



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: **March 20, 2014**

Key Findings:

- Persistence rate numbers have improved slightly.
- Assessment instruments are being standardized for ease of use.
- Our Learning Communities offerings have increased; however our literature offerings have decreased
- English department needs more full time instructors to accomplish the increasing workload.
- Distance Learning instructors need times to meet, preferable with a tech advisor.

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

List Names and Positions:

English Faculty:
Katharine Harer, Karen Wong, Lucia Lachmayr, Nina Floro,
Jim Bowsher, Nathan Jones, Chris Gibson, Paula Silva, Rob
Williams, Rachel Bell, Gwen Fuller, Kathleen Feinblum

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; 13 FT faculty; 29 PT Faculty; 1 Classified; 1 student worker

FT Faculty:

13

FT Classified:

1

Volunteers:

0

PT/OL Faculty (FTE):

29

PT Classified (FTE):

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/>**
- Since last program review in Spring 2013, we assessed Lit 432 Folklore and ENGL 846 Reading and Writing Connections. All English classes are assessed using an in-class essay. Different writing skills are scored from 4 being the highest, to 1. The minimum desired outcome was set at an 2.5 point average.
 - For ENGL 846: Students scores averaged 2.4 in all categories. In general, those instructors participating in the assessment felt that students needed assistance in how to work in a college setting. The scores were a bit lower in text integration. The prompt also needed adjusting so some of the results reflect the quality of the instrument itself. Difficulties with the instrument will be rectified for the next assessment.
 - For Lit 432: Students excelled in asking their own questions about the texts, answering these questions and working collaboratively. Students also excelled in linking folkloric warnings to modern day problems, and to finding universal truths that span across cultures.

Analysis:

- In general, we found the SLOs sound, but continued work is needed in essay and writing development. We are continuing to unify our standards through the English department rubric and through pedagogical discussions as part of our department meetings, drawing from Best Practices. We are also continuing to mentor and observe each other's classes so that we have more consistency in instruction.
- The English Department Rhetoric is nearly complete. The text, which will be available to all faculty and students, will provide clear information on writing and reading skills and will serve to align instruction.
- TracDat is current.

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>.

- For 2012/ 2013, the success rate jumped 3% to 67% but fell short of the 70% goal. The retention rate jumped 1% to 81% but fell short of the 84% goal. See Action Plan for further comment.
 - Broken down by ethnicity:
 - AF Am: +1% in success rate to 55%; same retention at 76%;
 - Asian: +6% in success rate to 74%; +4% retention rate to 84%
 - Filipino: +3% in success rate to 69%; retention rate the same at 81%
 - Hispanic: success the same at 61%; retention same at 79%
 - Native American: - 26% in success rate to 17%; -7 retention drop to 50%; (out of a 6 headcount)
 - White: Retention +5% success rate to 70%; +5% retention rate to 83%
- The division's efforts to address drop culture is working. Last year a persistence rate that had been 77% for many years increased to 81% in ENGL100. The following practices may be contributing to the rise in persistence rate:
 - 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
 - WebAccess has been used successfully in several ways: Students are being trained on how to access Web-Access resources. Instructors are using WebAccess as way to make available a lot of resources and to give timely feedback.
 - The increase in Learning Communities—CAAs (Career Advancement Academy) and FYE (First Year Experience) are expanding to SYE (Second Year Experience)
 - 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
- The common departmental rubric is being used to convey explicit standards and as a tool for students to evaluate their own writing and that of their peers.
- Working with students in office hours or encouraging them to seek out tutoring
- Supplementary Instruction support
- Heightened awareness of pedagogy via the speaker series which is open to faculty, staff, and students and which encourages discussion on constructive teaching practices.

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

Technology / Distance Learning issues:

- Spell check has been removed from Web Access which makes polished communication more time consuming.
- Distance learning English instructors requested frequent brown bag meetings to discuss discipline-specific issues. As part of these meetings, a technical expert could be available to go over features, short cuts and great ways to use technology. The teachers could also share effective ways they use the technology as well. In response to this request, our department is setting up two meetings a year to address concerns of distance learning faculty.
- CTTL needs to expand their professional development role so that it provides more in-person teaching on tools which exist on WebAccess. This mission needs to be ongoing. Perhaps distance learning educators could form a stronger liaison with the CTTL than what now exists.
- Distance learning instructors could also benefit from inviting outside guests specializing in technology in education.
- Distance Learning instructors, especially adjuncts, need funds to attend online teaching conferences.

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?)
-
- There are no new courses.
 - 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.
-
- Core courses are offered every semester. However, ENGL 165 Critical Thinking was canceled in Spring 2014 due to low enrollment.
 - The ideal curriculum cycle would not only include core course offerings every semester, but several literature courses as well, giving students a choice between online and face to face instruction. Right now, our face to face literature courses are dwindling. Here are some suggestions to bolster enrollment in our literature classes:
 - American Lit pre 1750 (LIT 201), U.S. Latino Literature (LIT 370), Black Literature (LIT 267) didn't fill this past year. In looking at these particular courses, here are suggestions:
 - LIT 370 should not be offered the same semester as Puente ENGL 110.
 - The LIT 267 enrollment issue may need more coordination with ASTEP so that adequate recruiting can take place.
 - Offer Transfer Model Curriculum courses (LIT 201/202 Survey of American Literature and LIT 231/232 Survey of British Literature) online to draw from a larger population. If students don't flourish in an online environment perhaps the CTTL can be offered as a resource to students.
 - Broaden our recruitment strategies to include those students involved in adjoining programs like CIPHER
 - Connect any new courses, genre courses and identity based course to General Education requirements
 - Continue to support our Learning Communities by incorporating the literature classes into their rotation
 - Counselors and teachers can funnel Learning Community students into these courses to maintain the supportive cohort. We can engage the counselors in these strategies.

- Consider “un-retiring” our short story and poetry courses since they enrolled well in the past and can be taught using readings by multicultural authors .
- Other suggestions for course expansion include:
 - Develop course and/or curriculum on gay, lesbian, and transgender theme and/or writers to address this community’s needs
 - Continue to support Learning Communities and CAAs in newly formed Paralegal CAA, Social Justice League, and CIPHER programs.
 - Expand expertise in Accelerated courses by identifying another instructor cohort to attend the stateside training
 - Generate more robust self-placement into ENGL 846 and ENGL 100

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.

Responses:

- The English Department Rhetoric for English classes will be completed at the end of the spring semester, piloted in the Fall, and printed by the following spring. A Skyline College for Program Development Project Fund grant was submitted to fund print copies of the Rhetoric for all full and part-time English faculty, and rhetoric contributors.
- Assessment instruments are being created for all composition and literature courses with the focus on calibrating the readings and prompts to the different levels. However prompts are always in need of clarification and we will continue to refine the instruments.
- Several of our departmental meetings have been devoted to pedagogical discussions.
- The English Department Faculty Handbook is completed and on line.
- Several English Instructors are assessing the Citizenship ISLO.
- The English department has expanded their Learning Communities offerings.
- Accelerated ENGL 846 curriculum has been implemented more widely. Training in Acceleration was offered in the Summer of 2013 for new instructors.
- We need more full time instructors to accomplish the increasing workload of our department.

Recommendations:

- 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.

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 while simultaneously creating a department rhetoric that includes these strategies.
- Continue creating a consistent assessment instrument for all core classes so that they are ready to use. Literature and Creative writing has already developed their instruments.
- Tutors in the writing center are attending a class taught by a faculty member.
- Work with ASTEP, Puente, SALSA, and PRIE to understand factors impacting Latino and African American student persistence and success. Develop strategies in partnership with these programs and resources.

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. Professional Development needs:

- Accelerated instruction roundtables
- 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. Office of Planning, Research and Institutional Effectiveness requests.

Actions:

- 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<p>For FT eligible for laptops: \$1000 x 5 = \$5,000.</p> <p>For PT eligible for laptops: \$1000 x 3 = \$3,000.</p> <p>Desktop and printer = \$1,000 total.</p>
Facilities	<ol style="list-style-type: none"> 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.