SKYLINE COLLEGE
ANNUAL PROGRAM PLANNING SELF-STUDY

Note: to complete this form, SAVE it on your computer, then send to your Division Dean/VPI as an ATTACHMENT on an e-mail message.

Program Title: **English**　　　Date Submitted: April 1, 2015

Key Findings:

- Success and retention rates have not changed significantly, 2 percentage points at the most.

- Assessment procedure was changed to better reflect student learning.

- New changes are being implemented which will allow students easier access into ENGL 100 by removing roadblocks to success.

- The increased role in CTTL includes many professional development activities and in-house STOT training

1. **Planning Group Participants** (include PT & FT faculty, staff, students, stakeholders)

   List Names and Positions:

   Annual Plan is being maintained by Kathleen Feinblum and Dean Mary Gutierrez

2. **Contact Person** (include e-mail and telephone):

   Kathleen Feinblum;
   feinblumk@smccd.net;
   650-738-4477

3. **Program Information**

A. **Program Personnel**
Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

1 administrator; 11 FT faculty; 28 PT Faculty; 1 Classified; 1 student worker

FT Faculty:	11	**PT/OL Faculty (FTE):**	28
FT Classified:	1	**PT Classified (FTE):**	0
Volunteers:	0	**Student Workers:**	1

B. **Program Mission and Goals**
State the goals/focus of the program and how the program contributes to the mission and the priorities of the College and District. Address how the program meets the current year's strategic priorities. (200 word limit)

The diverse range of courses offered by the English program--basic, developmental, and transfer-level composition, literature, creative writing, and supplemental writing assistance--provides opportunities for students to sharpen and enhance their reading, writing and critical thinking skills in order to attain their educational, career, and personal goals. Through its core courses, the student-centered program provides a gateway into other college curricula and meets the vast and ever changing needs of the growing global economy. As well, the English curricula emphasizes lifelong learning and social responsibility so that students develop a sense of themselves and gain new social awareness through considering views from different cultural, ethnic, gender, socio-economic, political, and religious backgrounds. By providing a wide range of courses, infusing the curriculum with multiple cultural and political perspectives, and incorporating co-curricular multicultural activities as part of the instruction, the English program responds to the needs and goals of the College's diverse student population.

4. Program / Service Area Learning Outcomes and Program Data

 A. Summarize recent course (for instruction, including student service courses) or program (for student services and every three years, CTE programs) SLO assessment, identify trends and discuss areas in need of improvement. Please attach summary Tracdat reports with assessment and analysis for SLOs evaluated during the last two years prior to submission deadline of April 1st). (200 word recommended) Tool: https://sanmateo.tracdat.com/tracdat/

1. ASSESSMENT REPORT FOR FALL 2014 CLASS: ENGL 100 – COLLEGE COMPOSITION

Average Test Score: 2.6

Faculty Participants Comments on Results:

- Students were on task, and all but one student attempted to make an argument.

- Many students grabbed the cases from the original as the springboard to analysis rather than the author's actual, abstract argument. Students were able to repeat what the students in the study had said about the issue of identity and American-ness, but did not to really see the bigger picture about race and class.

- The understanding of the article wasn't particularly nuanced. Several of students mostly repeated the thesis from the original article without bringing any new ideas or examples. Students didn't read the article as deeply or thoughtfully as they could have. As a result, the writing was more superficial than complex.

- Students seemed to pick only the 'quotable' quotes; the ones directly answered the prompt questions, mostly coming from the students in the study.

- In general, students mastered the basic essay format but they still struggle with longer essays done in class. Those who did well in class, did well in the exam and vice versa. So the results were rather predictable.

Comments on procedure:

For this assessment, students worked from an essay and prompt specifically designed as the assessment instrument. They were instructed to do the test within the last 3 weeks of school as a "squeeze in" test. In this round of testing, we graded holistically, instead of assessing each skill separately. We concluded that an essay is the sum of its parts; in other words, a thesis which falls into the C range, will usually yield a C paper.

