Instructional Program Review
2017/18 UPDATE

English

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Table of Contents

General Information (Instructional Program Review 2017/18 UPDATE)

2017/18 Instructional Program Review UPDATE

PROGRAM REVIEW DATA AND RESOURCES

File Attachments:

1. **ENGL_Annual_Student_Outcomes_2017_updated.pdf** (See appendix)

2. **ENGL_FHP_2017.pdf** (See appendix)

3. **ENGL_Student_Characteristics_Updated_2017.pdf** (See appendix)

Participants (REQUIRED)

Chris Sullivan, English Department Chair and Program Review Lead Writer

Liaison:

Linda Hensley, Dean, School of Humanities

Updates (REQUIRED)

Retirement(s): Bonnie ZoBell and Nancee Kesinger

Four (4) contract, tenure-track faculty positions filled (Rosiangela Escamilla, Jason Kalchik, Mariam Kushkaki, Ranmali Rodrigo) - to begin Spring '18

Over five years, an average of 36% of classes taught by full-time faculty, with an average 91% fill rate

Over 5 years, an average of 78 adjunct faculty teaching 189 sections per semester

Increased unit requirement for English AA from 18-20 units to 28-30 units -- more units now required in Area C (http://www.curricunet.com/SDCCD/reports/degree_report2.cfm?programs_id=3526)

Began an initiative of "data-driven mindfulness" (aka "Guinea Pig Project") with interested faculty

Increased offerings of AB288 (College and Career Access Pathways) / "Legacy" courses at various feeder high schools to 14 in the Fall 2017 semester; we anticipate that this initiatve will continue to grow

Continued dialog with San Diego City Schools faculty on curricular alignment; the next phase of this will include discussions of pedagogy and assessment

Continued involvement with various department-specific (VAMP, CAP) and campus-wide (CRUISE) equity initiatives

Stakeholder and participant in districtwide conversion of English for Speakers of Other Languages (ESOL) to English Language Acquisition (ELAC) -- first offerings in Fall 2018.

Outcomes and Assessment (REQUIRED)

Form: Outcomes and Assessment 2017/18 - Instructional Questions (See appendix)

🖎 IE Data Analysis (REQUIRED)

Form: IE Data Analysis - Program Review 2017/18 - Instructional Questions (See appendix)

🖎 **Program Goals**

English Program Goal Set 2014-2015

Goal

Goal	Mapping
Increase the number of co-requisite sections 2017-2018 Our objective is to provide additional support to "under-prepared" students to be successful in transfer-level coursework by increasing the number of sections of LCOM 101. This co-requisite model will save students at least one semester of stand-alone remediation and reduce their chances of dropping out.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.2
Develop Learning Communities 2017-2018 Develop learning communities with English 101 and gateway courses ("gateway courses" with criteria of no courses at the 200 level or above, and course is worth 3 or more units)	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 4.1
Dedicated English Classrooms 2017-2018 We have a need for dedicated classrooms on campus; currently, only EV 1-6 classrooms are dedicated to English, which are portable classrooms at the outskirts of the campus and far from plumbed restroom facilities and English faculty offices. An	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 6.1

inclusive teaching and learning environment that enables all students enrolled in the English Program to achieve their educational goals. Such an environment includes sustainable, ADA compliant, and safe classroom and campus site requirements (for example, red direct-dispatch button in all classrooms). Also, this environment provides equitable restroom access, state-of-the-art classroom technology, and movable furniture for flexibility with independent and group learning. In addition, this environment inspires a sense of community among teachers and students in the English Program that extends across campus and constituencies, nurturing collaboration, learning, growth, diversity, and equity.

Additional access to full-time faculty 2017-2018 Providing students with additional access to full time faculty with the request for three new faculty requests	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3
Develop Service Learning 2017-2018 Developing a service Learning component for English composition courses	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2

✎ Objectives and Plans

Actions

English Program Goal Set 2014-2015

Goal

Goal: Increase the number of co-requisite sections 2016-17
Our objective is to provide additional support to "under-prepared" students to be successful in transfer-level coursework by increasing the number of sections of LCOM 101. This co-requisite model will save students at least one semester of stand-alone remediation and reduce their chances of dropping out.

