

Instructional Program Review 2019/20 UPDATE

English

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer - Chris Sullivan
- Name of Liaison - Robert Wong
- Department Chair - Chris Sullivan
- Name of Manager/Service Area Supervisor - N/A
- Is this a CTE program? (State Yes or No) - No

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018/19

Building Community

Building a community culture in and out of the classroom, including but not limited to, focusing on the affective domain; doing work in the classroom/computer lab; integrating work-based learning; and building relationships with students, colleagues, and campus partners

Mapping

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 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,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Program Promotion

Promoting the English Program, especially our literature and creative writing classes, and recruiting students through a variety of methods, including guest writers events, learning communities, and more

Mapping

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,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Innovation in assessment and grading

Contract grading, development of rubrics, and creation of assignments/projects that validate student experience and celebrate learning

Mapping

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 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, Strategic Goal 6.3,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018/19

Goal

Goal: Building Community

Building a community culture in and out of the classroom, including but not limited to, focusing on the affective domain; doing work in the classroom/computer lab; integrating work-based learning; and building relationships with students, colleagues, and campus partners

Action: Develop an English Computer Lab

Describe the actions needed to achieve this objective:	1. Coordinate with VP Admin, VP Instruction, and Dean of Humanities, to investigate logistics for computer lab 2. Collaborate with English faculty to schedule class use of the lab
Who will be responsible for overseeing the completion of this objective:	Chair, English Dept. Dean, School of Humanities VP, Administrative Affairs VP, Instruction
Provide a timeline for the actions:	1. Coordination -spring 2019 2. Collaboration-spring 2019

Describe the assessment plan you will use to know if the objective was achieved and effective:

1. Does English computer lab exist in the newly remodeled D building?

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

1. Computers (\$1000 x 30 PCs)
2. Printer (\$500 x 2)

Goal: Program Promotion

Promoting the English Program, especially our literature and creative writing classes, and recruiting students through a variety of methods, including guest writers events, learning communities, and more

Action: Implement Guest Writer Series

Describe the actions needed to achieve this objective:

1. Acquire sustainable funding to attract writers
2. Promote event to students, campus, and off-campus community
3. Evaluate the event and its impact on student success

Who will be responsible for overseeing the completion of this objective:

1. Chair, English Dept. Chair
2. Guest Writer Series Work Group (English faculty)

Provide a timeline for the actions:

1. Acquire sustainable funding - fall 2019
2. Promote event - fall 2019
3. Evaluate event - fall 2019

Describe the assessment plan you will use to know if the objective was achieved and effective:

1. Did the guest writers series impact student success?

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

1. Fees for guest writers (approx. \$3000/writer)
2. Food and drink (\$500)
3. Facilities rental (free)
4. Promotion fliers (\$100)

Goal: Innovation in assessment and grading

Contract grading, development of rubrics, and creation of assignments/projects that validate student experience and celebrate learning

Action: Implement Service Learning Option

Describe the actions needed to achieve this objective:	1. Develop syllabi to include a service learning option (requirement, alternative, or extra credit)
Who will be responsible for overseeing the completion of this objective:	1. Jill Moreno Ikari, Faculty Lead, Service Learning 2. Katlin Choi, Work-Based Learning Coordinator
Provide a timeline for the actions:	1. Orientation for Faculty - spring 2019 2. Implementation of service learning option - fall 2019 3. Ongoing professional development/conference participation - spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	1. Do at least five English faculty implement service learning in their course?
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. USD Continuum of Service Conference participation (5 faculty x \$650)

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/19

Goal

Goal: Building Community

Building a community culture in and out of the classroom, including but not limited to, focusing on the affective domain; doing work in the classroom/computer lab; integrating work-based learning; and building relationships with students, colleagues, and campus partners

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actions:

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1. Does English computer lab exist in the newly remodeled D building?

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

1. Computers (\$1000 x 30 PCs)
2. Printer (\$500 x 2)

Status for Develop an English Computer Lab

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:

Goal: Program Promotion

Promoting the English Program, especially our literature and creative writing classes, and recruiting students through a variety of methods, including guest writers events, learning communities, and more

Action: Implement Guest Writer Series

Describe the actions needed to achieve this objective:

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Who will be responsible for overseeing the completion of this objective:

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2. Guest Writer Series Work Group (English faculty)

Provide a timeline for the actions:

1. Acquire sustainable funding - fall 2019
2. Promote event - fall 2019
3. Evaluate event - fall 2019

Describe the assessment plan you will use to know if

1. Did the guest writers series impact student success?

the objective was achieved and effective:

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

1. Fees for guest writers (approx. \$3000/writer)
2. Food and drink (\$500)
3. Facilities rental (free)
4. Promotion fliers (\$100)

Status for Implement Guest Writer Series

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:

Goal: Innovation in assessment and grading

Contract grading, development of rubrics, and creation of assignments/projects that validate student experience and celebrate learning

Action: Implement Service Learning Option

Describe the actions needed to achieve this objective:

1. Develop syllabi to include a service learning option (requirement, alternative, or extra credit)

Who will be responsible for overseeing the completion of this objective:

1. Jill Moreno Ikari, Faculty Lead, Service Learning
2. Katlin Choi, Work-Based Learning Coordinator

Provide a timeline for the actions:

1. Orientation for Faculty - spring 2019
2. Implementation of service learning option - fall 2019
3. Ongoing professional development/conference participation - spring 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

1. Do at least five English faculty implement service learning in their course?

List resources needed to achieve this objective and associated costs (Supplies,

1. USD Continuum of Service Conference participation (5 faculty x \$650)

**Equipment, Computer
Equipment, Travel &
Conference, Software,
Facilities, Classified Staff,
Faculty, Other):**

Status for Implement Service Learning Option

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:**

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: English

(REQUIRED) Program name

English

(REQUIRED) Are you on target with your assessment schedule?

Yes.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

We plan to revisit and possibly revise our PLO beginning in the Spring 2020 semester.

(REQUIRED) Based on your assessments, what resource needs have you identified?

More discipline-specific learning environments (e.g. a building or rooms dedicated to instruction in rhetoric, literature, ELAC, and creative writing).

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream
Participating Area: English

Program Name

(REQUIRED) Type your program name.

English

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

There seems to have been an interesting intersection of the passage of AB705 and the somewhat stabilized scheduling of English 101X. Of course, more students in all groups enrolled in transfer level or corequisite courses, but success rates varied (see response, below).

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

There was some success "slippage" in AY 2017/2018 for Latinx and African American students -- 65% for Latinx students and 57% for African American students -- below the baseline of 67%. Both groups recovered by AY 2018/2019, with Latinx students succeeding at a rate of 68% and African American students at a rate of 59% (over an adjusted baseline of 57%).

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

Please see A1.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

The re-presentation of LCOM101 as English 101X will certainly serve our students better. It is crucial that they know that they are enrolling in an English class, and previous

representations of the course did not always make that clear. I can be further suggested that reinstituting embedded counseling or embedded tutoring in the English 101X classes will have a further impact on equity gaps and student success.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

We have the privilege (and advantage?) of being a department that offers 2 of the "golden 4" courses required of ALL students. In that light, we have faculty engaged in cultivating a sense that all students who enroll in our courses experience a sense of belonging. This cultivation ranges from texts chosen for a course to activities and assignments offered and required of our students.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

More tenure-track faculty.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Yes.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Discussions of equity gaps in online/hybrid courses vis-a-vis face-to-face courses are ongoing and will continue through the spring semester.