Only 5 instructors participate in the assessment. Of those 5, 3 had assessed their classes previously. As a result we did not get a good sampling. What is more important in this assessment is the fact that we decided to change the assessment process to more accurately

reflect classroom instruction and student learning. For years, we created instruments that yielded lackluster results and very little faculty buy-in. The result has been weak sampling of classes. These problems arose in part because the essay intrudes on the flow of the semester, especially at the end, when students are trying to complete the class. Also, as more and more English classes are becoming theme-based, and as the instruments are designed for the general student population, the instrument more likely never fit into the flow of the class. Because of this, many students didn't take the test seriously even though the tests were part of their final grade, albeit by a small percentage.
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The new process:

The following process was compiled by Kathleen Feinblum, assessment coordinator along with the approval of Dean Mary Gutierrez. This new process was approved by the English Faculty during the retreat on Jan. 21, 2015:

Three students will be randomly selected from each class in the level being assessed. This selection will be done by a neutral party toward mid-semester to account for the attrition in the middle of the semesters. Instructors will hand over to the LA division, a copy of the 3rd or 4th essay from the three students selected. Both student and instructors' names will be removed. The essay must be an argument/analysis and be text based. In other words, narratives and metacognitive essays won't work.

Once the papers have been gathered, they will be assessed during a session which will include all full timers. Adjuncts will be encouraged to participate and will receive pay at the special rate for participation. These sessions will take place either the end of the academic year or the beginning of the next year. We may have two sessions in which participants select the one most convenient.

This assessment model is similar to one used at Los Medanos (but with changes). The goal of assessment is to look at the skills in the class, not which professor has a higher or lower scoring class. In other words, the assessment is meant to be informative, not punitive.

2.   ASSESSMENT REPORT FOR FALL 2014 CLASS: LIT 191 – CHILDRENS LIT

The Skyline Literature Essay Rubric is synced with the LIT 191 class rubric. Point system is the following: Excellent/9-10 points; Good/ 7-8.5 points; Adequate/4.5-6.5 points; Needs Work/4 and below. The success criteria was the following: 5 or more students at Excellent; 8 or more students at Good; Less than 5 students at Adequate; Less than 3 students at Needs Work
The results were as follows: 8 students scored at Excellent; 10 students at Good; 2 students at Adequate; 1 student at Needs Work. As students exceeded expectation, no action plan is needed. The course sequence and prerequisites seem to have supported the students' successful outcome.

B. **Analyze evidence of Program performance. Review and analyze productivity, student characteristics and outcomes (200 word limit is recommended). Tool:** http://www.skylinecollege.edu.prie/program.data.php.

New information:

- The success rate fell from 67% in 2012/2013 to 66% in 2013/2014 for a 1% drop.
- The retention rate rose from 81% in 2012/2013 to 82% in 2013/2014 for a 1% increase.

  o Broken down by ethnicity change from 2012/2013 to 2013/2014:

    AF Am: -2% in success rate to 53%; +2% retention to 78%;
    Asian: - 5% in success rate to 69%; -2% retention rate to 82%
    Filipino: -1% in success rate to 68%; +2 retention to 82%
    Hispanic: + 1% in success rate to 62%; +2% to 81%
    Native American: +58% in success rate to 75%: +38% retention at 88%; (out of
       a 8 headcount)
    White: no change in success rate at 70%; -1% drop in retention to 82%

New efforts:

- We are currently developing a pilot for the use of portfolios in ENGL 846

- We have unbanked ENGL 105 which was approved by the Curriculum Committee. This class will be mandatory for those receiving C's in high school English and be recommended for anyone who would like more class time with ENGL 100 material (such as those receiving a C in ENGL 846). This decision came from the discussion that many in ENGL 100 were still basically at the developmental level and needed extra assistance.

- A cohort of English instructors are working with Capuchino High School to align high school classes with college.

- Learning Center now has a training program for peer tutors.

- Heightened awareness of the speaker series coming to Skyline.

- Increased growth and popularity of professional development workshops sponsored by the CTTL

- The English Department Rhetoric is complete. The text is now available online and in hard copy. The English Department Rhetoric can be part of a professional development plan which will stimulate discussions of pedagogy among faculty. The rhetoric is also available to share with other departments.

- Skyline has been chosen by Katie Hern from the 3CSN Acceleration Project (1 of 5 California Schools) to develop new curriculum for changes in College Composition.

- The department is looking to include multiple measures besides the Compass Placement Test for students to matriculate directly into College English

Ingoing efforts

- The continued development of Learning Communities.

- More outreach to students in person and on the phone

- Using Early Alerts

- "Flipping the classroom" where students work on tasks that were in the past assigned as homework. In a flipped classroom, students review the concepts as homework but do more hands-on tasks during class

- The influence of "On Course" embedded in curriculum or in COUN 100 has impacted self-efficacy and self confidence

- Setting up support networks within the classroom where students hold each other accountable

- Expanded use of WebAccess by faculty and students to access resources and enhance instruction activities.

