

2019-20 English Annual Program Plan

I.A. Program Profile: Purpose

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?

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.

I.B. Program Planning Team

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

Narrative

Participants:

Kathleen Feinblum - APP document coordinator

Rachel Bell - Managed department activities and furnished department activity report.

Zahra Mojtahedi - furnished PRIE data

Michelle Weiss, Jessica Powers and Gregory Christianson - furnished DE comments

Michael Cross - furnished material for General Education Inquiry Team

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

Our prior objectives focused on professional development for instructors in order to improve student outcomes. ENGL 105 has been implemented. We are now looking to see if students are able to write college transfer level essays in a shorter amount of time. In Fall 2017-Spring 2018 – we are still doing professional development sessions for new instructors interested in teaching ENGL 105. We have added the following:

- We initiated a process by which professors can visit each other's classes
- We revised our Full-Time/Adjunct mentor program. This includes creating a mentor guide that includes the Best Practices of mentoring
- CTTL presented workshops for adjuncts on how to apply for full-time teaching jobs.
- English Department Rhetoric was made more "click friendly so that writing instruction would be easier.
- Course outlines for Literature and Core Courses are being revised for our Program Review in Spring 2019. New templates were created which reflect current practices. The goal is to move curriculum through early in the Program Review Process so that next academic year can be spent on the Program Review Document itself.

II.B. Analysis: Program Environment

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.

Narrative

The English Department did not hire new full-time faculty this year.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

- 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.

Narrative

See attachment for more comprehensive report on our assessment for Fall 2017

- In Fall 2017, ENGL 100-105 was assessed. We wanted to find out whether ENGL 105 students reached the same skill level as ENGL 100 at the end of the semester. We pulled 54 ENGL 100 essays and 54 ENGL 105 essays and evaluated them as to thesis, organization, development, use of text and general score. The general average was ENGL 100 – 2.2 and ENGL 105 - 1.9.
- Faculty felt that the process was flawed. Our immediate solution is to select norming sets next Spring to be used in subsequent assessments.
- Details, including our process is on the Assessment Report attachment. The breakdown of data can be found in the Figures from Fall 2017 Assessment section.
- ENGL 161-162 Creative Writing and LIT 370 Readings in Literature of the Latino in the United States were up for assessment. ENGL 161-162 achieved a 100% success rate using portfolios as the assessment instrument. We did not receive assessment data for LIT 370.

III.A. Reflection: Considering Key Findings

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.

Narrative

PRIE Data – General Breakdown Summer 2016-Fall 2017. For details see PRIE Data attached.

Face to Face:

Classes	Summer 2016		Spring 2016		Fall 2017	
	Success Rate	Withdrawal Rate	Success Rate	Withdrawal Rate	Success Rate	Withdrawal Rate
ENGL 828	75.0%	8.3%	66.7%	19.6%	85.3%	1.5%
ENGL 846	57.0%	10.0%	60.0%	20.6%	50.7%	22.5%
ENGL 105	--	--	61.6%	16.7%	66.7%	12.6%
ENGL 100	65.9%	17.4%	66.0%	14.2%	65.9%	17.2%
ENGL 110	79.9%	11.3%	80.5%	11.8%	75.5%	13.8%

Distance Learning-General Breakdown:

Classes	Summer 2016		Spring 2016		Fall 2017	
	Success Rate	Withdrawal Rate	Success Rate	Withdrawal Rate	Success Rate	Withdrawal Rate
ENGL 100	56.2%	30.1%	60.0%	27.7%	56.1%	33.3%
ENGL 110	40.6%	50.0%	75.3%	20.0%	74.7%	19.8%

What was Learned:

Between 100 and 105, there is around 1%-5% difference in the success rate. Withdrawal rate has a 2% difference. The English Department has been discussing the idea of making all of our College Composition classes into ENGL 105. This would give us extra time for instruction and student contact.

ENGL 110 success rates are significantly higher and withdrawal rates are lower because students by then have made a commitment to college and are more experienced.

Distance Learning classes traditionally have lower completion rates, however ENGL 110 students tend to do better probably because they have the maturity for more independent study.

Other PRIE data shows that full-time students are more successful than part-time students.

III.B. Reflection: ISLOs

If your 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.

Narrative

No ISLOs were evaluated by English Faculty this academic year.

IV.A. Strategy for Program Enhancement: Continuation/Modification

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.

Narrative

Our program continues to implement the CPR strategies of last year. Below are some enhancements:

- In our assessment, we found that ENGL 105 scores were low. We have not yet discussed re-calibrating the cut scores and placement policies.
- In the process of program review, which includes redoing our course outlines, we are re-examining our content, standardizing our course outline format and re-aligning our courses to the C-ID descriptors.
- In Spring of 2018, English Faculty met with librarians to adjust the process of implementing the Information Literacy requirement into our 100/105 classes. The increase in ENGL 105 sessions also increased the demand for workshop appointments. In the meeting, two basic models emerged. 1) In the embedded model, a librarian comes into the classroom during the beginning of the year and introduces basic research concepts and then, during year, the librarian comes back for four additional 15-20 minute sessions. For the “menu” model, the librarian provides a list of skills of which the instructor can choose to implement. Instructors can post the chosen material on his/her Canvas page.
- Faculty will continue their efforts in professional development by having small workshops, continuing the mentoring project and working on the department handbook. However, most of the effort in the coming year will be dedicated to Program Review.
- Some distance learning instructors have been having trouble with Canvas, mostly due to its quirks. CTTL has provided a chat room where DE instructors can exchange information and tips.
- The General Education Inquiry Team, part of the larger Design Team, is currently proposing a program that develops meaningful, interdisciplinary pathways for general education courses that utilize e-portfolios, capstones, and service learning as "high impact practices" in order to help students see the connections between GE and discipline knowledge.

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

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. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

See Planning Module