2018-19 English Comprehensive Program Review

I.A. **Program Purpose**

Describe the purpose of the program and how it contributes to the mission of Skyline College.

Narrative

Our student-centered English program offers a diverse range of courses including developmental, and transfer-level composition, along with literature, creative writing, and supplemental writing assistance. These courses provide 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 program provides a gateway into other college curricula and meets the vast and ever-changing needs of the growing global economy. Further, 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.

I.B. **Program Student Learning Outcomes**

List the current program student learning outcomes (PSLOs).

Narrative

- Write focused, organized, well-developed, and text-based essays using effective paragraphs, which support a clear thesis statement, and demonstrate competence in standard English grammar and usage.
- Demonstrate critical reading, writing, and thinking skills through analysis, synthesis, and the evaluation of important ideas.
- Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools, and documenting them according to MLA guidelines.
- Write analytical, unified, text-based essays using the conventions of literary analysis, and criticism, and effectively integrating and documenting sources according to MLA guidelines.
- Demonstrate an understanding of a broad range of literary works from the period and/or genre by analyzing major themes and literary techniques.

I.C. Profile: Program Review Team

Comprehensive program review is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the program review narrative. Include names and the title or role of each person.

Narrative

Rachel Bell, Jessica Belluomini, Jim Bowsher, Michael Cross, Liza Erpelo, Kathleen Feinblum, Jarrod Feiner, Nina L. Floro, Nathan Jones, Lucia Lachmayr, Rob Williams, Susan Zoughbie

Interim Dean of Language Arts: Chris Gibson

II.A.   **Program Effectiveness**
Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes. Program data may
- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at http://www.skylinecollege.edu/prie/request.php

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

Narrative
Course Success and Retention Data:
- **Overall course success rates**: Between 2013-2018, the overall success rate in English climbed from 66.7% to 69.6%, and retention rates climbed from 81.8% to 83.5%. Though a bit lower than Skyline success and retention statistics, our department rates are higher than the statewide averages with a 60.37% success rate, and 81.7% retention rate (DataMart Fall 2017-Spring 2018).

- **Core course success rates**: In Spring 2018, the success/withdraw rates are as follows:
  ENGL 846: Success: 60%; Withdraw: 20.6%
  ENGL 100: Success: 57.1%; Withdraw: 29.9%
  ENGL 105: Success: 67.6%; Withdraw: 15.8%
  ENGL 110: Success: 75.3%; Withdraw: 15.7%
  ENGL 165: Success: 59.6%; Withdraw: 28.8%

  - **Literature course success rates**: Between 2013-2018, the success rate dropped from 76.6% to 72.4%, while retention rates dropped from 85% to 80.6%. However, we most recently have been offering the majority of our literature classes online, and this has improved both success and retention rates. The current total success rate, counting online courses, is 82%, with a 91% retention rate. The uptick in the statistics suggest that online classes serve well our literature students.

  - **Face-to-face course success rates**: Between 2013-2018, the success rate has climbed from 67.6% to 70.3%, while retention rates have climbed from 83% to 84.9%.

- **Distance education course success rates**: Between 2013-2018, the success rate has climbed from 55.4% to 64.5%, and retention rates have climbed from 67.4% to 73.1%.

Analysis and Conclusions:
- Literature classes fare better as distance education courses. The literature classes offered rotates each semester, so English Majors who are required to take literature classes have more flexibility and ease in scheduling particular literature classes of interest without the impediment of having to meet specifically scheduled class times.
- The introduction of Canvas may be another reason distance education has seen significant increases in success rates. As a tool, Canvas is more user-friendly for both students and faculty; additionally, there has been more robust training of distance education instructors, improved CTTL resources, and greater attention paid to distance education pedagogy. As of now, 17 English Instructors have completed the training and 10 have completed the training and consultative review.
- The addition of Supplemental Instructor support, especially in ENGL 105, has helped increase success and retention rates in many classes. However, there are not enough supplemental instructors available to drastically affect the outcomes of the majority of these courses. As a result, some ENGL 105 instructors have been exploring the use of common texts and co-designed curriculum in order to better use S.I.s and embedded tutors. In this way, S.I.s and tutors could serve more than one course and provide support for more classes at less cost in the face of AB705.
- The general uptick in success and retention rates can also be attributed to the following intentional strategies employed by the English Department:

