



**Instructional Program Review – Annual Update
2019**

Date:	April 12, 2019
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:	Annual update: May 8, 2018 Program Review 2015-2016
Submitted By:	Julie Knight
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 provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

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:

http://www.hancockcollege.edu/public_affairs/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, 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

*Data for this section provided by the office of Institutional Effectiveness.

English	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
Sections	199	209	221	223	214	203
Headcount	4,256	4,356	4,413	4,400	4,325	4133
Enrollment	5,547	5,653	5,884	6,019	5,928	5516
Retention % F2F	84.10%	84.30%	85.40%	85.90%	85.10%	80.71%
Retention % Online	77.20%	77.20%	79.80%	82.00%	81.10%	75.49%
Retention %	82.90%	83.00%	84.40%	85.10%	84.30%	79.74%
Success % F2F	67.30%	67.10%	66.00%	66.40%	66.80%	63.38%
Success % Online	64.40%	60.60%	62.70%	67.20%	66.90%	61.14%
Success %	66.80%	65.90%	65.40%	66.60%	66.80%	62.99%

English	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
FTES	851.78	848.45	839.18	844.71	773.76	790.00
FTEF+	56.751	58.89	61.007	61.468	57.756	56.22
FTES/FTEF	15.01	14.41	13.76	13.74	13.4	13.36

English	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
Degrees	2	4	10	13	15	8.4
Certificates						
Total	2	4	10	13	15	8.4

a. Please comment on data and trends

To view this data, no one would guess the major trends going on in English including acceleration, multiple measures, AB 705, and corequisite instruction. Acceleration (including some corequisite instruction) and multiple measures have occurred within the data above. AB 705 and corequisite instruction were in full effect this academic year 18-19. Relevant data have been requested but to date not provided.

Shout out to the 7-fold increase in English degrees over the last five years.

- b. If this year's figures for the program are below the set standard explain steps you will take to improve.

While retention and success rates are moving in a favorable direction, FTES and FTES/FTEF are slightly below the 95%-year average. The reduction in FTES/FTEF may be due to the fact that many English courses are held in rooms smaller than COR maximum enrollment. Correlatively, the smaller class size may also explain the greater retention and success rates.

- c. If your program offers certificates and/or degrees, has existed for at least five years and has awarded fewer than 6 degrees/certificates over the last two years explain the reason for the low number and your plan to improve.

N/A

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

As a whole the department works to be a presence on campus engaging students in multiple forums including Bow Wow, The Bob Isaacson Poetry Celebration, poetry month activities, and this year including hosting U.S. Poet Laureate Juan Felipe Herrera. We have also revived the Harvest and worked at reduce load to bring back the college's only student publication, *Harvest*.

The department recruits English majors and other students to serve as learning facilitators, further engaging students in the college as well as supporting the learning of those in the classroom. Our developmental coordinator along with the support of other CAP faculty have led the following training:

Fall 2018 Activities	
AHC In-house Corequisite training for English instructors for AB705 Aug 15 and Aug 16	10 English PT faculty and 6 FT faculty 3 FT faculty facilitated training
AHC In-house Peer Intern Facilitator Training Sept 22 and Sept 29	English PT faculty 3 FT faculty facilitated training
Peer Intern Facilitators in ESL and English classrooms	9 Peer intern facilitators 1 FT faculty facilitated training
AHC In-house Follow Up corequisite training for English instructors for AB705 Oct 10	10 English faculty (8 Pt and 2 FT) 3 FT faculty facilitated training
AHC In-house Follow Up corequisite training for English instructors for AB705 Nov 15	7 PT English faculty 3 FT faculty facilitated training
AHC In-house Focus groups to discuss best practices in teaching corequisite students Oct and Nov	2FT faculty and 5 PT
Spring 2019 Activities	
AHC In-house Multi-level Classroom Jan15 and Jan 17	19 (4 PT & 14 FT) faculty attended with 5 faculty guest speakers
AHC In-house Habits of Mind all campus workshop, Jan 16	3 faculty (2 PT & 1 FT) attended

The Writing Center is now free to all students via a BASK course created by English faculty. Through the Writing Center English have also offered weekly workshops to all students looking for help with their writing and reading assignments.

In developmental courses, some instructors embed technology in their courses, using a variety of programs to attend to students' learning styles such as Plato mastery learning, Films on Demand, and iPads with the Inspiration app. Hybrid learning through Canvas has also been used with a select population of evening adult students and found to be quite effective at meeting their needs for flexibility and learning. Furthermore, a select class of developmental students was taught mindfulness by the instructor and interventions from Health Services, which proved to decrease their anxiety and stress while increase their concentration, focus, and overall well-being.

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

The number of English degrees awarded has steadily increased.

With past and present members, the department has created a scholarship in Susan Farley's memory.

Marc Garcia-Martinez presented a lecture/paper on the verbal-visual rhetoric of student protest signs at the *Fourth Bi-annual Sal Castro Memorial Conference on the Emerging Historiography and Narrative of the Chicano Movement* at UCSB in the Spring of 2018. He is also co-editing a book on the literature and life of writer Alejandro Morales which will be sent to publisher later on this summer 2019 and completing in this Spring 2019 input of a new program proposal for a Latino/a Studies degree.

