



Instructional Program Review Update Template

Directions: Enter your narrative responses after the questions. Upload report(s) that you reference in each narrative.

Submitter: Lucia Lachmayr

Submission Date: 11/19/2021

DIVISION: Language Arts

PROGRAM NAME: [English](#)

1.A. STATUS OF PRIOR GOAL – Goal # 1

Complete the section of questions for each goal, for instance 1.A. for the first goal, 1.B. for the second, and so on. If there are more than five goals, please contact the [Office of Planning, Research, and Institutional Effectiveness \(PRIE\)](#) to add sections.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Strengthen the English major program to better serve our local Skyline students. 2021. 5% increase in Skyline English majors

STATUS: Ongoing Revised for this cycle New Completed Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
 - a) Roughly how much of the goal has been implemented – 25/50/75%?
 - b) What has been accomplished thus far?
 - c) What has been the impact of resources that were provided? Not Applicable
 - d) What are challenges not already documented? Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

Narrative: Skyline College's English program has been lackluster for many years, especially in comparison to the more robust English major programs at our sister colleges. We feel this does a disservice to our students who may be interested in English as a major as they have few opportunities to take classes here at the college and want to foster a place where students have access to quality curriculum as an avenue for academic success on their home campus.

What do we want to know?

1. Identify low enrollment issues
2. How to remedy comp load complications, i.e. complications with mixing comp and lit load



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3. How to determine student interest in the program (through survey, emails, questionnaire)
4. How do we use social media to promote, and encourage interest in, the English Classes/ Program
5. Determine how many English majors are taking classes at sister schools who might prefer taking classes at Skyline
6. What are Canada and CSM doing to foster their English program?

IMPLEMENTATION STEP(S) AND TIMELINE – FOR ONLY ONGOING, REVISED, & NEW GOAL(S)

List *remaining* and/or *new* implementation steps and timelines for ongoing and/or revised goals.

List implementation step(s) to achieve new goals, which can include intended changes, professional development, and/or further inquiry.

What will we do?

- 1) Connect to career programs, learning communities, GE pathways, Jump Start, etc.
- 2) Strengthen connections to other colleges // high schools pathways.
- 3) Address holes in our course offerings: Native American lit., Shakespeare, etc.
- 4) Improve outreach with students (website, advertising, etc.)
- 5) Connect with marketing to promote and share information about the courses (video for students to show career options).
- 5) Provide intentionality about what we offer and how we offer it
- 6) Build relationships with counseling
- 7) Improve literature assessment
- 8) Develop measurable outcomes and benchmarks
- 9) Set up information table/ Plan class visits with presentations
- 10) Plan creative writing // Talisman // Reading series
- 11) Build community within the department.
- 12) Build connections with other departments: art, ethnic studies, history, etc.
- 13) Create a Club for English majors
- 14) Promote “One book” initiative for whole campus (sim. to #12).

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY NEW GOAL(S)



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- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING, REVISED, & NEW GOALS

(Recommended length: not to exceed 150 words for each goal)

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

1.B. STATUS OF PRIOR GOAL – Goal # 2

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Study best practices and data regarding pandemic online instruction to diversify and strengthen all modalities of teaching in order to improve student learning and success, while providing flexibility for both students and faculty. 2021. Improved teaching strategies.

STATUS: Ongoing Revised for this cycle New Completed Discontinued

SUPPORTING NARRATIVE FOR EACH GOALS' STATUS *(Recommend length: not to exceed 250 words)*

- Ongoing
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- New – Briefly explain the need for the goal, and how it aligns with the College Values.
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Narrative: Given our move to online instruction during the pandemic, and in spite of the many challenges, we have found that there were many useful and valuable resources and pedagogical practices we can continue to use and develop. To follow Skyline's "students first" philosophy, we would like to explore those practices that allow for maximum learning and success for our students via best practices in equitable, adaptive, and flexible teaching strategies to meet our students where they are so they are given every opportunity to excel.

What do we want to know? For the academic year, 2021-22, we will:

- 1) Explore what can we can do with hyflex and hybrid models?
- 2) What have we learned from a time of ubiquitous online learning?
- 3) In what way and how can we implement these course formats?
- 4) What considerations can be made for more flexible learning/work conditions?
- 5) Have students and faculty been asked for their preferences?
- 6) In what ways can we make everyone's lives easier?
- 7) What skills and groupwork strategies can be used to serve a variety of student experiences?
- 8) How can these practices help us with retention and student success?
- 9) How can we continue to use online learning tools regardless of modality?
- 10) How can we produce more (scheduling?) flexibility for faculty and students? How to integrate the flexibility we've had?
- 11) If instructors are able to meet with more students in office hours?
- 12) Offering weekend and evening office hours?
- 13) How to continue sharing/modeling creative presentations in online (synchronous) classes?
- 14) Offering innovative modalities to engage students outside of FTF learning.
- 15) Can hybrid models create greater space re: facilities constraints and class scheduling (e.g. enable us to move away from the M-W-F short class periods)?

