Academic Program Review



|  |  |  |
| --- | --- | --- |
| **ACADEMIC YEAR** | 2014/2015 | Basic Skills  Transfer  Career Technical Education (CTE) |
| **PROGRAM** | English | |
| **DESCRIPTION/PURPOSE** | Grammar, Reading, Writing, Composition, Literature | |
| **DIVISION** | Arts, Letters, and Learning Services | |
| **DEPARTMENT** | English | |
| **SUBMITTED BY:** | Kathleen Dorantes | |

|  |  |  |  |
| --- | --- | --- | --- |
| **INSTITUTIONAL GOAL 1** | **INSTITUTIONAL GOAL 2** | **INSTITUTIONAL GOAL 3** | **INSTITUTIONAL GOAL 4** |
| **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.  **1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.  **1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.  **1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.  **1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders. | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.  **2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.  **2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.  **2.5** Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.  **2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.  **3.1** Develop and implement a resource allocation plan that leads to fiscal stability.  **3.2** Implement a robust technological infrastructure and the enterprise software to support the college process.  **3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan.  **3.4** Design and commit to a long-term professional development plan.  3.5 Raise the health awareness of faculty, staff, and students. | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.  **4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.  **4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.  **4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process.  **4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.  **4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |

**I. INSTITUTIONAL GOALS**

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **PAST PROGRAM GOAL #1** | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  The English Department will continue to explore opportunities in online and hybrid classes. | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  The online program in English is expanding, reaching more students who prefer online classes. In Fall 2014, the English Department offered four sections of Online English 009 and four sections of Online English 110. In addition, two sections of Hybrid English 110 were piloted in Fall 2014. Although the English Department had hoped to pilot two Hybrid English 009 sections, changes in the Distance Education policies mean that English does not yet have an instructor for those hybrid classes. We will work on finding a full-time instructor interested in developing Hybrid English 009. In the current schedule, we will offer three online English 009 classes. For English 110 in Spring 2015, an extra section of Online English 110 was added to the offerings for a total of two Hybrid English 009s and five sections of Online English 110. | | | | | |
| The student success rate in online classes is increasing, especially at the English 110 level. Overall, the online success rate for Spring 2014 was 43%, just below the success rate in the same semester for the Day Sections, which was 44%. Both of these lagged a little behind the Extended Day success rate of 49%. | | | | | |
| Meanwhile, the Distance Education Committee will evaluate Online English 110 classes for two additional instructors this semester. If they are approved, we will have five full-time instructors who are approved to teach online or hybrid English 110. We also have two instructors who have begun preliminary steps to get online or hybrid English 9 classes approved. | | | | | |  | |
| **2** | **PAST PROGRAM GOAL #2** | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  The English Department will continue to explore opportunities in pairing basic skills classes with 100-level education classes. | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | | Partially Met | | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  The English Department will pilot two learning communities in Spring 2015. Two learning communities or paired classes are on the schedule. One pairs English 9 with English 59, Grammar. Another pairs English 9 with Reading 19. The goal for each of these learning communities will be to increase student success by providing a complementary class to English 9 that will boost language skills.  In Fall 2015, the English Department will offer more learning communities. There will be an English 19 Reading class paired with Biology 100. The goal is to increase student success in the Biology class by providing a complementary English class that will offer reading comprehension in the targeted subject matter. | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3** | **PAST PROGRAM GOAL #3** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  The English Department will continue to explore opportunities in evaluation of textbooks appropriate for each level of instruction. | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  This goal will be addressed in Spring 2015. | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **4** | **PAST PROGRAM GOAL #4** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  The English Department will continue to explore opportunities in funding and implementation of embedded tutors in basic skills classes. | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  A pilot program of embedded tutors is running in both semesters of 2014, funded through a BSI grant. There were four English classes in the pilot program in Spring 2014 (two English 9s and two 10s), and there are three English classes in the pilot program in Fall 2014 (two English 9s and one 10).  In the Spring 2014 semester, in the two English 9 classes, there was a 53% average success rate in the classes with embedded tutors as opposed to a 44% average success rate in all other English 9 classes. In English 10, success rates in classes with embedded and non-embedded tutors were exactly the same at 49%.  The Tutorial Specialist, the class instructors, and the tutors seek to improve these figures. | | | | |

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION**
2. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education. Narrative only. ***Submit electronic excel file with graphs or trend data***.
3. **Enrollment and Fill Rates**

Discuss the trends in enrollment and fill rate for each program by day and evening at the program level.