- Instructors are giving students more opportunities to revise and to master writing as opposed to simply teaching the assignment at its bare minimum

- Timely feedback is being given to low stakes assignments such as introduction and body paragraphs for feedback prior to peer response. These assignments give students lots of opportunity to practice and are not grade-centered but rather, process-oriented

- More classes are becoming theme based. These themes are indicated as part of the course listing.

- Supplemental Instructors have been added to ENGL 100 and 110. ENGL 846 and 828 already have an SI program.

C.   **Explain how other information may impact Program (examples our business and employment needs, new technology, new transfer requirements).**

Business Employment Needs

Business employment needs have led to a growth in Learning Communities, especially in the Career Advancement Academy programs. Other programs which focus on ethnicity, or special interest, continue to build their numbers. Below are the Learning Communities which will have an English class component in 2014-15:

- ENGL 846 component: Social Justice League, CIPHER, CAA - Paralegal, FYE LEAP CY; Kababayan, Puente, ASTEP; Scholar Athlete, FYE AY, CAA - Auto, CAA – Allied Health, CAA-ECE.

- ENGL 100 component: Social Justice League, CIPHER. ESOL, Kababayan, Puente, ASTEP, Scholar Athlete, FYE AY, FYE-LEAP CY, CAD - Paralegal, PACE; ALLIED HEALTH - CAD

- ENGL 110 component: Kababayan, Puente, ASTEP, SYE, Scholar Athlete

Technology / Distance Learning issues:

- English Distance instructors would like a meeting once a semester or once a year to exchange specific tech approaches particular to the discipline.

- Right now, there is no STOT I in the spring. Sometimes there isn't room in STOT II or STOT I to accommodate all instructors who want to take it, or their schedules just don't work. We have some instructors who want to update or learn more about web access, but who don't always need a full STOT or who want a more collegial type of interaction. Faculty too don't or can't take the summer mini-STOT. For all these reasons, the CTTL is working on providing in-house STOT training for instructors who want certification or work on brush up on skills.

5.   Curricular Offerings

A.   Program Curriculum and Courses. If your program does not offer curriculum, please state N/A. Tools: CurricUNET http://www.curricunet.com/smccd; https://sanmateo tracdat.com/tracdat/

Respond to the following:

- What new courses (excluding individual Selected Topics [665] and Experimental [680/880] courses) have you added to your program curriculum in the past academic year? List by Department, Course Number and Course Title.

- Note that you've added new courses to the department's three-year calendar of assessment and requested that they be added to TracDat

- Note that you've done the following for the new courses on TracDat:

    - Uploaded SLOs?

    - Mapped course-level SLOs to PSLOs (including relevant interdisciplinary degrees and ISLOs?

- ENGL 105 is being redesigned for students receiving a C in high school and/or ENGL 846 and for those students who wish more time to absorb instruction. Pilot classes are being scheduled for Fall 2015. More information is under "new efforts."

- See Lit section for complete course overhaul information.

- We are up to date on Trac Dat, we have uploaded SLOs and Mapped course level SLOs to PSLOs.

B.   Identify Patterns of Curriculum Offerings

Respond to the following:

- Identify the planning group's two-year curriculum cycle of course offerings by certificates and degrees.

- Describe the ideal curriculum cycle.

- Discuss any issues.

ENGL 105 was unbanked, revised and is being piloted Fall 2015.

Literature:

The following courses were created and approved by the Curriculum Committee:
LIT 154: Queer Literature
LIT 155: The Graphic Novel
LIT 221: Introduction to World Literature II

LIT 151 (Shakespeare) was reactivated.

The following courses were modified and approved to include a Distance Education addendum:
LIT 151: Introduction to Shakespeare
LIT 154: Queer Literature
LIT 155: The Graphic Novel
LIT 220: Introduction to World Literature I
LIT 221: Introduction to World Literature II
LIT 266: Black Literature
LIT 267: Filipino American Literature

The following courses are in the process of being modified and will be submitted for approval for the May 6th Curriculum Committee meeting:
LIT/ECE 191: Children's Lit
LIT 201: American Literature I
LIT 202: American Literature II
LIT 231: Survey of British Literature I
LIT 232: Survey of British Literature II

Learning Communities:

- Continue to support our Learning Communities by incorporating the literature classes into their rotation.

- Continue to work with counselors so they can assist students into the increasing number of Learning Community offers.

