Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: **Lead Faculty, English and ESL**

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

More than any other discipline besides math, students who enter our program have extreme variation in their level of preparation. Our program's strengths are in our attempt to respond to the variety of needs that our students have. We offer several pathway options (and are considering a third); evening and daytime courses; online, hybrid and face-to-face courses; electives such as literature, creative writing and film; and learning communities such as Puente, Milestones, and Colts. We have also integrated student support services into all levels. At the developmental level this includes engaging our students with retention specialists, peer mentorship programs, embedded tutors, basic skills counselors, and financial aid officers to support student success. Increasingly, at the transfer level, this also includes attempting to provide supplemental instruction such as embedded tutors and peer mentoring. At all levels this also includes continuing to develop and institutionalize our faculty-led tutor training program as well as the stalled development of a new writing center for writing across the curriculum. Our focus on the course evaluation process within department meetings has allowed us clarify standards and expectations for all of our courses.

Our faculty are also very involved with the campus at large. A faculty member was the writer for the EMP last year, faculty are also union representatives and elected Academic senate members. Faculty members are also leading important work in equity programs through their involvement in ACES and the implementation of Colts, Milestones and Puente. Our faculty have also lead the college in our cross-district process to determine and implement the new placement procedures.

The breadth of our activities provide opportunities, but also challenges for our department. Changes to the placement procedures through Guided Self Placement for pre-transfer courses and multiple measures for transfer level courses have fundamentally changed our pathways, and many newly placed students need additional support from faculty and tutors. The development of the Writing Center could allow for better communication between English faculty and tutors, but it has been extremely difficult to acquire funding for an instructional aide to help facilitate the integration.

Our action plans are to evaluate the new placement procedures (both as a campus and a district), continue to implement faculty-led tutor training, invest in and build our Writing Center, and reinvigorate our literature courses and ensure that students can actually pursue an English AA and Latin American Studies AA at Cañada. These plans require significant coordination and we will continue to try to acquire 3 units of release time for department coordination

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Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

We teach people to read, write, and think critically, facilitating their success in coursework across the curriculum and helping them to attain communication skills that will contribute to their growth as individuals and as citizens. Our courses include basic skills, transfer, and lifelong learning levels.

Search Standards By User

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

2   Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail
No Response Information to Display

Narrative

The main impact that the high schools have had on our program over the last few years are the changes to placement because of multiple measures. Previously, students were placed using an assessment tool. Now, they are placed into transfer level courses using multiple measures. While we have been piloting this for several years, we made changes to the criteria to align with the other colleges in the district and these changes are too new to assess completely.

The new requirements for students who place into pre-transfer level courses to be able to complete a transfer level course by the end of their first year in college have a significant impact on our program. They require us to offer a pathway to accelerate students into a transfer level course no matter where their skill levels are. In order to successfully implement this and to try to prevent our most disadvantaged students from being disproportionately under-served, we will have to develop our student academic support services to meet the needs that arise.

To meet these needs we have developed our faculty-led tutor training to provide two training sessions per semester. We have also (partially) begun to implement embedded tutors into our pre-transfer courses and our English 100 courses. We are also trying to develop the use of peer mentorship in the program. While we have begun to make changes, we have a long way to go in developing the embedded tutoring, the faculty-led tutor training, and the peer mentorship programs.

We also plan to work with the other colleges in the district to assess and develop ideas to better meet the changing needs of our students now that the placement procedures have changed.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

3   Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group?s recommendations for your program.

Search Standards By User

Response Detail

No Response Information to Display

Narrative

The incredible growth in San Mateo county has raised a number of difficulties for our students that we must be aware of. Many students have been dislocated and commute from outside of the area. A higher proportion of our students are now homeless and/or food insecure. It has also grown much more expensive and many students are working more to pay their bills in addition to taking courses. The better economy provides more opportunity for students, but many of the opportunities prioritize employees with a higher level of education. On one hand, we have seen our overall enrollment decrease (by about 11%), but we have seen certain programs increase, for example, enrollment in College for Working Adults. At the core of the CWA program are transfer level English courses.

