

Instructional Program Review Report

Sierra College, 2018-19

Department/Program Name: English

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Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your planning report with your Program Review.

1) Relevancy: This section assesses the program's significance to its students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your program.

The English department has multiple functions:

- Foremost, English is a service department for the rest of the college's academic courses, providing students with critical thinking and writing skills needed for educational success across the disciplines and for transfer. The vast numbers of English enrollments are in this service sector: ENGL 1A: College Reading, Writing & Research. The three year average FTES is 588 and the department serves an average of 5600 students per semester.
- English has a key role in supporting the college's equity initiatives, including offering Puente and Umoja classes, specially themed (for instance, Native American Lit or African American lit emphasis) Critical Thinking and Writing about Literature (ENGL 1B) classes, and is developing contextualized learning classes to support Guided Pathways.
- English keeps the college current and compliant on statewide initiatives such as Acceleration and more recently, AB 705. Curriculum changes for the past three years (ENGL 53, 54, 55, 56, 802, N, S) reflect the departmental response to these initiatives and student success goals.
- English provides the community (Nevada and Placer counties) with significant support of the Sierra Journal publication and with the Writers Series Conference at NCC and the Guest Writers Program at Rocklin.

- Finally, English supports the major. The three year average of English majors is 145; majors for transfer is 177.

1b) How does your program support the district mission, as quoted below?

“Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college’s programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate’s and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment.”

Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

- **Technology and Information Competency:** The department has recently revised its core transfer course, ENGL 1A (College Reading, Writing and Research) to include 1-unit of online instruction in Canvas. Thus, every section of ENGL 1A is hybrid. In this hybrid portion of the course, students learn technical and information literacy using Canvas and digital research databases. By the end of the course, students will have demonstrated proficiency in accessing digital information, evaluating its efficacy, and applying it in appropriately selected and cited research. These outcomes are assessed in ENGL 1A’s CSLO #2 . Almost all Sierra College students take ENGL 1A.
- **Communication:** All courses in English require significant amounts of reading, writing, listening, and speaking, as indicated by PSLOs A, B, E. Composition courses (ENGL 1A, 1B, 1C) each require 6500 words of formal writing, careful reading of literary and expository texts, critical analysis of written, oral, and visual texts as well as verbal discussion and critique. These are assessed in 1A’s CSLO # 1 & 3, 1B’s CSLO # 1,2 & 3, and ENGL 1C’s CSLO # 1 & 3, as well as in literature and film courses.

In addition, Creative Writing courses (ENGL 18, 19, 20, 21) prepare students for the opportunity to publish in the college’s literary journal and communicate with a broader audience. The outcomes of these courses are assessed in PLSO F. Literature and Film courses bring the reading, writing, and discussion into the larger discourse communities of social and cultural arts.

- **Critical and Creative Thinking:** Inquiry and analysis are at the core of composition, literature, and creative writing courses, where students must rhetorically navigate purpose and audience while making stylistic, organizational, and subject/theme choices in expressing their ideas. Course and program outcomes stress this area significantly in every course. CSLO assessments indicate an average of 74-80% proficiency or mastery.
- **Citizenship:** Students in English courses are introduced to the ethical issues that face writers and thinkers, including responsible selection and use of source material, assessed in CSLOs related to research in 1A, 1B, and 1C. Students engage with a variety of diverse texts and ways of thinking through reading, writing, and discussion.

While issues of sustainability and global awareness are less at the “core” of English, the department offers an environment-themed section of ENGL 1C, and ENGL 18 is often taught with an environmental theme as well.

1c) Program offerings align with which of the following mission categories; check all that apply:

- X Transfer Career Technical Education
 X Basic Skills Personal Development/Enrichment Lifelong Learning

1d) Please analyze your department’s performance in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation; relevant data includes the equity and diversity goals of the department and College.

If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:
 - The alignment of these awards with the district’s mission and/or strategic goals. (See the district “Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program’s awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

The English department, in alignment with Guided Pathways, has been moving more strategically toward preparing students to meet General Education requirements for graduation and transfer. Although personal development and enrichment, along with lifelong learning are certainly values that English department faculty share and try to cultivate among their students, the climate of Pathways and Assessment has narrowed course offerings and frequency so that students have greatest access to the primary courses needed for transfer in G.E. and for the major.