  o Additional programs like Jumpstart, First Year Experience and Summer Scholars program which introduce high school students to college.
  o Faculty meetings that have shifted focus to pedagogy and best practices through hands-on workshops. In the past two years, meetings have focused on creating shared strategies regarding in-class best practices i.e. clearer daily class agendas, modeling, student-centered syllabi, effective reading strategies, teaching writing as a process, creating clearer writing prompts, and providing improved student feedback in conferences and on their writing.
  o The completion of the English Department rhetoric, What, Why, and How? Mastering 15 Concepts to Become a Better Writer, which is a 15 chapter 458 page open resource created over 2 years voluntarily by English faculty with input from the Librarians and ESOL faculty and is currently offered online for free and maintains a department-wide standard in skill building. As well the Rhetoric has been published in bound copy and can be bought, sold and rented. http://accounts.smccd.edu/skyenglish/
  o Multiple Measures placement which eliminates placement tests and better situates our students for success.
  o In ENGL 105, increased success rates can also be attributed, at least in part, to full-time and adjunct faculty having participated in community of practice training promoting accelerated learning, student support though awareness of

the affective domain, and general best teaching practices. All the full-time English faculty have completed this 30-plus hour training.

- o ENGL 165 low enrollment is due to it being taught solely online and because ENGL 165 does not articulate to all institutions to which our students tend to transfer. To enhance enrollment the Course Outline for ENGL 165 has been redesigned to parallel ENGL 100. As well, transfer institutions which do not accept ENGL 165 need to be identified so that the articulation officer can then contact and work with these institutions.

Evidentiary Documents
Assessment_ Department Four Column-ENGL CPR Report-2019.pdf
CourseProgressReport_ENGL100-165_FA2017-SP2018.xlsx
CourseProgressReport_ENGL100-165_SP2016-SP2018.xlsx
CourseProgressReport_ENGL100-165_SP2017-SP2018.xlsx
CourseSuccessRateReport_ENGL100-105_FA2013-SP2018_noSU.xlsx
CourseSuccessRateReport_ENGL100-105_FA2013-SP2018_withSU.xlsx
Individual Course Progression ENGL_201603-201708_ALL.xlsx
Student Characteristics - English Distance Learning.pdf
Student Characteristics - English Face to Face.pdf
Student Characteristics - English General.pdf
Student Characteristics - Hybrid.pdf

II.A.1   **Progress on Prior Program Objectives (Goals)**
Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.
Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

Narrative
Since our last program review, we are proud to have accomplished the following:

- The development of a new department assessment process, including the development of an instrument that more closely reflects what is taught in our classes. We are currently initiating a new assessment process using department rubrics, implementing electronic data collection and allowing faculty more time to assess and evaluate student writing skills using a larger student sample.
- Established multiple measures in lieu of placement tests to streamline students into appropriate classes. That being said, in light of AB 705, most, if not all students will be placed in transfer classes.
- An English Department Coordinator was appointed starting spring 2017, and in the first 4 semesters we have accomplished the following under that leadership:
  - The creation of an easily accessible online Campus and Division Faculty Orientation: http://accounts.smccd.edu/skyenglish/Orientation.htm.
  - An online shared Canvas space was created for Language Arts to post faculty bios, share learning resources, access helpful guides to the initiatives and resources at the campus and division levels, Division and English Department meeting agendas and notes, department-specific teaching materials i.e samples of A papers, successful texts, discipline specific best practices.
  - A shared Language Arts Division syllabus template was collaboratively designed with all Language Arts faculty using more inclusive, inviting and student-centered language and support. We have since been asked to share this Division-wide syllabus with the idea of now creating a shared student-centered syllabus on the campus-level.
  - An enhanced mentoring program and a mentor handbook was created for new faculty.
  - A semester of faculty-driven informal class visits was piloted to share ideas and strengthen cross-curricular connections and practices.
  - Flex Day tutor training sessions were designed in conjunction with the Learning Center to bring together English and ESOL faculty, and TLC tutors to designing shared best practices.
  - Online faculty met (both in-person and virtually) to work together sharing best practices unique to the challenges of delivering effective and thoughtful instruction online.
  - Multiple sessions were held with English faculty and TLC staff to brainstorm ways to make the WRL and ESOL Labs more visible to students, to promote TLC workshops and class visits, to create a defined space for adjuncts, to provide mentoring for peer and grad tutors, and to discuss on-going ways to bridge and connect our work to promote student success.

