Ohlone College
Program Review Report

- **Program Description and Scope:**
  - *Program Review Title:* English
  - *Academic year:* 2015/2016
  - *Review Type:* Instructional Disciplines
  - *Program/Departments:* English and ELC (15000,15001)
  - *Authority Code:* 47-Dean, Language and Communication
  - *External Regulations:* Yes_ No X
  - *Provide a brief narrative that describes the instructional program/discipline:*

    The English department at Ohlone College is made up of roughly four separate, but integrated, programs: 1) the Basic Skills reading and writing classes; 2) Transfer level classes in composition, critical thinking, and introduction to literature, as well as literature and creative writing electives ; 3) the AA Degree programs in English; and 4) the English Learning Center (ELC), which supports all aspects of the English program with tutoring as well as staff support and materials for the lab programs in the Basic Skills classes and in English 101A, the Freshman composition class at Ohlone.

    There are currently fourteen full-time faculty and approximately fifty part-time instructors teaching approximately 147 sections of classes in the English department (over 4,100 students; most classes are 4-unit classes). The ELC consists of a staff of four full-time instructional assistants, and student help, as well as several student tutors per semester, and a 50%-load full-time English faculty member as English Learning Center Coordinator.

- **College Mission:**
  - *Mission Statement:*
    Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
  - *Program Relation to College Mission:*
    - University Transfer
    - Basic Skill
  - *State Your Program Mission/Purpose:*

    The mission of the English department is to serve students by offering

instruction for basic skills and university transfer.

o *Briefly Describe Program Accomplishments:*

The English department finalized the associate degree for transfer, is piloting an accellerated English sequence (151RW), and is supporting the Puente project. In addition, the department has established regular retreats for full time and adjunct faculty related to basic skills, writing and reading. At monthly department meetings, peer share (best practices by topic) is a standing agenda item, and a twice-semesterly workshop for all faculty to share, support and learn (SSL) has been initiated.

- **Achievement and Resource Data Analysis:**
  1. *Research Questions:*

     1. There are no groups that are disproportionately impacted; English appears to be a very democratic discipline. What does explain the dichotomy of the four courses where the department is below the standard and most of the rest of the department that is above the benchmark?
     2. The success rates in several key courses--151A, 151B, 101A, and especially 162--are below the college-set minimum standards. Are there strategies that could be employed to address these rates?
- **Resource Assessment Summary:**

  1. *Academic Year:* 2013-14
  2. *Activity Center Fund 10 Budget Allocation:* $2491182.00
  3. *FTES:* Fall: <u>792</u> Spring: <u>668</u> Summer: <u>0</u>
  4. *WSCH/FTEF:* Fall: <u>747</u> Spring: <u>615</u> Summer: <u>0</u>
  5. *Course Sections Offered:* Fall: <u>144</u> Spring: <u>144</u> Summer: <u>0</u>
  6. *Sections Taught FT Faculty:* Fall: <u>59</u> Spring: <u>55</u> Summer: <u>0</u>
  7. *Sections Taught PT Faculty:* Fall: <u>85</u> Spring: <u>88</u> Summer: <u>0</u>
- **Human Resources:**

  1. *# of FT Faculty:* 14
  2. *# of PT Faculty:* 50
  3. *# of Classified Staff:* 5
  4. *# of Administrators:* 1
  5. *% Faculty release/reassigned time:* 215.00%
  6. *Technology:*
     - Laptops
     - Tablet
     - Desktops
  7. *Physical Resources:*

- ▪ General Classrooms
- ▪ Tutoring/Learning Center
- **Program Analysis PSLOs - Student Learning:**
  (Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level)

  1. *PSLO Matrix:*

Course	PSLO-1	PSLO-2	PSLO-3
ENGL 101A	M	M	M
ENGL 101B	M	M	M
ENGL 101C	M	M	M
ENGL 104	M	M	M
ENGL 106	M	M	M
ENGL 107	M	M	M
ENGL 108	M	M	M
ENGL 109	M	M	M
ENGL 111A	M	M	M
ENGL 111B	M	M	M
ENGL 112	M	M	M
ENGL 113	M	M	M
ENGL 114	M	M	M
ENGL 115	M	M	M
ENGL 117	M	M	M
ENGL 118	M	M	M
ENGL 119	M	M	M
ENGL 120A	M	M	M
ENGL 120B	M	M	M
ENGL 121	M	M	M
ENGL 122	M	M	M
ENGL 125A	M	M	M
ENGL 125B	M	M	M
ENGL 127	M	M	M
ENGL 129	M	M	M
ENGL 130	M	M	M
ENGL 151A	M	M	M
ENGL 151B	M	M	M
ENGL 156	M	M	M

ENGL 162	M	M	M
ENGL 163	M	M	M
ENGL 167	M	M	M
ENGL 172	P	P	P
ENGL 173	P	P	P
ENGL 174	P	P	P
ENGL 175	P	P	P
ENGL 176	P	P	P
ENGL 191	M	M	M

2. *Please Indicate the PSLO(s) which you are reporting on:*
   - Students should demonstrate writing skills at the appropriate level.
   - Students should retain knowledge from course to course.
   - Students should demonstrate critical reading skills at the appropriate level.
3. *Analyze and summarize your assessment findings â?? What in the data jumped out?*

In a comprehensive assessment for the SLO's of English 101A, the data suggest that the department is meeting the program SLO's at a level of 74% or above.

