrated and accelerated developmental courses at one and two levels below transfer. In addition to SLO assessments, we are planning to evaluate success and retention for these courses using Data Dashboard and comparing them to non-accelerated classes.

7. (A) PLO Assessment-Plan: Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

Periodically, we examine essays from English 110 sections taught by instructors throughout the department (both full-time and adjunct). English 110 is the final required course for the Associates Degree and transfer, so it is with the completion of this course that students should demonstrate the Program Learning Outcomes (PLOs). In this practice, we use direct measurements of assessment, looking for evidence of each of the PLOs in the essays. In the course of this process, we concluded that some aspects of our PLOs are impossible to assess from within our department and are currently discussing revising them ("speak critically...in interdisciplinary contexts").

(B) PLO Assessment-Impact: Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

The main finding of our program's PLO assessment was that, at the time, different instructors had somewhat different criteria for evaluation. This experience precipitated a conversation and produced consensus about the proficiency that should be expected at this level.

5. Looking Ahead

8. Program Improvement Initiatives:

The instructions said not to put anything here; if that is not true, please let us know.