- There was a guided focus on making all steps of Program Review and the revision of all English and Literature course outlines collaborative and inclusive at every step.
- There was a revamping of English meetings to make them more hands-on, intentionally planned, and outcome focused.

- In support of the Skyline Middle College Cohort, English Adjunct Faculty participated in Middle College Recruitment Nights during which they met parents and potential future Middle College students from Capuchino High School, South San Francisco High School, and El Camino High School. To build community and encourage service learning, faculty joined Middle College students on community service days. Due to the elimination of English 828, support is provided to high school juniors though a supplemental class to prepare them for college-level English.

- Creative writing activities have involved over 100 students and include: publishing the student run magazine the Talisman, sponsoring WOW: Women on Writing Conference and National Poetry Month events. In Fall 2018, the Skyline Library Poetry Corner, in collaboration of the English Department, celebrated Hispanic Heritage Month (Oct), National LGBTQ History Month (Oct.), Native American Heritage Month (Nov) and is slated to honor Black History Month (Feb), and Women's History Month (March). These events bring in a diverse group of Bay Area writers for readings and student activities including chap book writing and open mic spoken word presentations. Invited local writers have included: Caroline Goodwin (San Mateo Poet Laureate), Tongo Eisen-Martin, Lillian Yvonne-Bertram, & Jessica Care Moore.

- ENGL105 Community of Practice is a professional development opportunity designed to bring cohorts of English instructors to discuss pedagogy as it relates to ENGL 105 best practices. These sessions cover developing effective syllabi, teaching units, teaching practices and introducing texts. More importantly, Community of Practice sessions emphasize how to best incorporate affective domain strategies, both structured and "just in time," remediation in a meaningful way, and at all points through the semester. Forty-five instructors have completed the training, including all ENGL 105 instructors.

- The Adjunct Faculty Teaching and Learning Community has been established as cross-disciplinary, campus-wide group that serves to foster connection, collaboration, and professional development for adjunct faculty. The AFTLC is run in conjunction with the CTTL.

- The Language Arts Department has also been leading the way, campus-wide, in matters of the affective domain and how to deal with negative student affect. Language Arts faculty has facilitated, and will continue to facilitate, a series of workshops that deal with the affective domain. Affective Domain is explored in three workshops. The first workshop deals with the definition and the rationale for its practice. The second workshop involves the facilitation of proven, successful affective domain exercises. The third workshop uses Case Studies to discuss and develop supportive courses of action.

- The Jump Start is a bridging program for at-risk, emerging high school students who have a GPA lower than 1.9. Jump Start's curriculum, links math, career, and media studies to English class' central text and writing prompts. This program continues to make an impact on the program's participants; most of the students, before the program, do not see themselves as college material. However, after the program many see their potential as scholars.

- English Department faculty have contributed to LSKL 110 (Effective Tutoring & Practicum) course by training Learning Center tutors.

Since our last program review, we need to continue to:
- Adjust our assessment process to ensure it continues to prove a valuable and user-friendly tool for faculty while generating assessment data that better enables faculty to adjust teaching and improve success and retention rates.
- Continue to offer skill workshops in our faculty meetings and through our Community of Practice Saturday workshops so that instructors can continue to align their teaching standards.
- Form stronger alliances with adjunct professors, providing the means by which more part-time instructors can participate in professional development sessions while improving our full-time/part-time mentoring program.
- Monitor success and retention rates of ENGL 105, especially in light of AB-705.
- Further develop Learning Communities to improve student success among all students, especially students of color.