In addition, the influence of Silicon Valley puts an emphasis on and provides support and grants for STEM programs, while humanities courses are negatively impacted. This has made it difficult to continue to offer our English AA degree which requires literature courses. Over the last several years, our literature courses have regularly been cancelled. English majors have been forced to take courses at CSM or Skyline to complete their AA's.

Suggested Follow Ups	
Date	**Suggested Follow Up**

No Suggested Follow Ups to Display

3	**Looking Back**
4	Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

We have increased the number of integrated and accelerated courses offered (827 and 847) compared to stand alone courses at the pre-transfer level. Changes in enrollment have resulted in fewer courses being offered, but the impact has been felt most significantly in our stand-alone English and reading courses. Our stand-alone English enrollments have decreased by 80%. Our reading enrollments have decreased 86% since 2012-2013.
Alongside changes to our pathway, since changing the placement procedures for the pre-transfer level courses, we are also offering fewer and fewer sections of the English course that is two levels below transfer. More and more of our students are being placed into English 100 through multiple measures and English 847 through the guided self- placement. Placement changes have resulted in fewer offerings of 847 and 827 (from 15-6 as indicated in the Basic Skills vs Non Basic Skills Courses table in "Productivity 2012/2013-2016/2017).
To more closely align our pre-transfer level courses with the rest of the district, we also reduced the unit load for the course two levels below transfer (from 7 to 5) to mirror the other colleges (effective Fall 2018).
We have increased the number of distance education English courses we offer, although the success rates for the fully online courses continue to be significantly lower than the face-to-face courses. Although the variation has decreased (from 17% to 7%), there is still a significant difference. The CWA courses, which are our only hybrid English courses, have much higher success rates and their success rates are higher than the face-to-face courses. This is likely the result of a much more developed student support network, classroom resources, cohort development, and counseling support provided to the CWA students.
We are struggling to offer literature courses necessary for both the Latin American Studies Certificate and AA Degree and the English AA Degree. The number of students in our literature courses has decreased by 19% (while the fill rates have increased from 67%-76%).

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Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

5.A.   Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail
No Response Information to Display

Narrative

In the articulation section, we were recommended to provide more evidence, analysis, more information about the impact on the program and our efforts to make changes. We have attempted to address these in our current articulation summary.

In the curricular changes and the staffing changes sections, we were recommended to list more specific changes that have occurred. We provided more information in this review.
In the progress and completion online section, we attempted to provide more specific information.
For the PLO assessment plan, we disregarded the recommendation for a link to the PLOs because we could not find an example of how to do it.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

5.B.   Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail
No Response Information to Display

Narrative

Our action plan for 2015-2016 was to continue to institutionalize the faculty-led tutor training in the writing center and evaluate the frequency and content of the trainings. We have successfully held the tutor trainings over the last few years, updating and developing content. We have consistently held at least one training per semester, but our hope is to increase that to maintaining two per semester. Our goal is that these trainings would become an integral part of the Writing Center. Part of the difficulty that we have experienced in this process is related to the general haphazard way that supplemental instruction and the development of the Writing Center have been organized.
We also planned to assess the efficacy of the Accelerated and Integrated English/reading courses in comparison to their standalone counterparts. We were able to get data from the PRIE office that showed that students in integrated courses have slightly higher success rates. This information helped us to make the decision to reduce the unit load for English 827 from 7 units to 5. The additional information that we still want to know has to do with the long-term success (broken down by grade). We have also noticed a higher proportion of students with DRC accommodations in 827 and 847. We would like to see if this trend continues.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

6.A.   Impact of Resource Allocations

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Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

Response Detail
No Response Information to Display

Narrative

Fall 2015 we implemented Puente. This has been a huge success, but one impact we noted was that this requires the full attention of a full time faculty member , which has made staffing basic skills courses more difficult. These are also the most difficult courses to staff because of the high unit loads. Other cohort programs like Milestones and CWA could use additional support as well.