The number of English majors has been falling steadily, from 243 in 2015 to 124 in 2018; however, the number of English majors for transfer has increased during this time, from 186 in 2015 to 214 in 2018, with incremental increases each semester in between. This makes sense, as English has removed the A.A. degree and as of the 2018-2019 catalog, now offers solely the Associate Degree for Transfer. This ensures that courses that English majors complete at Sierra College are in alignment with the requirements of the universities, again with the intentions of Guided Pathways.

In the past three years, the department has graduated fewer students with the A.A. (from 13 to 4) and slightly more students with the A.A.-T (from 20 to 22). The desire of the department to increase the number of majors and English graduates is currently under discussion in the Language and Literature Area Interest Area Workgroup.

The department has had a large impact in the teaching of Basic Skills over the past many years and has focused much of its attention on this population of students. First, the department focused on ENGL A curriculum revisions and a common final exam, and the outcomes of the final exam here steadily increased until hitting a plateau in about 2010, and remaining steady until 2015, when Accelerated models of developmental education were developed. The work of the department then heavily shifted to developing ENGL N, a 4-unit course developed with the principles of the California Acceleration Project. In addition, 1-unit reading courses (ENGL 53, 54, 55, 56) were developed to support students in reading across the curriculum. By the time we had enough data to analyze with the CSLO assessments, however, the State mandate of AB 705 was implemented, and ENGL N will rarely be offered; the reading courses have been discontinued and removed from the catalog. The department shifted its focus to providing support for students unprepared for, but enrolled in, ENGL 1A, with the development of the 4-unit, hybrid-model ENGL 1A and the ENGL S support course. This model will first be offered in Fall 2019.

All of this is at the core of the college's mission to prepare all students to think and communicate clearly.

1e) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

2) Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

- 2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process and the criteria, including state and/or professional mandates, for evaluating and revising curriculum, including the use of SLOs.

The department completed curriculum review last year. Several courses were eliminated: ENGL 53, 54, 55, 56, 501. This is in alignment with the elimination of ENGL 50, 50L, 560, 560L, 570, 570L previously, as the reading portion of the department was eliminated, and labs were closed. ENGL N, with the principles of Acceleration, took on the teaching of these skills, while we continue to offer ENGL 11, a college-level reading course.

Curriculum revisions to ENGL 1A, including an increase in unit-value, and the creation of ENGL S are the most recent changes in English department curriculum; these are in response to AB 705. In addition, the English department has recently developed open entry/open exit non-credit course and instructional materials for the Academic Skills Academy, which is housed in the LRC on the Rocklin campus, but not yet available at NCC or Tahoe/Truckee. This was recently approved by the Curriculum Committee.

The process of creating the new courses along with the 1A revision was highly collaborative, consisting of multiple meetings/workshops/ conferences as well as collaboration with Student Services.

A forecast for the future might suggest further elimination of some courses because of Pathways. If a course is not on a MAP/Template for a major, and exists solely in the G.E. electives category, its likelihood of filling is decreased. ENGL 44 and 45 seem most seriously affected by this in recent schedules, and it seems unlikely that the department will be able to continue to offer these courses.

- 2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

The department's most significant and meaningful assessments have been in the largest-enrolled courses: ENGL N & 1A. Our Departmental Assessment Analyses for the past three years have focused heavily on the changes in the first year writing course and the course one level below.

Changes to these courses have come less from the assessments and more from the mandates from the State. We are looking forward to being able to maintain some consistency for a few years so that the assessment data may become useful.

Sophomore courses are assessed regularly on a three-year schedule. Most of these courses are taught by a single faculty member, and there is less departmental discussion of these. In courses within an sub-area (such as the creative writing courses, ENGL 18, 19, 20, 21), faculty create and share each other's assessments.

The current calendar for assessment is attached. Fall semester 2019 will included the “core” assessments of ENGL 1A, 1B, and 1C.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

See attached.

2c) Professional development: Please describe how your department’s individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

The English department has been involved extensively in professional development activities as they relate to Acceleration and AB 705, particularly in relation to the California Acceleration Project on the Statewide level, and in smaller groups at the department and campus level.

Other opportunities for professional development as related to English have been unsupported by the college, as funding for English has only been granted for work specifically related to equity initiatives.

Over the past three years, the department has sent a dozen faculty to C.A.P. conferences and workshops and those faculty have returned to campus and shared teaching strategies, data, sample programs and curricula via our Community of Practice. One faculty member took C.A.P.’s leadership training and she, along with the Chair, has largely led the full-time faculty in developing the department’s plans to meet AB 705 mandates and to improve our equity numbers, ensuring the best educational experience for all of our students.