During the period under examination, there have been several changes that have affected the English Department’s enrollment and fill rates. First, after Spring 2012, classes were consolidated. English 96 and 97, each three units, were consolidated into English 8, a four-unit class. English 98 and 99, each three units, were consolidated into English 9, also four units. In addition, class enrollment caps were increased, and the reading component of the graduation requirement was fulfilled by changing freshman composition English 101 into English 110, Reading and Composition, a four-unit class.

The fill rate for Spring 2014 was 94% for day, 90% for extended day, and 91% for online, showing a fairly consistent fill rate in these categories. The average fill rate for the last three years has been 98% for day, 94% for extended day, and 89% for online (adjusted due to no online classes in Spring 2013). This shows the fill rates have been fairly consistent over time.

Enrollment has dropped, but much of that has been due to the loss of many sections of reading classes. As far as sections of freshman composition, these have steadily increased. In Fall 2011, there were 24 sections of English 101. By Fall 2014, there are 29 sections of English 110, and that includes an increased classroom cap.

1. **Productivity**

What are the trends in productivity? [[1]](#footnote-1)

The WSCH/FTEF for Spring 2014 is 406.62. This is below the target of 525, and the average for three years is 434.08. Due to the nature of English composition and literature classes and the difficulty in increasing class sizes for these types of classes, it is doubtful that English will ever reach this target.

1. **Success and Retention**

Discuss the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

For day sections, the success rate for the last three years averages 54%, but for the Spring 2014 semester, success rates are 44%. For extended day, the average is 60%, but for spring 2014, the rate dropped to 49%. For online, the three-year average is 44% (adjusted due to no online classes in Spring 2013), and the success rate for Spring 2014 is 43%. Both day and extended day classes saw a marked drop in success rates while online classes held steady.

The drop in the success rate could be due to lack of required reading classes, or it could be the MWF configuration of class schedules. It could also be due to increased class caps.

For day sections, the retention rate for the last three years averages 81%, but for the Spring 2014 semester, retention rates were 71%. For extended day, the average is 78%, but for spring 2014, the rate dropped to 71%. For online, the three-year average is 70% (adjusted due to no online classes in Spring 2013), and the retention rate for Spring 2014 is 63%. All types of classes saw a drop in retention recently.

1. **Success and Retention by Ethnicity**

Discuss the success and retention rates by demographic diversity of students.

Success rate averages for the past three years are 58% for African-Americans, 56% for Hispanics, 63% for Whites, and 65% for other. Since IVC is near the Mexican border and many of our students speak Spanish as a native language, it is not surprising that this group has the lowest success rate in English classes.

Retention averages for the past three years are 86% for African-American, 80% for Hispanic, 75% for White, and 78% for other.

1. **Degrees and Certificates**

Discuss the trends in the number of degrees and/or certificates awarded.

In the 2013-2014 year, four students were awarded an AA in English, and two students were awarded the new Associate of Arts in English for Transfer (AA-T). This new degree will make it easier for graduates to transfer to the CSU system, but it is new, and students still need to be better informed about this degree.

1. **Program Changes**

What program changes, if any, do you expect to have a positive effect on students?

This is the first year that Hybrid English 110 has been offered, and it gives students a convenient way to transition from traditional classroom to working in a more online environment.

Furthermore, Learning Communities to be offered in the Spring 2015 semester should boost student success and increase student reading and writing skills.

Finally, the English Department continues to hold the English 9 common essay examination, and the department has expanded that in the past year to English 8. All students participated in the common essay examination in sections of those classes.

1. Summarize revisions, additions, deletions, and alternate delivery methods to courses and/or program based on the last program review.

Hybrid English 110 was added in Fall 2014, and Learning Communities will be added in the Spring 2015 semester. English 51, Individualized Reading Skills, was deleted.

1. Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes.

English 110 is a graduation requirement for Reading and Writing competencies. Plus, many students are admitted to Imperial Valley College needing remediation in English composition and/or Reading skills. As a result, the English Department maintains strong viability within the context of basic skills and transfer requirements. Only a few specialty classes are offered to a small number of students pursuing an AA-Transfer degree in English, and students also take these courses to meet GE requirements for CSU and UC.

