



**Instructional Program Review – Annual Update
2021**

Date:	5/25/21
Program and Department:	English
CTE Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional programs included in this review:	
Date of last comprehensive review:	2015-2016
Submitted By:	Janae Dimick
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input checked="" type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

I. Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.

a. Have there been any changes that would require a change to your Program Mission?

Not at this time.

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here: <https://www.hancockcollege.edu/about/mission.php>

Our program aligns with the mission of offering quality educational experiences with highly qualified instructors who keep up with latest trends in education, encourage student dialogue both in and out of the classroom setting, support student learning in the Writing Center, and spend many hours beyond their contract assessing and responding to student work. Our courses and instruction enhance the creative, intellectual, cultural vitality of the community by drawing on culturally diverse and classic texts, demanding critical thinking of texts and topics, and nurturing the students' imagination in their response to current issues. The English program also enhances the economic vitality of the community by instructing students in a number of the skills desired by employers listed in the strategic plan: the ability to verbally communicate with persons inside and outside the organization, the ability to obtain and process information, the ability to create and/or edit written reports, and the ability to sell or influence others.

II. Student Success, Program Accessibility and Program Capacity

*NO data analysis required this year.

- a. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

The English department has worked tirelessly this year to address the pandemic and its impact on Hancock's students. Many full and part-time faculty members participated in semester-long Mentorship cohorts to share ideas and strategies to improve student retention and success. Faculty also participated in Tech "Show and Tell" bi-weekly meetings to share best practices for teaching in an online environment. In addition, 14 peer facilitators worked in our ERT and DL courses, assisting struggling students. After working with IR to collect data on AB705, the department voted to require that students with a 1.9 GPA and below take 112 to help them complete English 101. We ramped up our outreach efforts to encourage students in the 2.0-2.6 GPA range to enroll in 112 and created a digital marketing campaign to spread awareness of the course. As part of a Title V grant, we embedded counselors into our 101/112 classrooms. Lastly, faculty worked with Counseling to develop and facilitate a Summer Boot Camp for incoming Hancock students (Summer 2021).

- b. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

Marc Garcia-Martinez developed Hancock's new AA in Latina/o Studies, published the article "Ethnic Studies Increase Understanding, Perspective on Race in The Santa Maria Times. His book, A Critical Collection on Alejandro Morales: Forging an Alternative Chicano Fiction was also published by the University of New Mexico Press. Jennifer Jozwiak gave multiple presentations on using PLATO and Lassi (learning software) to faculty. Julia Raybould-Rodgers and Chellis Ying-Hood developed the Summer Boot Camp curriculum that will be implemented in August 2021.

III. Quality and Innovation in the Program and Curriculum Review

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

The English department formed a workgroup to create our Program Learning Outcomes and a related rubric to assess them by. We will be piloting an assessment of our PLOs in Fall of 2021.

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

Yes, the department provided feedback on the PLOs and approved them after revision.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

Embedded counselors and tutors continue to be assets to our 101/112 courses.

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

At this time, no modification

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

As part of the department's preparations for our upcoming 6-year review, we conducted a thorough content review of all of our courses. The majority of them were submitted to, and approved by, AP&P in Spring of 2021. The remaining courses are scheduled on AP&P's agenda for their first meeting in Fall, 2021.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

With student data still emerging, it is clear that AB705 continues to impact our program. The number of students who attempt and complete transfer English their first academic year has risen. However, even with this increase, Asian, Black, Pacific Islanders, and male students continue to be disproportionately impacted.

- b. List any (internal or external) conditions that have influenced the program in the past year.

COVID-19 negatively affected enrollments at the college level, and English was no exception. We were forced to cancel a significant number of courses due to low-enrollments. Future data may show decreased retention rates for the 2020-2021 school year.

Data for Program with Vocational TOP Codes (CTE):

<https://misweb.cccco.edu/perkins/main.aspx>

Please review the data and comment on any trends.

- c. Current industry employment and wage data (please cite sources)

- d. Industry employment and wage trends

- e. TOP code employment CORE indicator report

- f. Advisory committee recommendations

V. Continuous Improvement of the Program

- a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Increase tutorial support in the classroom at all levels and interfaces of instruction (Continuous)	We continue to train and employ peer facilitators in all of our corequisite classes. More faculty members have requested and received tutors for non-coreq courses, and tutors are now being used in DL classes.
Provide more access to technology in the classroom for hands on learning (Continuous)	Pre-COVID, we had multiple classroom sets of laptops and iPads. However, since many of these were loaned out to students for ERT-learning and many were also sent out for repair, the location of these pieces of tech is unknown.
Promote and generally increase the visibility of the English degrees via updated brochure, website, and two-year plan. (S2018)	The brochure and plan were completed. However, we still need to update the website.
Encourage instructional faculty across disciplines to recommend English 306 and 307 as a resource for their students who need help with their writing assignments. (Continuous)	The WC no longer uses 306 and 307. Rather, its services are offered via non-credit. The WC offers workshops and other services to students, and it markets these via social media and campus communications.
Review placement tools and processes and disproportional impact and adjust as the assessment and best practices indicate. (S2017)	After assessing the data, the English department voted to require that students enroll in a support course (112) if their high school GPA is lower than 1.9 or lower. This will take effect in Fall of 2021.
Collect and distribute student messages addressing ability and belonging. (Fall 2018)	This goal was accomplished by the AIM program, Habits of Mind videos. Faculty were trained in and some use Habits of Mind instruction in their courses.
Institutionalize accelerated courses and boot camps as warranted (S2017)	We no longer offer accelerated courses as 112 has replaced them. We are holding boot camps in late Summer for entering Freshmen.
Create instructional units around community activism and student challenges (F2019)	Not yet in progress officially though it is represented in 101/112 and 103 course themes. This is a potential area for improvement.
Create more links to LAP and counseling (S2018)	We are continuing to implement embedded counselors, and the Puente program is entering its 5 th year. The upcoming boot camp is being held with Counseling.
Develop strategies to help first time student achievement (F2018)	Much of this is addressed in the growth mindset and Habits of Mind materials of corequisite courses, yet more work needs to be done. Efforts need to be

	increased as we enroll students who finished their high school educations through online learning.
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b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
N/A	I do not recall the department receiving any additional resources.		

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program ,Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see " Alignment to Strategic Directions" Attached	Activities	Justificati on (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
Replace laptop sets	Students will gain access to tech.	Goal from previous Comprehensive PR.			Laptops were loaned out to students during COVID, and may not be returned to our department.	Tech	ASAP
Replace iPad sets	Students will gain access to tech.	Goal from previous Comprehensive PR.			iPads may not work because of a long period of inactivity	Tech	ASAP

Increase instructional support				Embed tutors and counselors into the English and reading classrooms	AB 705		On-going
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d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
Technology	Laptop and iPad class set replacements.			\$54,720 for laptops and \$20,928 for iPads. \$75,648 for all	TBD	ASAP
Staffing	Learning facilitators	SLS 2,3,4		TBD		On-going
Staffing	Embedded counselors	SLS 2,3,4		TBD		On-going