- The English department has expanded their Learning Communities offerings. The social sciences and communication departments have been integrated into Learning Communities resulting in better success rates among students who are members of Learning Community cohorts.

6. Response to Previous Annual Program Plan & Review

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

<u>Responses and Recommendations :</u>

- Curriculum alignment with high schools will begin Fall 2015

- Implement new assessment procedures starting in Fall 2015 with ENGL 110 and ENGL 828.

- English department needs more full-time faculty to serve the growing student population and to take part in new and evolving programs and projects such as Acceleration, Learning Communities, and other innovative campus initiatives.

- Continue to grow and support Learning Communities, including providing campus resources for Learning Community colleagues, developing curriculum, and strengthening support services, such as counseling and professional development.

- More use of CTTL faculty training, especially for adjuncts.

- Use the new evaluation forms to better identify individual instructors in need of professional development. Some of this professional development could take place in the CTTL workshops.

7.   Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections. Note: resource requests should be connected to the action plans.

Respond to the following:

- Describe data and assessment results for SLO assessment on the course level (for instruction, including student service courses) or program level (for student services or every three years, career technical education programs). Analyze and reflect on SLO assessment results and other measures of program performance.

- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum pedagogy.

- Identify questions that will serve as a focus of inquiry for next year.

Action Plan:

- Increased communication includes: Holding faculty retreats; expanding departmental communication to incorporate more part-time faculty; holding meetings for online faculty

- Engage in professional development around the Accelerated curriculum.

- Continue to use departmental meetings to discuss strategies to address the gaps in student learning.

- Tutors in the writing center are attending a class taught by a faculty member.

- Work with ASTEP, Puente, and PRIE to understand factors impacting Latino and African American student persistence and success. Develop strategies in partnership with these programs and resources.

- Pilot program with Capuchino High School which students enroll in articulated courses.

Questions of Inquiry:

- Is retention and success better in Accelerated classes than in non-Accelerated sections? How do students perform at subsequent levels, as opposed to those who matriculate in non-Accelerated classes?

- Is retention and success better in ENGL 828 as a result of supplementary instruction?

- Will we continue to develop the Transfer Model Curriculum Degree in spite of low enrollments?

- Are professors and students of distance learning getting the help they need?

- How is diversity taught in our English classes? How can we open up conversations with other departments about this topic? How can we provide more resources for students?

8.   Resource Identification

A.   <u>**Professional Development needs:**</u>

- Accelerated instruction roundtables and more streamlined dissemination of new pedagogical ideas

- Support and encouragement to continue the CTTL Brown Bag series

- Technical assistance during the once –a- semester online classes

- Funding for faculty professional development

B.   <u>**Office of Planning, Research and Institutional Effectiveness requests.**</u>

<u>Actions:</u>
- List data requests for the Office of Planning, Research & Institutional Effectiveness.

- Explain how the requests will serve the Student/Program/Division/College needs.

- No data was requested from the Office of PRIE

C.   **Faculty and Staff hiring, Instructional Equipment and Facilities Requests Complete the following table:**

Comprehensive Program Review Resource Needs

Program: **English Department**   **Date:**   **Spring 2014**

	Needs	How does this request align with your assessment of student outcomes?	How does this request align with your action plan?	Estimated cost for facilities and equipment
Personnel	1. Hire full time faculty. 2. Ensure more consistent staff / tutors / SI at the Learning Center	Expertise for in-depth instruction in order to give more support to students.	Improve the quality of instruction for both FT and PT faculty and students.	3 units of re-assigned time for 2 FT faculty on top of what we already have.
Equipment	1. New laptops for FT faculty 2. Laptops for adjuncts to use on campus. 3. Also a desktop and printer in the adjunct office 8214 4. Chrome books for us to borrow since the Bookstore will be renting them to students 5. Mobile set of laptops or chrome books so that they're available in all classrooms	Laptops are used for smart classrooms. If instructors do not have the tools to do the job, then instruction suffers. Laptops, desktop and printer for adjuncts give the ability for PT to provide instruction on par with FT faculty	Same as above	For FT eligible for laptops: $1000 x 5 = $5,000. For PT eligible for laptops: $1000 x 3 = $3,000. Desktop and printer = $1,000 total.
Facilities	1. Consistent private /centrally located office space for adjuncts. 2. Office space needed for new FT faculty	Allows a place for faculty to provide space to meet with students. This gives more opportunities for students to succeed in their classes.	Same as above.	No cost; use existing space.