Overall, results were good in all areas, with success rates in the various skills ranging from 86% to 74% (with "success" defined as either meeting or exceeding expectations, in levels 2 or 3).

Program SLO#1 (demonstrate an ability to write at the appropriate level) is also achieved, as evidenced by the success rates in all skill areas which were assessed in papers at the end of the class.

Program SLOs #2 and #3 are also achieved, though the relationship is not as overt in the assessment rubric. Students must think logically and critically about what they are reading and effectively evaluate evidence from what they are reading, and must draw logical conclusions from what they are reading, in order to write an effective paper which also demonstrates these reading skills (PSLO#2).

And success in all skill areas shows retention of skills from previous courses (PSLO #3), both English 151B (Fundamentals of Composition) and 163 (College Level Reading), although it is possible that students gained and/or continued practicing these skills throughout their English 101A course, demonstrating success by their final papers, and may not have retained these skills from their previous course.

Course SLO assessments for other English courses also documented the achievement of program SLOs. See SLOAC website for list.

4. *Give examples of assessments used for your PSLO analysis:*

An assessment project was created to evaluate students' ability to meet the GE SLOs for English 101A. This assessment was a follow-up assessment to a previous English 101A assessment project which ran from Fall 2009 through Spring 2011. This earlier assessment focused primarily on the handling of citations and the Works Cited page on the final research paper from the end of the semester and was originally conceived to assess the effectiveness of the new online research skills lab program in Blackboard that was implemented in Spring 2010.

The assessment also evaluated the Course SLO relating to documentation and research skills (currently Course SLO #3), and the extent to which students were successfully demonstrating mastery of writing skills appropriate to their level (Program SLO #1).

It was decided that the next time English 101A was to be assessed, we would create an assessment that would measure additional composition skills and which could assess all of the GE SLOs relating to the course. This new assessment created for Spring 2014 related to additional aspects of the students' final research paper, including thesis, support and analysis, quotes, and documentation. These skills, which are integral to a well-written composition, relate directly to the Area IV.A. GE SLOs listed above.

Twenty-two out of the 33 sections of ENGL 101A were involved, assessing over 480 students.

5. *Describe input from Program Advisory Committee (if applicable):*
6. *Comments:*

- **Program Improvement Objectives**

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

We are currently in the second semester of offering ENGL 151RW, and at the end of the semester, we will collect the success data for the cohort from ENGL 101A. We will continue to collect data with the second cohort in Spring 2015.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

According to data from the Basic Skills Cohort Tracker on the Chancellor?s Office website, students who begin at the ENGL 151A level successfully complete ENGL 101A at a rate of slightly lower than 50% (128 out of 259 for the Fall 2011-Spring 2013 cohort). In order to begin to address this issue, faculty within the department have piloted the offering of a combined reading/writing course, ENGL 151RW, to accelerate movement through the sequence.

Program PIO will address the following:

- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Success Rates

How will you assess the effectiveness of your PIO:

Success rates in 101A for the cohort compared to the department as a whole.

PIO Action Plan:
How will you accomplish this?

Use RSCH report in Informer to gather data.

What is your timeline?

Spring 2015 to Fall 2015.

Who is going to do this?

Dean

PIO Status:

- Completed

Closing the loop - Describe the results of your PIO implementation or completion:

CAP: An analysis of the success data for Spring 2014-Fall 2014 shows a success rate in ENGL 151RW (the CAP course) of 78.3% vs. 66.7% in ENGL 151B (existing writing course). More significantly, the success rate in Freshman Composition was 49% for students who successfully passed ENGL 151RW vs. 27% for those who took ENGL 151B.

Conclusion: Complete if PIO has been completed

PIO achieved - worked

Fiscal Resources Status:

- No fiscal resources requested

PIO Resources:

- Resource: People Time
  Description: Data analysis and program development

2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

The department is requesting another full-time staff person for the ELC in order to better serve student needs.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

With the move of a significant proportion of basic skills English classes to the Newark campus, the staffing of the ELC at Newark is now inadequate. This is on top of the current staffing challenges, especially when staff are sick or pulled from their duties for college activities (hiring, union).