II.A.2   **Progress on Program Student Learning Outcomes**

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Narrative

- **Write focused, organized, well-developed, and text-based essays using effective paragraphs, which support a clear thesis statement, and demonstrate competence in standard English grammar and usage.**
  - The English Department is devoting time in department meetings to work on teaching skills such as prompt creation, thesis development, PIE paragraph development, essay norming, and essay assessment.
  - Faculty are mandated to assign a rhetoric per C-ID Guidelines. As a result, the English Faculty created and completed the rhetoric What, Why, and How? Mastering 15 Concepts to Become a Better Writer, which is online, free, and reflects the teaching practices employed by our colleagues: http://accounts.smccd.edu/skyenglish/
  - Syllabi go through a rigorous peer evaluation process to ensure that faculty are maintaining consistency across approaches, policies and teaching strategies.

- Demonstrate critical reading, writing, and thinking skills through analysis, synthesis, and evaluation of important ideas.
  - Book lists are reviewed by faculty to ensure consistency and rigor. Each level of the course outlines now has a shorter book list with no repetition to better reflect the level of the class.
  - Faculty are encouraged to take "Reading Apprenticeship" courses which help to scaffold the reading process for developmental students.

- **Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools, and documenting them according to MLA guidelines.**
  - ENGL 105/100, added Information Literacy to our SLO line-up. Additionally, we are currently working with an embedded librarian to tailor more closely to the needs of the project.

- **Write analytical, unified, text-based essays using the conventions of literary analysis, and criticism, and effectively integrating and documenting sources according to MLA guidelines.**
  - Now that we have developed a revised assessment plan for core classes, we will more consistently assess literature courses using the same assessment method we have developed to address our core courses.
  - We will continue to work on distance education pedagogy to continue to improve success and retention rates for online course.

- **Demonstrate an understanding of a broad range of literary works from the period and/or genre by analyzing major themes and literary techniques.**

o   Course Outlines of Record have been rewritten and streamlined so that all literature course outlines have recommended book lists and a consistent number of assignments.

II.A.3.a Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Narrative

- The English Department employs a diverse faculty with a wide range of interests and areas of expertise that allow for a variety of challenging and student-oriented courses. Additionally, the diverse range of faulty expertise also allows our professors to specialize in basic, developmental, or transfer-level composition, in addition to literature, creative writing, and/or supplemental writing assistance, even though faculty as a collective can, and regularly do, teach across the curriculum.
- The English department has recently elected to assign a revolving Department Coordinator to help ensure that we are meeting our program goals in relation to course assessment, pedagogical training, and larger departmental decisions that affect the college. The assessment coordinator ensures that we are meeting our assessment goals, and that we learn from the data we collect, and make crucial changes to our teaching to improve student success.

II.A.3.b Personnel FTE

Provide the current FTE of each category of personnel.
- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Narrative
- Full-Time FTE: 8.2
- Part-Time FTE: 8.997
- Classified Staff FTE: 1
- Administrative FTE: 1

II.A.4   Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Narrative

- **Class Scheduling**: This semester and next we have the challenge of limited class space, so we are offering more MWF 50-minute English classes. This arrangement is not ideal. Once campus construction is complete, we hope to resume our longer 75-minute to 3-hour offerings in which instructors can go into more depth and substance in the class. For access, we offer a range of times and days with more offerings in the mornings as these prove to be more popular. We also offer a range of summer classes.
- **Learning Center**: The Learning Center is open Mon-Thurs 8am to 9pm and Fridays 8am to 4pm, so night students also have access to tutors and the TLC resources. The Library is open Mon-Thurs 8am to 9pm to offer access to both morning and evening students. There are also weekend hours and online librarian assistance options.
- **Face-to-face versus Distance Education offerings**: We have been expanding our online English and Literature course offerings. For Fall 2018, we offered approximately 60 face-to-face English classes and about 10 online English classes. Literature is offered in rotation with one face-to-face class and several online classes per semester.
- **Availability of services to online students**: Online students have access to online tutor support, online librarian support both on an "as needed" individual basis as well as online information literacy tutorials.
- **On-campus vs. off-campus locations**: All of our face-to-face English and Literature courses are located on our main campus.
- **Unaddressed needs**: We could explore offering more hybrid courses which require less classroom dedicated space and which open opportunities for students who want to have the experience of live instruction, in-class community and the convenience of additional online instruction.
- **English Department faculty** have made themselves accessible to students outside of traditional one-on-one office hours by teaching skills classes, such as thesis statement clinics in the Learning Center.