This has resulted in a change in curriculum to ENGL 1A: all sections are now 4, rather than 3 units, and the 4th unit, which focuses on research skills, is taught online; thus, all sections of ENGL 1A are hybrid. A training shell in Canvas was designed and developed, and all ENGL 1A faculty who are not already approved to teach online complete this professional training.

In addition, our Community of Practice designed a support course for ENGL 1A (ENGL S) to help students who are underprepared for college -level work. All faculty who teach these sections are required to complete the professional development workshops (6 hours total) which have been offered during the Spring ’19 semester.

Results of these changes are not available, as both the 4-unit hybrid ENGL 1A and the ENGL S courses commence in Fall 2019.

2d) Optional Additional Information: Please describe and explain any additional information that supports your evaluation of your program's success.

3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Assess and evaluate the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program; if you determine that you need to improve the program's performance, please describe how you plan to achieve this goal.

Overall success and retention rates for the English department over the past three years are in general alignment with success and retention rates for the District. Overall department retention rates remain steady in the mid-80th percentile range, while success rates are stable in the low 70th percentile. Disparately impacted groups over the past three years include former foster youth (74% retention, 49% success), African American students (65% retention, 27% success) and Native American students (57%retention 50% success).

The department believes that the new 4th unit required in ENGL 1A may help increase these numbers by providing greater access through the hybrid format and by having research materials readily on hand. Assessment of these new research materials/modality will give the department important information.

To reach disparately impacted groups, the department offers sections of ENGL 1A via Puente and Umoja models. In addition, the department offers themed sections of ENGL 1B, including those with an emphasis in African American and Native American literature. Success rates for students in Puente have steadily increased over the past three years; success rates for students in Umoja have remained lower than the department would like – in the mid-50th percentile. Faculty will continue to work with Professional Development in Equity trainings and best teaching practices.

Fill rates are consistently high, in the low 90th percentile, and the percentage of courses with waitlists varies from 59%-63%, again rather high. The analytics available from the new strategic scheduling software will help the department best leverage these statistics in the future.

Perhaps most significantly in terms of meeting the College's goals via Pathways, the English department has seen a steady and dramatic increase in the percentage of students completing college-level English their first year – from 25.19% in 2013-2014 to 30.29% in 2017-2018. We anticipate that with Ad Astra analytics, advising and scheduling, this percentage will continue to increase.

3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, course cancellations, program completion, and classroom use. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program; if you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

The comparison of Fall-to-Fall and Spring-to-Spring semesters' enrollments shows a steady decline for the past three years at both Nevada County and Tahoe Truckee campuses. Enrollments at NCC have gone from a high of 502 in the Fall semester 2015 to 396 in Fall 2017, and from 371 in Spring 2016 to 305 in Spring 2018. Tahoe Truckee numbers follow a similar pattern, falling from 161 to 99 between Fall 2015 and Fall 2017, and from 111 in Spring 2016 to 86 in Spring 2018. This has resulted in offering fewer sections of courses and allowing sections to "run" with less than optimal numbers.

The reasons for these declining numbers are uncertain; however, the deans at the campuses report that these falling enrollments are not exclusive to English and may represent the changing demographics of both regions, which show far fewer numbers from feeder high schools.

Enrollment at the Rocklin campus is also in some decline, with a count of 4748 students in Fall 2015 dropping to 4251 by Fall of 2017. Spring enrollments continue this trend: 3919 students in Spring 2016 compared to 3207 by Spring 2018. The reasons for this drop in enrollments is unknown. Consulted faculty suggest possible contributing reasons may be the rising number of dual enrollment students (184 in ENGL 1A in Fall 2018) and the lower enrollments in general in sophomore course offerings since Fall 2015, when these courses were restricted to non-prime-time scheduling slots, potentially affecting students' access, but clearly resulting in lower enrollments and some cancelled classes, including most recently, ENGL 33 (Intro to Shakespeare) and ENGL 18 (Creative Non-Fiction Writing).

Interestingly, the number of sections of 1B and 1C increased during this time period, while 1A declined.

In contrast, the English department's Distance Education offerings and enrollment have grown from a three year low of 746 in Fall 2016, to a high of 1003 in Spring 2018. The faculty have not yet discussed the possible reasons for this.