Sections of English 110 have been steadily growing over the past three years, and it is anticipated that this growth will continue.

The English Department is aware of lower success rates overall. More investigation will be done to see if these rates can be tied to any particular trend, such as the lack of required reading classes, the MWF class configuration, or the increased class caps. Also, success and retention rates vary widely from instructor to instructor. The faculty needs to establish benchmark standards and develop professional development for all instructors.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **1** | **2015-2016 PROGRAM GOAL #1**  Budget Priority #1 | | | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Provide professional development | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** To provide professional development opportunities aimed at collaborative norming of expectations and improved student learning. | | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Task(s)** | | | | | | | |
| 1. Professional development in collaboration, coaching, and effective teaching strategies | | | | | | | |
| **Timeline:** Spring 2015 and Fall 2015 | | | | | | | |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$3,400** |
| 1. Research in learning expectations and strategies for equivalent courses at other colleges | | | | | | | |
| **Timeline:** Fall 2015 and Spring 2016 | | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$1,400** | |
| **How will this objective be measured?** An increased student success rate would be the mark of success in this objective. | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?** There is a wide variance on student success, depending on the instructor. Collaboration and training is needed so that instructors can adopt similar expectations in the classroom. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** The English Department chair would be the responsible person, and the English Department full-time and part-time faculty would be the users. | | | | | | | | |
| **2** | | **2015-2016 PROGRAM GOAL #2**  Budget Priority #1 | | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Improve student learning | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Employ strategies such as Learning Communities, embedded tutors, and ESL Bridge or other programs that will improve student learning | | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Task(s)** | | | | | | | |
| 1. Develop Student Learning Communities — The learning communities can be set up with no additional cost to the district, but the program could be enhanced with visits to other campuses that have active Learning Community programs. Also, there could be additional professional development to provide time for those involved with Learning Communities to prepare for these classes. | | | | | | | |
| **Timeline:**  Spring 2015 and Fall 2015 | | | | | | | |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$1,000** |
| 1. Provide embedded tutors: Currently, embedded tutors are being provided by a grant funded through the Basic Skills Initiative. The English Department seeks District funding on a recurring basis to continue this program in the future. We seek to expand the program to allow for four tutors in the fall and four tutors in the spring ($1,100 per tutor). | | | | | | | |
| **Timeline:** Fall 2015 and Spring 2016 | | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$8,800** | |
| **C.** Investigate how to bridge the gap between ESL skills required for success in English 8 and the lack of skills of ESL students. This could be done with no cost to the district, but the project could be enhanced with professional development. | | | | | | | |  |
| **Timeline:** Fall 2014 through Fall 2015 | | | | | | | |  |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |  |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$1,000** | |  |
| **How will this objective be measured?** An increased student success rate will be the measure of success. | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?**  Students will receive incentives to not drop the classes, and they will receive extra tutoring. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** The responsible party of the Learning Communities and the ESL bridge is the chair of the English Department. The responsible party for the embedded tutoring program is the Tutorial Specialist. The assigned users will be the faculty members that participate with these programs. | | | | | | | | |
| **3** | | | **2015-2016 PROGRAM GOAL #3**  Budget Priority #1 | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Improve departmental effectiveness | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Evaluate effectiveness of program offerings | | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Task(s)** | | | | | | | |
| 1. Evaluate the shift to MWF 75-minute periods on the success and retention rates for English 8, 9, and 110. | | | | | | | |
| **Timeline:** Spring 2015 | | | | | | | |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$ 0** |
| **B.** Evaluate success rates in English 010. | | | | | | | |
| **Timeline:** Spring 2015 | | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$0** | |
| 1. Evaluate the success rates of students who have completed reading classes as opposed to those who have not. | | | | | | | |
| **Timeline:** Spring 2015 | | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$0** | |
| **How will this objective be measured?** Some of the Learning Communities will be paired with reading classes, so an increased success rate in these classes will mark success in both Task A and Task C. These figures need to be compiled and evaluated. Statistics on English 010 need to be compiled and evaluated. | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?** Depending on what the statistics reveal, successful classes/strategies can be expanded, and non-successful classes/strategies can be improved. | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** The responsible party is the English Department chair, and the assigned users are the participating English faculty members. | | | | | | | | |

1. (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525. [↑](#footnote-ref-1)