▼   **Action:** Develop and Pilot the ALP accelerated course

Describe the actions needed to achieve this objective :	(Our objective is to develop our basic skills curriculum by developing and piloting an ALP accelerated course. This will bridge an identified achievement gaps between basic skills courses and transfer courses.)
Who will be responsible for overseeing the completion of this objective:	Jennifer Cost, Wendy Smith, Sim Barhoum
Provide a timeline for the actions:	Spring 2015: Curriculum development and launch English 265C Fall 2015: Navigate the Curriculm process and get approval from the campus and District curriculum committees. Fall 2015: Develop a research plan with Bri Hayes to study student success in 265C. Fall 2015: Offer trainings for faculty wanting to teach Engl 265C. Spring 2016: Offer English 265C.
Describe the assessment plan you will use to know if the objective was achieved	We will be working with our campus researcher to develop and implement a research strategy to make sure students are succeeding in ways research from other districts where ALP is

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and effective:	implemented has proven to have done.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	We are receiving funding from the HSI Title V grant to get and provide training, explore professional development opportunities for the duration of the grant. I have requested 3 new faculty positions since with the impending retirement of one faculty member this spring, 2015, we will have 28 contract faculty, and 92 adjunct faculty. Our facilities in some rooms have been a true obstacle to teaching and learning, and in some cases, to the health of our instructors and faculty. We need more adequate classrooms for our classes. I have made BARC requests for more adequate classrooms, but most likely, a bond initiative or parcel tax would be needed to build another building to address this need.

Goal: Develop Learning Communities 2016-17
Develop learning communities with English 101 and gateway courses ("gateway courses" with criteria of no courses at the 200 level or above, and course is worth 3 or more units)

▼ **Action:** Grow our English 47A offerings to 20 sections for 2015/16

Describe the actions needed to achieve this objective :	We are offering 20 sections of English 47A in Spring 2016.. We need to continue training faculty that would like to teach 47A.
Who will be responsible for overseeing the	John Gregg and Chris Sullivan

completion of this objective:

Provide a timeline for the actions:	Fall 2015 - 13 sections, English 47A; Fall 2015 - 2-3 trainings for faculty Spring 2015 - 15 Sections English 47A Spring 2015 - 2-3 trainings for faculty Fall 2018: Ongoing CAP training for interested faculty Fall 2018: 26 sections of English 47A offered
Describe the assessment plan you will use to know if the objective was achieved and effective:	Fall and spring schedule of classes.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	

Goal: Inclusive teaching and learning environment

An inclusive teaching and learning environment that enables all students enrolled in the English Program to achieve their educational goals. Such an environment includes ADA compliant and safe classroom and campus site requirements (for example, red direct-dispatch button in all classrooms). Also, this environment provides equitable restroom access, state-of-the-art classroom technology, and movable furniture for flexibility with independent and group learning.

No actions specified

Goal: Additional access to full-time faculty
Providing students with additional access to full time faculty with the request for three new faculty requests

No actions specified

Goal: Develop Service Learning
Developing a service Learning component for English composition courses

No actions specified

🖋 Goals Status Report (REQUIRED)

Action Statuses

English Program Goal Set 2014-2015

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Describe the assessment plan you will use to know if the objective was achieved and effective:	We will be working with our campus researcher to develop and implement a research strategy to make sure students are succeeding in ways research from other districts where ALP is implemented has proven to have done.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	We are receiving funding from the HSI Title V grant to get and provide training, explore professional development opportunities for the duration of the grant. I have requested 3 new faculty positions since with the impending retirement of one faculty member this spring, 2015, we will have 28 contract faculty, and 92 adjunct faculty. Our facilities in some rooms have been a true obstacle to teaching and learning, and in some cases, to the health of our instructors and faculty. We need more adequate classrooms for our classes. I have made BARC requests for more adequate classrooms, but most likely, a bond initiative or parcel tax would be needed to build another building to address this need.

Status for Develop and Pilot the ALP accelerated course

Current Status:	Completed
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	We have moved this course (LCOM101) into the regular rotation in the scheduling process. As it is in its first full year as a regular course, we have no evaluative data to gauge its success.
If the Current Status was not marked Completed, what are the implications and next steps:	

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Describe the assessment plan you will use to know if the objective was achieved and effective:	Fall and spring schedule of classes.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	

Status for Grow our English 47A offerings to 20 sections for 2015/16

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Scheduling issues, including varying class capacities across disciplines involved in the learning communitis, have led us to rethink the timing of these offerings.

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No actions specified

Goal: Additional access to full-time faculty

Providing students with additional access to full time faculty with the request for three new faculty requests

No actions specified

Goal: Develop Service Learning

Developing a service Learning component for English composition courses

No actions specified

Closing the loop on prior year resource allocations (REQUIRED)

We recently screened for and successfully sent forward a number of candidates to the President's Office for interviews. The result of this was the acquisition of four new faculty positions/colleagues

Through BSSOT ("Transformation Grant") funding, we have led a successful initiative of professional learning that now encompasses the transition form ESOL to ELAC.

Request Forms

BARC & Facilities Requests

Classified Staff Requests

Faculty Position Request 1

Form: Faculty Position Request Form 2017/18 (See appendix)

Faculty Position Request 2

Form: Faculty Position Request Form 2017/18 (See appendix)

Faculty Position Request 3

Form: Faculty Position Request Form 2017/18 (See appendix)