Evidentiary Documents

Data for Learning Communities.docx
PRIE_ENGL_Data.pdf

II.A.5   **Program Environment**
Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative
College Initiatives – AB-705
AB-705 will require that all incoming students be placed in a transfer level course (ENGL 105). Though a developmental class, such as our ENGL 846 can be offered to those students needing writing assistance before entering the transfer class, our department is debating whether to eliminate the class and, instead, work toward securing more support services and tutoring options.

Industry Needs
An Associate degree in English can lead to exciting careers in web development, print and online publishing, paralegal and law, marketing, academia, business, psychology and social work. At any level of study, English majors gain writing, critical thinking, and soft skills, valuable in the modern collaborative workplace.

Skyline's current push to initiate the Meta-Majors redesign will ultimately take in GE courses including English. An exciting prospect of working with the Guided Pathways system is that English classes can be designed to prepare students for their future careers.

Grant Requirements
The base budget of the Learning Center programs, including the Writing Center, is uncertain as funding is given on a year-to-year basis. The ASLT budget has been cut even as the programs in the Learning Center have grown. In light of AB-705, funds for supplemental instruction will be essential to the success of our students.
Skyline has initiated the Promise Scholars program which gives students a full one-year scholarship and extra support. As of Fall 2018, sections of English are devoted to Promise Scholars. We encourage continued support of Promise Scholars as statistics show the success rate of full-time students exceeds that of part time students sometimes as much as 10% .

Personnel Changes
Currently we have an interim dean. We hope to begin the search soon so that we can have a full-time dean by Summer 2019.
We are losing 2 English instructors and are currently hiring one full-time replacement with the hope of hiring an additional replacement in the near future.

II.A.6   **Program Equity**
Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Narrative
Learning Differences:
As of 2017-2018, Skyline has a total of 546 students with learning differences. Of this 545 total, the breakdown of the types of learning differences are as follows:

Acquired Brain Injury	16	2.94%
Attention Deficit Hyperactivity Disorder (ADHD)	41	7.52%
Autism Spectrum	22	4.04%
Developmentally Delayed Learner	37	6.79%
Hearing Impaired	5	.92%
Learning Disabled	188	34.50%
Mobility Impaired	18	3.30%
Other Disability	113	20.73%
Psychological Disability	88	16.15%
Speech/Language Impaired	8	1.47%
Visually Impaired	9	1.65%

The largest population of Disability Resource Center (DRC) students, by age, are students who are 18-24 years old (18-19 years old 130/23.5% and 20-24 years old 174/31.93% respectively). These numbers only account for students who seek help from the DRC. These numbers do not take into account our emerging student population who have undiagnosed learning differences or who are academically underprepared.

One-year completion rates for DRC students	
ENGL 105	43%
ENGL 846	17%

Analysis:
- While ENGL 105 is an excellent fit for most emerging students, the variation of success rates for ENGL 846 and ENGL 105 does not tell the full story. The data does not disaggregate the levels of disability: high functioning students with disabilities, such as mild ADHD, and lower functioning students with more substantial learning differences, such as intellectual disabilities. The disaggregated data is unavailable, but it is quite realistic that students with more severe learning differences are placed in ENGL 846. Historically, our students with emerging skills place into pre-transfer classes. With AB-705's Fall

2019 start date, our emerging students will be placed in the transfer-level sequence whether academically prepared or not.

- As a department, we would like to challenge the college to consider allowing a limited number of sections of English 846 which would be a better fit for our emerging student population who are "highly unlikely to succeed" in transfer level classes.