The department has just recently been seeing the effect of Pathways and MAPS. The two courses that are cross-listed with Education, ENGL 44 (Children's Literature) and ENGL 45 (Adolescent Literature) have been cancelled several times, and this is clearly an effect of these courses being included neither in the electives for the English or Education major mapping templates. In addition, ENGL 1C is included on MAP templates for other departments, while ENGL 1B rarely appears; thus, the department is seeing a rise in demand for 1C and a decline in demand for 1B. Scheduling reflects these changes. Finally, the department included ENGL 24 (Literary Criticism) in its MAP template, and this course, which was rarely previously scheduled, is now a regular planned offering in the department. ENGL 12 (Business Writing) has been recently re-designed and will be offered in an online modality for the first time in Fall 2019.

Within these changes, the department works to remain effective in providing the courses that students need as determined via Pathways and template mapping. Getting courses offered at the times students need them may be determined in the future through the use of the analytics of the new scheduling software, which is just coming on board.

- 3c) Equity: Analyze and evaluate your program's performance in promoting and/or achieving equity for at risk students and equity in general [or "promoting and/or achieving equity and diversity"]. Based on this analysis, describe any plans you have to sustain or improve the program's contribution to student equity as a central component of student success.

The bulk of the work done in the English department over the past three years has been with an equity focus with the goal of shortening the time for students to complete college level English and succeed in persistence toward their goals. California Acceleration Project trainings and workshops have provided significant data, teaching strategies and classroom structures to help guide English faculty toward success in equity areas. These are seen in the curriculum and trainings for ENGL 5 in particular.

Additionally, some instructors have incorporated teaching strategies from the Black Men of Excellence conferences. The department continues to support Umoja and Puente programs.

- 3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program's success.

- 3e) Analysis and Planning: Referring to the analysis in 3a-d, to your ongoing planning and assessment documents, and to any relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

See comments in sections 3a-d. The English department has engaged in a dramatic revision of its Composition requirement. These include the elimination of English N (pre-Freshman Composition), the development of support courses for English 1A, including English S (described above), the transformation of English 1A to a four unit course including a newly developed hybrid online Research component, and the addition of an augmented 6-unit 1A course for at-risk students. These changes, driven by equity, success, and achievement goals, by legislation, and by the Chancellor's office constitute the core of the Department's plan for the next 3 years. The department will assess and evaluate these changes while also continuing to pursue equity goals, to assess course and program outcomes, to define and fulfill its role in Pathways and Interest Areas, and increase student success and achievement. The focus will depend on the results of the changes outlined above.

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Include any relevant analysis of equity goals and the development of MAPs, interest areas, and guided pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

See note below 4c.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.

Equipment/Technology:

Facilities:

Staff:

4c) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

The College has already provided resources to support the department's transformation of its Freshman Composition program. While new full-time faculty hires are always welcome, the four new faculty hires (one at Tahoe-Truckee and three at Rocklin) have at least made up for previous losses to retirement and release time and will provide strong support for the new curriculum. Given the changes and the lack of opportunity to determine its additional needs, the department has no immediate requests, at least none at the time of this review.

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
							X

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program’s strengths, weaknesses, opportunities, and challenges.

The English department has been agile and hardworking in response to the AB 705 State mandate. To meet these goals, the department re-designed ENGL 1A curriculum, including an increase in units and a new modality, both focused upon research skills. Several faculty attended California Acceleration Project conferences and workshops to help the department create a new course, ENGL S, to serve as a support for ENGL 1A for students who are not yet at college level.

For the past two months, instructors have been taking the hybrid training (5 hours online) and participating in the ENGL S Orientation workshops, which require 6 hours per instructor. The department is ready to take on the work of AB 705. These are among our strengths.

Some of the challenges for English are related to the changes above. Our assessment work through ENGL A, then ENGL N, and now ENGL S has been continually cut short as the demands for a “new” process come from outside the department (Acceleration, now AB 705). So the most significant changes the department has made have not been based upon SLO assessments, but on mandates. This has been frustrating, as we’d like to see the results of our work.

The new opportunities for English lie in the Guided Pathways Interest Area. Many faculty would like to further develop the major for transfer, looking more carefully at major course offerings and scheduling. The growth of dual enrollment has also been a concern, although this is outside the decision-making process of the department.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

Much of what is included in this report has been part of department conversations among faculty, as we continue to modify and strengthen our programs. Some portions of this report were viewed as drafts.