

Instructional Program Review American River College 2015 - 2016

Instructional Area: Instruction - B (Montgomery)

Department: English

Discipline: English

Submitted: Thursday, March 3, 2016

Mission Statement

Over the last six years, please describe how your program has supported the College's mission as shown above.

English continues to support the College's mission effectively, serving a wide variety of students in our region, from those who assess into developmental composition classes to those taking our transfer-level composition, creative writing, and literature courses. We serve students at the ARC Main Campus, the Natomas Educational Center, the McClellan Center, and via distance education through our online courses.

- We have recently streamlined our below-transfer composition sequence from three to two courses, which included increasing the one-level-below-transfer course from 3 units to 4 units. We believe this new sequence gives students a sound foundation in writing skills necessary for their success in college-level work while moving them more effectively and successfully through our composition sequence.
- Our transfer-level composition courses are essential for students earning an A.A. degree or transferring to four-year institutions.
- Our transfer-level literature courses offer study of works that give students knowledge, skills and attitudes for post-secondary education success, personal enrichment, self-development, and purposeful and meaningful lives as members of a global community.
- The Writing Across the Curriculum and Writing in the Disciplines programs play a significant role in supporting the College's mission. Since the programs provide services to courses across all academic disciplines and divisions, we are able to impact the success of students campus-wide in career and technical education, developmental education, general education, and lower division post-secondary education.
- English continues to raise its profile in the community, the state, and nationwide, with its award-winning *American River Review* literary magazine, its hosting of world-renown writers and poets at the annual SummerWords event, and its new publisher, Ad Lumen Press, the only community college publisher in the United States.
- English is also a leader campus-wide in ensuring that all students are invited, welcomed, and engaged to achieve their goals. English faculty Jesus Valle coordinates the Native American Resource Center, Dennis Lee co-founded the LGBTQ subcommittee of the Equity Committee, and Susan Howe created and now successfully offers a new course, ENGLT 365: Introduction to GLBT Literature.

Stated Outcomes and Recommendations from Previous Program Reviews

Recommendation from Previous Program Review Report

Were the previous program review outcomes, addressing **strenghts**, achieved and how did these outcomes improve student learning?

- The previous program review identified the need to build department awareness of the role of curriculum (in particular, the role of course topics and the SLOs) in class design and planning. We currently enforce the inclusion of SLOs in all syllabi for full-time and adjunct faculty. This is reviewed and checked consistently by peer review teams who assess faculty performance. We evaluate the course topics in all courses when they come due for curriculum review and revision. At the curriculum review stage, all members of the department have input in the curriculum and SLOs for all courses. We regularly discuss and revise course topics; for example, we added to the curriculum the requirement for instructors teaching English Writing 302 to include a full-length book. We also revised the English Writing 50-101-300 composition sequence, creating and emphasizing new course topics and SLOs. We also designed and have implemented a 4-unit English Writing 303 course, which is particularly for English degree majors. Discussion continues amongst the department about this course and its curriculum and SLOs, to ensure that it is the most

effective for students who major and transfer. We offer 3-unit courses for new instructors and online instructors to take themselves to help with curriculum and SLO awareness and development in the classroom; these are the Teaching Institute and the Online Teaching Institute.

- The previous program review identified the need to streamline the distribution of Department and Area budgetary funds. We have a process in place that involves the Dean, Area chairs, and faculty. When funding becomes available, the Dean notifies the chairs, who then notify all faculty. Faculty are asked to request funding for needs. These funding requests are then reviewed by the Dean, discussed with the chairs, and implemented accordingly. Funding requests are input into the EMP. In addition, the department had a Budget committee. This committee's job was to allocate excess funding, on a request basis, after EMP requests were met. When funding decreased several years ago, the Budget committee took a hiatus, but to maintain management of such excess funding, the department still has a Budget committee chair, who will notify the department if funding of this sort becomes available.
- The previous program review identified the need for permanent staff for English support centers at the Natomas Educational Center. Permanent staff would help to improve productivity in that program, as well as perform day-to-day tasks and address growth issues. We received the FTE and approval to hire a shared instructional assistant and a shared clerk for the WAC program at the Natomas Educational Center.
- The previous program review identified the need for a second 40% WAC coordinator. We are currently hiring a WAC coordinator for the Natomas campus. This individual will be responsible for running the WAC at the Natomas Educational Center, as well as performing standard faculty duties and teach courses. The ARC main campus continues to have one coordinator. To increase productivity, the main campus coordinator has created components for the WAC program that serve larger groups of students at one time, thus increasing productivity. These include workshops, a writing center, and a new program called Writing in the Disciplines, which serves larger classes in a learning community format.

Were the previous program review outcomes, addressing **challenges**, achieved and how did these outcomes improve student learning?

In the 2008-09 Program Review, the "most pressing concern" under program challenges was the reduced budget and difficulty meeting student needs in the staffing of the Natomas Writing Center and WAC programs, stemming primarily from reduced budgets and these programs' reliance on soft funding.