IMPLEMENTATION STEP(S) AND TIMELINE

What will we do? Over the next academic year (2021-2022), we will:

1. Collect data and evidence from student experiences (including focus groups)



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2. Identify/develop a clear framework for different models of hybrid/online classes
3. Work with PRIE to get data on student online learning experiences
4. Run hybrid course pilots to practice teaching strategies in real-time--
https://drive.google.com/?usp=docs_web
5. Run a community of practice and share our findings with the larger college community

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1.C. STATUS OF PRIOR GOAL – Goal # 3

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Boost overall course success and reduce equity gaps among historically/disproportionately impacted racial/ethnic groups.

STATUS: Ongoing Revised for this cycle New Completed Discontinued



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Boost overall course success and reduce equity gaps among historically/disproportionately impacted racial/ethnic groups.

Narrative: Given the recent data we were shown by the PRIE office at the beginning of the semest that showed we still have equity gaps in the success of several historically disproportionately impacted groups, especially African American students, we realized we needed to address this social justice issue in a more aggressive manner. We need to go further in our exploration of our pedagogy, practices, and procedures so that we can address these equity gaps in order for all of our students can achieve the academic excellence they desire and deserve.

What do we want to know?

1. Success rate variation across sections
2. Racially/ethnically disaggregated success data from individual teachers' sections
3. Survey students to see what they need from us

IMPLEMENTATION STEP(S) AND TIMELINE

What will we do? For the academic year, 2021-22, we will:

2. Examine classroom practices
3. Look at texts & syllabi to make sure they are culturally relevant & responsive.
4. Interdisciplinary classes (Ethnic studies + English OR History + English classes, etc...).

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY NEW GOAL(S)

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2. COURSE SLO RESULTS

Upload the relevant [Improve](#) (formerly *Tracdat*) SLO reports with the last three years of course SLO results. If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.).

3. INSTITUTIONAL SLO RESULTS

When possible, concurrently assess course SLOs and ISLOs.

Report on the last three years of ISLO results which you'll receive from PRIE. Indicate if the results met the benchmark or were inconclusive. Additional commentary is optional.

ISLO	YEAR(S) ASSESSED	COURSE(S) TO ASSESS THE ISLO	RESULTS
CITIZENSHIP			
CRITICAL THINKING	2019	ENGL 105 and ENGL 110	At "Limited/No" or "Some" proficiency, with 65% Claims supported:Considers opposing views and 57% Response to Bias:Considers credibilityof evidence, this is clearly an area we need to work on.

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EFFECTIVE COMMUNICATION	2018	ENGL 105 and ENGL 110	At "Limited/No" or "Some" proficiency, 38% Information Analysis and Comprehension, this is an area we need to address.
INFORMATION LITERACTY			Just a note: "Literacy" spelled incorrectly.
LIFELONG WELLNESS			

Drawing from 2 and 3, what notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Which course results led to action(s) that were planned or taken, if any? What efforts, if any, have been made to enhance student learning in those courses (e.g., curricular and pedagogical changes to the course; course sequencing, including complementary general education courses; adoption of OER/ZTC texts; assessment design; collaborations with other areas of campus, etc.)? *(Recommended length: not to exceed 250 words).*

4. CURRICULUM

Please check the boxes to indicate that the following tasks have been completed:

- Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness
- Updated *Improve* with new or changed SLOs, and requested from PRIE the addition of new courses in order to input SLOs
 - Not Applicable
- Updated new or changed PSLOs on the program website after they are published in the College Catalog
 - Not Applicable
- Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee
 - Not Applicable

5. ADDITIONAL INFORMATION

- Not Applicable

Please note anything else that has not been captured above that is relevant to program
Last updated on October 5, 2021



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accomplishments, challenges, and resource needs. Explain and document your response as needed.

For ENGL 105 Action: Too few respondents. Redo assessment process (02/14/2019) Action Plan Category: Conduct further assessment as well as change the process for said assessment.

For ENGL 110 02/12/2019 Action: In terms of the results themselves, after a robust discussion, faculty decided to focus on thesis construction and organizational development specifically over the course of the spring term. In order to accomplish this task, we will dedicate Department meeting time to discuss thesis development and organizational strategies in order to share best practices. Once we've done so, we hope to co-construct a deliverable to share with the Learning Center and adjunct English faculty to share our discoveries and pedagogical strategies in order to create some consistency in our teaching styles and strategies. We also discussed spending more time discussing essay prompt construction together prior to our next norming session. Action Plan Category: Use new or revised teaching methods
Action: Work on scaffolding (02/14/2019) Action Plan Category: Use new or revised teaching methods

ENGL 819 Action: The department will discuss all literature assessment results in Fall 2019 to coordinate a plan to address individualized pedagogical development to improve student success.

LIT 101 Action: The department will discuss all literature assessment results in Fall 2019 to coordinate a plan to address individualized pedagogical development to improve student success.

LIT 201 Action: The department will discuss all literature assessment results in Fall 2019 to coordinate a plan to address individualized pedagogical development to improve student success.
(05/23/2019) Action Plan Category: Use new or revised teaching methods

Action: We will continue to share our assessment results to ensure that the process is valuable for the Department while simultaneously ensuring that our students are getting the most out of our classes.
(09/30/2019) Action Plan Category: Conduct further assessment

APPROVAL AND SIGNATURE

This document has been reviewed and approved by: [Click or tap here to enter text.](#) on [Click or tap to enter a date.](#)