Program PIO will address the following:

- Service Impacts

- Student Learning & Achievement

How will you assess the effectiveness of your PIO:

There will be fewer disruptions to ELC service hours compared to 2013-2014.

PIO Action Plan:
How will you accomplish this?

Request an additional staff position.

What is your timeline?

ASAP.

Who is going to do this?

Dean of Language and Communication.

PIO Status:

- In-Progress

Closing the loop - Describe the results of your PIO implementation or completion:

CAP: An analysis of the success data for Spring 2014-Fall 2014 shows a success rate in ENGL 151RW (the CAP course) of 78.3% vs. 66.7% in ENGL 151B (existing writing course). More significantly, the success rate in Freshman Composition was 49% for students who successfully passed ENGL 151RW vs. 27% for those who took ENGL 151B.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

- Staff position requested: Inst. Aide not funded as of 6/22/15

PIO Resources:

- Resource: Staff/Administrative Position
Position Title: Instructional Aide
FTE: 1
Est. Cost: $54,000.00

3. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Given the success rate for Puente, the department would like to set up a similar intervention for African American students, which currently has the lowest success rate in the English department of any ethnic group.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Our Puente cohort showed a success rate of 71% for students starting in ENGL 151B and successfully completing ENGL 101A within one year. This is compared to a one-year completion rate (Fall 2013-Spring 2014) of all students of 40% (400 started 151B; 300 successfully completed; 199 moved on to ENGL 101A; 149 successfully completed).

Program PIO will address the following:

- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Success Rates
- Equity/Disproportionate Representation

How will you assess the effectiveness of your PIO:

Cohort successful completion rate of English 101A.

PIO Action Plan:
How will you accomplish this?

The department will use the Puente model to develop a program focused on the African American experience. The department will work with the counseling department to set up the learning community. The key is to identify faculty in both English and counseling to lead this effort and to teach the initial cohort.

What is your timeline?

The program would require one semester to develop the curriculum (Spring 2016). Next, the program would need to work on recruitment of both students and mentors over the following year. Should funding be made available to support the program in 2016-2017, the first cohort would be ready in Fall 2017.

Who is going to do this?

English and counseling faculty (to be identified).

PIO Status:

- In-Progress

Closing the loop - Describe the results of your PIO implementation or completion:

CAP: An analysis of the success data for Spring 2014-Fall 2014 shows a success rate in ENGL 151RW (the CAP course) of 78.3% vs. 66.7% in ENGL 151B (existing writing course). More significantly, the success rate in Freshman Composition was 49% for students who successfully passed ENGL 151RW vs. 27% for those who took ENGL 151B.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

- Funded - $6000.00 academic stipend through student equity.

PIO Resources:

- Resource: Other Budget Related Resources Needed
  Description: Stipend for "Puente" faculty participant

Est. Cost: $6,000.00

4. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

The department would like to hold regular norming sessions working towards a common rubric for paper grading for all instructors at each level of composition to improve student preparedness and success across the department.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Over the last two years, there has been an increasing perception within the department that there are growing inconsistencies in how student writing is evaluated and what is considered attainment of student competency in each English level and preparation for the next level, particularly among adjunct instructors. The department feels the need to focus on communicating departmental standards through sample assignments and sample essays and through norming activities in order to bring all department faculty to a common understanding so that students will better succeed in subsequent English classes regardless of instructor. The department also plans to collect sample assignments and sample papers with commentary, along with sample syllabi, to post on the website.

Program PIO will address the following:

- Success Rates
- Student Learning & Achievement

How will you assess the effectiveness of your PIO:

Look at success rates for students who completed 151B in 101A after norming activities are established.

PIO Action Plan:
How will you accomplish this?

Collection of samples and professional development funding for norming

sessions.

What is your timeline?

Begin collecting samples Spring 2016 and offer norming sessions twice a semester as soon as professional development funds are available. Focus departmental workshop in Spring 2016 on this topic.

Who is going to do this?

English department and course coordinators.

PIO Status:

- In-Progress

Closing the loop - Describe the results of your PIO implementation or completion:

CAP: An analysis of the success data for Spring 2014-Fall 2014 shows a success rate in ENGL 151RW (the CAP course) of 78.3% vs. 66.7% in ENGL 151B (existing writing course). More significantly, the success rate in Freshman Composition was 49% for students who successfully passed ENGL 151RW vs. 27% for those who took ENGL 151B.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

- Funded through Basic Skills.

PIO Resources:

- Resource: People Time
  Description: FT faculty leadership for activities
- Resource: Other Budget Related Resources Needed
  Description: Professsional Development - PT participation
  Est. Cost: $6,000.00

Attached Files: