

2017 English/Reading/Literature Annual Program Plan

ENGL English/Reading/Literature

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| <p>I.A. Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College? (Program Profile: Purpose)</p> |
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Narrative

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.

II.A. Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. (**Analysis: Progress on Prior Program Objectives (Goals) and Activities**)

Narrative

- The Department is continuing to offer professional development activities to faculty members through CTTL (such as training in Reading Apprenticeship), and through conference funding.
- The Department is increasing its collaboration with the Writing-Reading Lab (WRL) in The Learning Center (TLC). The focus is on the following: (1) Making the WRL more visible to students on how to access tutoring and workshops. (2) Visiting the possibility of re-instituting English Faculty in the TLC as part of teaching loads. (3) Co-creating and co-teaching writing and reading workshops with tutors. 4) Assisting with Supplemental Instructor Training. The English Placement instrument for ENGL 100/105 has been simplified by consolidating two separate questionnaires into one questionnaire for all class levels.
- The Department has been facilitating special workshops for instructors of ENGL 105, every semester for three weekends. The goal of these workshops are to train faculty on affective domain techniques in order to complement skill instruction.
- In Fall 2016, the English department decided to pilot “stacked” classes combining ENGL 105 with 846 classes in order to eliminate an exit point and allow more ENGL 846 students to pass. In Fall 2016, the English Department offered 6 stacked classes. As a result, 29 students who placed in ENGL 846 finished at the ENGL 105 level. Three students enrolled in ENGL 105 were moved to ENGL 846. This way, they were able to pass English and enroll into an ENGL 100 or 105 class. The Department is increasing the amount of stacked classes as (we hope) this option becomes more in demand.
- In implementing the new Canvas program, online instructors are taking the opportunity to look at the “big picture” in teaching online (course design, best practices in online interaction, scaffolding, feedback); plus the technical aspects: (how best to use discussion forums, announcements, emails).
- Online instructors are working setting up a 2-week window when they can log into each other’s classes, both complete and under construction, in order to give each other feedback.

II.B. Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur. (**Analysis: Program Environment**)

Narrative

We hired one new full-time faculty member for the English Department. This gives our department more diversity in teaching styles and an extra hand in administrative duties.

- II.C.** (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. (**Analysis: Student Learning Outcomes (SLOs and PSLOs)**)

Narrative

See attachment for more comprehensive report on our assessment for Fall 2016 classes.

- In Fall of 2016, ENGL 100 was assessed. We pulled 3 essays from 32 essays not so much to get an average score but to discuss student skills. We looked at the following skills: Thesis, organization of essay and paragraphs and response to the assigned text. The average score was 2.3, the minimum success score. The main takeaway is that we have to set a consistent protocol to get more accurate data. However, as in previous assessments, students are having problems generating analytical theses and delving deeply into the subject matter..
- For Lit 151- Graphic Lit, Lit 201 – American Lit I, and Lit 231 - Survey of British Literature I, the results were higher, the average score reaching 3.0.

III.A. Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness. **(Reflection: Considering Key Findings)**

Narrative

See attached chart with success and withdrawal rates from 2014-2017 for both face to face and online core classes.

- The most significant shifts were in 2016-2017. The success rate for ENGL 846 dipped to 57.8% with a 17.2% withdrawal rate. Conversely, the success rate for ENGL 105 rose to 72.6% with a 9.8% withdrawal rate. This indicates that longer class time at the ENGL 105 level is very productive and perhaps should be the College Composition class for all students. As well, the success rate of ENGL 110 remained in the 77th percentile.
- The success rate for Online Classes remained in the 54th percentile with a 34% withdrawal rate. This indicates that students may not have a full picture of the work required for an online class and may be underestimating the effort it takes to pass.

III.B. If the program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do. (**Reflection: ISLOs**)

Narrative

See charts for detailed breakdown

- In Fall 2015 Effective Communication was assessed using 2 sections of ENGL 100 and 4 sections of ENGL 110. Students scored relatively high in all criteria. Analysis and Audience scored the lowest at 57%..
- In Spring 2016, Critical Thinking was assessed using 3 sections of ENGL 100, 1 section of ENGL 105 , 1 section of ENGL 110 and 1 section of ENGL 165. There were 16 evaluation criteria for this ISLO. Students scored the highest on Supporting Relevant Evidence and the lowest on Inconsistencies of argument. These spread seems to reflect the SLOs which emphasizes support for the thesis in an argument/analysis.

IV.A. Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item. **(Strategy for Program Enhancement: Continuation/Modification)**

Narrative

- The Department is continuing to evaluate retention and success rates of ENGL 105 as to whether the new cut scores and placement policies are being calibrated effectively.
- Department meetings focus on a pedagogical concerns where faculty contribute ideas and teaching methods to the discussion.
- The Department is about to embark on the review of all our courses. Work on the literature course outlines will be begin Summer 2017 with a small group of faculty. Core courses will be reviewed by department starting in the Fall 2017. We will be looking at our requirements and updating our materials. The goal is to be ready for Comprehensive Program Review in Fall 2018-Spring 2019 academic year.

IV.B. Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP 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 APP. Need help? Contact the PRIE Office for further instructions. **(Strategy for Program Enhancement: Action Plan and Resource Requests)**

Narrative

See Planning Module

Associated Objectives

 [57-Professional Development support for new ENGL 105 instructors](#)

 [56-Supplemental Instructors for all classrooms](#)

Task Details Report

Planning Year: 2017-2018

Planning Unit: English/Reading/Literature

Unit Manager: Feinblum, Kathleen

Objective: 56 - Supplemental Instructors for all classrooms

Objective Description:

The English Department would like to have more Supplemental Instructors in all levels of classes. We find that the success rates go up because SIs are able to offer more assistance to struggling students.

Start Date: 4/12/2017	Task Type: Department/Division/Unit	Priority Level: High	Task Order: 1
Due Date: 8/21/2017	Completion Date:	Task Status: New/Pending	Budget: \$15,000

We currently have SIs for some of our classes. The budget and training for SIs come from the Learning Center. Instructors identify students who have completed the course with a B or higher and who have good personal skills to work with struggling students. The next semester, the SIs are given a particular class with a particular instructor. The SIs function in the classroom is refined through meetings between the SI and instructor

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
1495	English/Reading/Literature	\$15,000 for 10 Supplemental Instructors for 2 semesters. Rationale: Supplemental Instructors provide additional help to those in the class who are struggling thereby enabling those students to pass. Supplemental Instructors help students move through the system more efficiently and increase the retention and success rate.	\$15000.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Planning Unit: English/Reading/Literature
Unit Manager: Feinblum, Kathleen

Objective: 57 - Professional Development support for new ENGL 105 instructors

Objective Description:

The English department is expanding the ENGL 105 classes in order to get more developmental students into the college transfer level. So far, our "stacked" 105/846 classes have shown that a significant number of students can bypass the developmental course and finish the ENGL 100/105 requirements thus eliminating one exit point. However we continue to need workshops for instructors new to this challenge. The cost of this service includes release time for the workshop coordinator and food for the participants..

Start Date: 4/12/2017	Task Type: Department/Division/Unit	Priority Level: High	Task Order: 1
Due Date: 7/1/2017	Completion Date:	Task Status: New/Pending	Budget: \$25,500

We already have the ENGL 105 training in progress. The resources are to continue this program especially as we are constantly getting new adjuncts into our department.

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
4510	English/Reading/Literature	The request is for food to be provided during our all day ENGL 105 workshops. We hold 3 workshops per semester. We want to keep instructors during the whole session which run from 8:30-3:30 so they can discuss workshop concepts and work on projects without interruption.	\$3500.00	\$0.00
1495	English/Reading/Literature	\$22,000 is for stipends so that adjunct professors can attend the professional development workshops. Many of our ENGL 105 instructors are adjunct professors yet their salary does not cover activities outside the class time. Currently ENGL 105 has the highest retention/success rate and this is largely due to teaching training not only for full-timers but for our part-timers as well.	\$22000.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	