Learning Communities and Success/Retention rates of students of color:
Learning Communities (LCs) link together two or more related courses, giving students the opportunity to explore rewarding academic connections and earn units towards a certificate, degree or General Education requirements with a cultural, career or interest theme. Learning Community students participate in their respective programs for one to three semesters and are supported by dedicated staff and faculty throughout their Skyline College experience. To date, there are three Learning Community categories: Science & Technology, Culture & Language, and Society & Education. Within these communities, there are eight Learning Communities, most served by the English Department:

1. African-American Success Through Excellence & Persistence (ASTEP)
2. Center for Innovative Practices through Hip Hop Education & Research (CIPHER)
3. Kababayan
4. Proficiency in American Culture & English (PACE)
5. Puente
6. Engineering & Technology Scholars
7. First Year Experience (FYE)
8. Teacher Track

Though there has been an improvement in success /retention rates, the numbers are lower for students of color.
- American Indian: Success: 71%; Withdraw: 14%
- Asian: Success: 78%; Withdraw: 12%
- Black, non-Hispanic: Success: 54%; Withdraw: 21%
- Filipino: Success: 73%; Withdraw: 15%
- Hispanic-Latinx: Success: 64%; Withdraw: 19%
- Pacific Islander: Success: 64%; Withdraw: 25%
- White Non-Hispanic: Success: 72%; Withdraw: 17%
- Multi-Racial: Success: 65%; Withdraw: 19%

Achievements of Specific Learning Communities:
First Year Experience (FYE)
- Improved retention, success and transfer rates
- Connected students to various resources, and community service and campus events.
- Involved in Prep for Pep, and a high school shadow day.
- Developed the FYE Intern Program, a feeder program for Skyline Promise Scholars.
- Developed curriculum that compliments campus-wide Guided Pathways efforts.

Kababayan Learning Community
- Established the Kapatiran Seminar: Transition to College (modeled after Hermanos/Hermanas) at Westmoor H.S. in Spring 2015, South San Francisco H.S. in Spring 2017. Upon graduation, many of these students joined the Kababayan Learning Community at Skyline College.
- Working with Outreach to host an annual "Discover Kababayan" Day for Kapatiran students; first one was in Spring 2018.
- Maintaining the Kapamilya Peer Mentorship Program since its establishment in 2005.

Puente Learning Community
- Puente has improved retention, success & transfer rates.
- Increased to 2 cohorts in 2014, but back down to one cohort in 2018 due to lack of counselor capacity.
- Implemented Puente Shadow day for local High School. students as well as assist Outreach in planning Raza Day at Skyline College.
- Puente took the lead in re-creating the Learning Communities Career Panel (Approx. 100 in Fall 2018).

Analysis:
- Learning Communities play a major role in Student Success. Because students often continue together in the community for several semesters, they are able to support each other in a more consistent sequence of classes. The Learning Communities also have access to resources like counselors.
- In light of the varying success and retention rates of other students of color who are not part of a Learning Community, we believe equity could be improved. For example, ASTEP no long offers African American-focused English classes. Many of our Pacific Islander students could use more support and perhaps their own Learning Community. ASTEP no long offers African American-focused English classes. Many of our Pacific Islander students could use more support and perhaps their own Learning Community.
- We continue to revise our methodology and approach so that we more fairly serve our student demographic. Many English instructors have attended the Equity Training Series and the Equity Forums on campus. We continue to update our reading lists to reflect the diversity of our student body. Our Professional Development including our work in Affective Domain constantly takes into account the need for equity. Finally, we hope that our new Meta-Major configuration can increase the persistence rate among all our students.

Evidentiary Documents
Data for Learning Communities.docx
PRIE_ENGL_Equity Data.pdf

III.A. **Curriculum Review**
There are four steps to program review of curriculum:
1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. http://www.skylinecollege.edu/programreview/cpr.php

2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. http://www.skylinecollege.edu/programreview/cpr.php

3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).

4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Narrative
Completed

IV.A.1   Considering Key Findings
Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Narrative
Key finding #1: AB-705
Our department has worked for years on eliminating an exit point in our English sequence. We removed ENGL 828 (basic skills) from our offerings and implemented the Acceleration Model initally for ENGL 846 but now the focus is for ENGL 105 (Composition with Support). With AB-705, all incoming students will be placed in transfer-level English (ENGL 105). The challenge is to prepare students to succeed when many may be entering college unprepared. We have the opportunity to see students succeeding at a faster rate than before. As well, adjusting for AB-705 allows for instructors to revitalize pedagogy and seek out new professional development opportunities. However, we are concerned that there will be students left behind who cannot, for various reasons, progress forward. Further, assessment is needed to understand to what extent ENGL 105 is able to bridge the gap.