Christina Nunez and Julia Raybould-Rodger's presented "The Sergeant vs. the Coddler" - How do instructors apply leniency and empathy while also enforcing deadlines and accountability at the Acceleration Across California Third Annual Statewide Conference (CAP) Conference, Sacramento, February 2019.

Janae Dimick, Steve Westbrook, Chellis Ying-Hood presented "On Behalf of Others: Allies in the Creative Writing Classroom Members" of this panel—allies of immigrant and undocumented students—explore the problem of speaking on behalf of others in creative writing assignment at The Association of Writers and Writing Programs Conference, Portland, Oregon, March 2019.

Jennifer Jozwiak has presented her sabbatical work with mindfulness in the classroom to AHC faculty as PD activities, to the community as part of the campus lecture series, and at a NADE conference in Atlanta GA. Alejandro Omidsalar, our newest faculty member also presented to the community the horror genre at the lecture series.

III. Quality and Innovation in the Program and Curriculum Review

Please refer to the current SLO data set for your program found at:

http://research.hancockcollege.edu/student_learning_outcomes/matrix.html#Top

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

Perhaps not. There was no data since Fall 2017. That faculty do not add data to eLumen does not mean learning is not being assessed or discussed. The program is cumbersome and forever changing and the available conclusions from the data limited. The department has instead offered numerous opportunities to discuss student learning via workshops: CAP training, Habits of Mind, and "Pedagogy and Pastries." The department also assessed the effects of embedded counselors and tutors and found favorable data for both.

- 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. Actions are pending.

- 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.

State level changes necessitate continued faculty training as the college implements AB 705 and English 101 instructors work with students who have a much wider range of abilities and background knowledge in composition. Pilot programs with embedded counselors in corequisite classes demonstrated increased success and verifies the need for institutionalizing the project. The very nature of AB 705 which assumes students will fail and failing is better than matriculating through a sequence of courses suggests an increased need for embedded tutoring and support services as students contend with material that may overly challenge them and the likelihood of failing.

- 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.

No modifications at this time

- 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.

Yes

- 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

The data alone suggest no major trends or opportunities or challenges. Still the challenges and opportunities created by AB 705 are huge; those of the Promise, to be determined. See below.

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

Our department voted to eliminate developmental English classes from our offerings in spring of 2019 in anticipation of AB705 taking effect in the fall of 2019. This has had a profound effect on the classroom population of English 101, which is now multi-level. Thus, the teacher must try to teach to a variety of skill levels in the classroom, while maintaining the rigor of an AA transferrable course.

Finally, it would not be right to omit the sudden death of Susan Farley, a most valued faculty member and fierce student advocate. I doubt we yet know the whole of our loss.

Data for Program with Vocational TOP Codes (CTE):

http://www.hancockcollege.edu/institutional_effectiveness/reports.php

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)	This year we trained and employed peer facilitators in all of our corequisite classes. We have not yet used peer facilitators in our online courses.
Provide more access to technology in the classroom for hands on learning (Continuous)	We got an additional 18 laptops and new iPads for Building C and L203 classrooms.
Promote and generally increase the visibility of the English degrees via updated brochure, website, and two-year plan. (S2018)	Brochure and two-year plan are done. We are still working on 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)	We offered and promoted our new BASK course. Our WC coordinator also organized weekly workshops facilitated by English faculty
Review placement tools and processes and disproportional impact and adjust as the assessment and best practices indicate. (S2017)	No longer relevant as AB 705 has placed all students into English 101. The department is in the process of seeing if that data supports mandatory placement into corequisite English 101/112 based on GPA.
Collect and distribute student messages addressing ability and belonging. (Fall 2018)	This goal has been accomplished by the AIM program, Habits of Mind videos. Faculty have been trained in and some implanted Habits of Mind instruction in their courses.
Offer more face-to face and more variety of transfer and literature courses as able (Begin F 2016)	We have our literature courses on a regular schedule of offering. This year we successfully offered non-AD-TT English 140, 144, 139, and 137. 140 and 137 were offered F2F
Institutionalize accelerated courses and boot camps as warranted (S2017)	Done and gone.
Create instructional units around community activism and student challenges (F2019)	Not yet in progress officially though it is represented in 101/112 course themes.
Create more links to LAP and counseling (S2018)	We piloted the use of embedded counselors in our corequisite courses. We are finishing our second year of the Puente Program.
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.

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
Technology	Laptops		Improved instruction and learning

Technology	iPads		Improved instruction and learning

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

Program Improvement Plan (Program ,Priority Number, year)	Anticipate d 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	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
Increase instructional support				Embed tutors and counselors into the English and reading classrooms	AB 705		ongoing

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
staffing	Learning facilitators	SLS 2,3,4			TBD	
staffing	Embedded counselors	SLS 2,3,4			TBD	
equipment	Large whiteboards	SLS 2,3,4		TBD		