We have been building our faculty-led tutor training program to better develop a relationship between the Learning Center tutors and faculty. We have consistently run tutor training sessions 1-2 times per semester since Fall 2015. The feedback from tutors and students has been that this has been helpful in effective tutoring. Many of us also continue to hold our office hours in the Writing Center area to be available to students and tutors.

We have not yet gotten an instructional aide yet, but there is a noticeable increase in the use of the Writing Center by faculty and their students. We have continued conversations about how to develop our Writing Center, but there has been little movement.

We were also able to purchase document cameras for several classrooms. Unfortunately, since we move around, it is still common that a faculty member will end up in a classroom with no document camera.

We could still definitely use additional coordination time. Changes to articulation and placement have disproportionately impacted our department. We need support to ensure that our students do not fall through the cracks during these changes.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

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6.B.   Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

Last year we were able to hire another full time faculty member. This is very exciting and we cannot wait to fully integrate them into the department and the work that we do.

There is still a gap between the work that we want and need to do and the person power that we have to do it. While 8 faculty members is better than 7, we still have the FTE for a much higher number of faculty (12-13) with extremely high fill rates (91.8% in 2016-2017) in our courses. Additionally, more than half of our courses are taught by adjuncts. We love adjuncts, but more full time faculty always provide more stability. Concretely, the work that we have been doing around aligning courses across the colleges in the district; determining, developing and implementing new placement procedures; attempting to develop faculty-led tutor training; and developing cohort courses (PUENTE, CWA and Milestones) requires significant investment from full time faculty.

In addition, 1.5 units of release time to coordinate the department (down from 3 units in all previous years), has placed a significant burden on the full time faculty who are trying to coordinate all aspects of the department and launch innovative projects to serve our students. We have reached the limits of what we can pilot and will have to make some changes over the next year or so.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

4	Current State of the Program
7	Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, English and ESL

Response Types: All Responses Types

Response Detail
No Response Information to Display

Narrative

The census headcount for English courses from 2011-2016 has increased and decreased, but overall it has decreased slightly .
For our reading courses, our enrollments have gone way down (from 576-76), largely as a result of both the increase in our integrated and accelerated English and reading courses and the implementation of the Multiple Measures pilot project.
In our literature courses, our enrollments have decreased, and we have also had to cancel many literature courses. This has been accelerated because the timeline for canceling literature courses has been pushed up and we are under more pressure to have higher enrollment to prevent cancellation. We are committed to building our literature courses, but we need support from marketing and the college. Over the last few years we have also noticed that there is a lack of communication between counseling and the departments to enroll students before the cut deadlines. It seems that the deans have not informed the counselors of the deadlines for course cancellation.
As far as FTES is concerned for our English courses, it has decreased but not by as significant a number as other departments across the college. Our FTES for literature have decreased from 23.31-18.71. Our reading courses again are the ones most heavily impacted the FTES have decreased from 36 to 7. Again this is related to our integrated and accelerated courses. We have also consistently lost sections in English, reading and literature since 13-14.
Increased pressure from the state to get students through has contributed to maintaining a relatively high headcount in our English courses. However, these same pressures have impacted our literature courses since students are less likely to take electives and our reading courses because many students are now taking the accelerated and combined English/reading courses.
We have been attempting to adapt the scheduling of courses to meet student need. For example, since we anticipate that Multiple Measures will continue to place more students immediately into transfer-level coursework, we are attempting to offer more sections. We also met with CWA to discuss offering a summer section of 847 that their students (who don't place into transfer level English immediately) could take. We also recognize that the evening 827 level courses are usually attended by students least likely to be able to register on time for a multitude of reasons. We are exploring offering alate start for this course.
In order to build our literature courses, we will need to implement a campus-wide initiative that brings in marketing for outreach, counseling, and cross discipline collaboration. We also need buy-in from administration. We should also explore how our courses can be integrated into the Guided Pathways Initiative.
We are also brainstorming about ways to implement the highly successful hybrid courses at the transfer level.