Key finding #2: Online Education
Online Education traditionally has a low success and high dropout rate, so the challenge is to improve student persistence in online classes. However, persistence and success rates have improved. This is in part because the Canvas LMS (Learning Management System) is more user-friendly in general. Further, Online Education instructors are now required to complete the CTTL's Online Education (Canvas) training prior to receiving online teaching assignments. The CTTL's Online Education training is grounded in pedagogical best practices. Overall, the training has positively impacted the delivery of online courses. That said, further effort could be used in developing hybrid classes.

Key finding #3: New programs
The English Department has been quick to implement innovative new programs. With the upcoming Meta-Major restructuring, the English Department can see itself as part of this shift, especially in the area of General Education. This change will provide us with new opportunities for innovation. The challenge is to maintain the core purpose of our English Program. Concerns may be that English instructors find themselves divided between the needs of the meta-major "house" and the needs of their discipline. Further research will take place when the general education program is more developed and our department is integrated into the campus wide restructuring effort.

Key finding #4: Assessment
Assessment is always a challenge for our Department. One reason is that the assessment of essays is time consuming. Further, only one or two rotating literature courses are offered each semester, so these courses are not well-integrated into our assessment process so are not standardized; however, we have the opportunity to try our new assessment process in hopes that it will prove more dependable and valuable. The new process includes a more robust sample of student essays assessed using the department rubric via an online survey, while dedicating the beginning of

next semester to evaluating our findings and norming for the new assessment cycle. Given this process, we will be better able to more clearly spot skills that need work. Our concern is the amount of work English instructors accomplish in general, and to what extent they have enough time to fulfill the assessment demands. Further research will reveal to what extent our new assessment process will work and how well this process can sustain itself. Finally, we need to use the assessment information to help improve student success.

IV.A.2 Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Narrative

Our ideal future is to increase student success through continuing to improve our pedagogy and teaching approaches and to monitor the effects of AB-705 and our campus-wide restructuring due the Skyline College Promise Redesign. We would like to continue working on pedagogy that prepares students for the workplace. We also hope to improve equity through best practices and a heightened consciousness of the needs of our diverse population. Finally, we would like to improve the critical thinking and writing skills of all our students through careful scaffolding and support.

V.A.   **Program Strategy**

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Narrative

1. **Goal #1**: Implement new norming/assessment process
   Plan: Implement new assessment procedures
   Date of Implementation: Fall 2018
   Resources needed: Novi Survey

2. **Goal #2**: Metamajors/GE reform to ensure that our English courses are fulfilling their purpose as a service course to the wider college transfer offerings.
   Plan: Get more English faculty involved in GE planning. Have instructors begin to contextualize for the various majors (i.e., English for Business majors or English for STEM majors).
   Date of Implementation: On going.
   Resources Needed: None

3. **Goal #3**: Provide a smooth transition to AB-705
   Plan: Continue to offer Community of Practice classes to explore new pedagogy and ask for more resources such as Supplemental Instructors in the classroom. Support is also needed for DPS students.
   Date of Implementation: Fall 2019
   Resources Need: Funding for support services

4. **Goal #4**: Support equity programs including Learning Communities. However, data shows that the success rates of African-Americans, Pacific Islanders, & Latinx are disproportionately low, and even more so when disaggregated by gender (male).
   Plan: Continue teaching culturally relevant pedagogy, including using diverse books and materials. Continue to work on best practices in regards to equity.
   Date of implementation: On going
   Resources Needed: Continued professional development on issues of equity.

5. **Goal #5**: Improve student writing and critical thinking
   Plan: Continue idea exchange as to scaffolding assignments, prompt design, conference techniques, and writing evaluation.
   Date of implementation: Ongoing
   Resources needed: None

V.B. **Action Plan and Resources Requests**

Develop one of more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR report under this item.

1. To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
2. IMPORTANT! Make sure to associate each objective to this standard in the CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative
See Planning Module

Associated Objectives
678-Classroom Assistance
684-Professional Development Retreats

Budget Request
ENGL-CPR-BudgetRequest-2019-20