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, English and ESL

Response Types: All Responses Types

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

8-A.   Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

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Response Detail
No Response Information to Display

Narrative

There are gaps in our access rates that we should keep an eye on, but are not overwhelming (this includes a -5.0% gap for female students and -5.7% gap for white students). The most significant performance gaps in course completion rates in our program are for Black students (at -14%) and Pacific Islander students (at -16.4%).

Our success and retention rates for Black students have increased over the last few years. In 2012-2013 the success rate was 48.4% and the retention rate was 67.0%. In the last two yearIn 2015-2016 the success rate was 63.1% and the retention rate was 79.5%, and for 2016-2017, the success rate was 55.3% and the retention rate was 74.8% (Effectiveness Packet). There are obviously important steps to make, but it seems like some of the programs that we have put into place like Milestones and more student academic support, and the important discussions that we have been having around equity gaps are having an impact. We could definitely use more support for embedded tutoring and other supplemental instruction.

Our success and retention rates for Pacific Islander students are another trouble spot. This population is smaller (between 61 and 111 students). In this category our success and retention rates have actually decreased by a small percentage, but these numbers are also more volatile because they are affected by a smaller number of students. These retention rates have gone from around 60% in 2013-2014 to 53% in 2016-2017. The success rates have decreased from 73% in 2013-2014 to 76% in 2016-2017.

Since both Black students and Pacific Islander students are disproportionately placed into pre-transfer level courses, any additional support we can add at those levels are likely have an impact on both groups.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

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8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail
No Response Information to Display

Narrative
We have been able to decrease the gap in the success rate between face-to-face and online courses. For example, in 2012/2013, the success rate for face-to-face courses was 16% higher at 66%. In 2016/2017, this gap was reduced to 7% to 70.5% for face-to-face courses. This is still a significant and worrisome gap. Web assisted success was the highest at 75.6%. We believe this data is skewed by the fact that all our hybrid courses are also CWA courses. The CWA program has additional support and the students are especially motivated. This data was about the same the prior year. The retention gap between online and face-to-face courses is not as significant as the difference between success levels.
Since the CWA hybrid courses have the highest success rates, we should implement some of these same student supports into our online only and face-to-face courses whenever possible.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Search Standards By User

9.A.   SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display

Narrative
Each course has at least three SLOs, one of which is assessed for all sections of each course that is taught every semester on a rotating basis. Assessed SLOs are then entered into TracDat, both numerical data and commentary. **This year we have moved to a three-year assessment cycle. One section of each offered course will be assessed within a three-year window.**

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Search Standards By User

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail
No Response Information to Display

Narrative
Discussions of SLOs occur in department meetings and have recently resulted in an effort to collaborate with faculty in the ESL department. We would like to discuss the expectations in the pre-transfer level courses to ensure that both the English and English as a Second Language departments have similar expectations. This process has encouraged further discussions about what is taught at each level in an effort to provide a consistent educational experience across the department. SLO assessment has also led to an examination of English 100 as we have noticed that students are entering the course less prepared than in past years and are therefore in need of additional scaffolding to prepare for reading texts, writing essays, and doing research. We should expect that these discussions will continue with the changes to placement.   We have made changes to our integrated and accelerated developmental courses at one and two levels below transfer. In addition to SLO assessments, we are planning to evaluate success and retention for these courses using Data Dashboard and comparing them to non-accelerated classes. We have begun to assess this data, but we are just starting to get the long-term trends data that we would like to focus on.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display

Narrative
Our program Learning Outcomes assessment plan includes assessing our SLO data for the three-year assessment process and also including norming to assess consistency across the department. This process will be built on the work that we are doing to better align the Pre-transfer and ESL gateway courses to the transfer-level ones.   We also plan to work with the rest of the district in aligning expectations as we assess our new placement procedures.   Ideally, this work will allow us to better serve students throughout our course pathway at our college and across the district.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, English and ESL

Response Types: All Responses Types

5	Looking Ahead

11   Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

The most important planning that we want to focus on are as follow:
1. Assessing our new placement procedures
2. Continue to develop our faculty-led tutor training
3. Continue to develop our Writing Center
4. Reinvigorate our literature courses and develop our literature program

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

12   Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display