WAC

The WAC program has grown substantially and matured into a richer, support service. The program's pedagogy is stronger and now includes more metacognitive strategies. Faculty and staff also worked to create a written mission and vision for what we try to accomplish. Originally, the WAC program only served 450 students per term; it now serves over 2100 students per year and our sister program, Writing in the Disciplines (WID) serves another 400 students. However, due to limitations of space and staffing, we may have reached a limit in the number of students we can serve in the LRC unless we are granted additional space.

By creating an entirely new program called Writing in the Disciplines (WID), we were able to greatly improve our access to support services and greatly improve our program's productivity. Recent data on the WID program's success show statistically significant gains for disproportionately impacted groups taking English and Psychology courses. Additional WID courses are being added in History. And we have plans to add courses in other disciplines once the District fixes the enrollment processes for Learning Communities in PeopleSoft.

1. Curriculum: All of the WAC curriculum has been completely re-written. We now have three levels of WAC courses—ENGWR 95, ENGWR 96, and ENGWR 306. Because the courses have course numbers that are distinct from the Writing Center, we now are able to collect and analyze data about student success in our program.
2. Natomas Center: In the Fall 2015 semester, we were able to pilot a complete WAC program with a 40% WAC Coordinator, a clerk, and instructional assistants. The Natomas Center Dean was able to work to secure a permanent Instructional Assistant for the new WAC Center and a permanent clerk. Faculty recommended the hiring of a permanent WAC/English Faculty member for the Natomas Center (similar to what we have on the main campus) and the president approved the request. The new

position will be part of the spring 2016 hiring process.

3. Permanent Staff Main Campus: While we have some permanent staff, we continue to be reliant on a lot of soft money and temporary staff on the main campus. We have asked for additional hires every year since 2007, but our requests have been denied in favor of other needs at the college. However, the College has continued to provide BSI, FWS, and PFE monies to support our program from year to year.
4. WAC Productivity: The WAC coordinator has rewritten WAC curriculum and reorganized the program multiple times over the last six years to improve productivity. Our new lecture format and the additions of WID courses have made the program much more productive.
5. WAC Online: WAC has piloted and added online sections and the program is effective. However, the LRC is currently attempting to duplicate the services WAC offers with a free online service staffed through a grant and non ARC employees. If that service is provided, WAC online courses will likely not be viable because they will be replaced by a free service that our instructors don't teach.
6. Hire 2nd WAC Coordinator: While we have not hired a second coordinator on the main campus, we have been able to hire one for the Natomas Center.

Increase The Number of English Majors

The Associate of Arts Degree for Transfer in English (ADT), created in response to SB 1440 and approved in 2012, was among the first transfer degrees to be offered in the Los Rios district. Since 2012, 21 ADT degrees have been awarded, along with 38 AA degrees in English and 49 AA degrees in English Communication and Literature. In its ongoing effort to streamline its degree offerings and clarify degree requirements for the English major, the department has discontinued the old AA degree and now offers students both transfer and terminal Associate's degree options.

Were the previous program review outcomes, addressing **SLOs**, achieved and how did these outcomes improve student learning?

At the time of the last program review, the department had just completed its first formal SLO Assessment. The goals at that point were: to communicate the SLO Assessment process to the department so faculty could fully understand it and give productive feedback about improving it for the future; to conduct department-wide discussion about concrete, holistic, systemic, and sustainable approaches to future SLO Assessments; and to improve the outcome of SLO Assessments. The department has in fact achieved all three of these objectives. All faculty discuss and focus on SLOs in curriculum, course, and syllabi planning. We have assessed SLOs formally in several different ways, troubleshooting and adjusting our process after each in order to determine the most effective way to evaluate student learning. The SLO Assessment from the last program review showed that while students believed they were meeting the SLOs for the class, the instructor-directed assessment revealed that only 35% of the students were actually meeting one target SLO. According to our last SLO assessment (2014-2015), students still believed they were meeting the SLOs, while the instructor-directed assessment revealed that 89% were actually meeting one target SLO.

Analysis of Data: A 6 Year Reflection

Student Enrollments and Characteristics

After each data set below, provide a narrative reflection about the significance of the data for the program for the past five years.

Includes the following sections:

- Using the course enrollment and demographic profile. Are there any data that are significantly different than the college? If yes, can you explain why there is a difference?

English course enrollments have dropped overall 5.82% from 2010-11 to 2014-15, though this is significantly less than the enrollment drop across all disciplines of 13.35%. English online course enrollments have decreased by 8.54%.

- Does the difference affect the program, planning and/or student success?

Because English's overall drop is significantly less than all disciplines combined, it does not affect the program, planning, and/or student success.

- What, if anything, can you do to address these differences?

n/a

Student Learning Reflection

Curriculum

For all programs with degree and certificates: How well do your courses support the program student learning outcomes? How do you know?

The English department currently does not have program student learning outcomes. We do offer an English degree, but not a certificate. We could consider creating program student learning outcomes in the future. This is something we can suggest to the department and garner feedback as to whether to develop program SLOs, and if so, what those specifically should be.

Are students able to complete the courses required for your degrees and/or program in a "normal" timeframe?

At 19 units, the Associate of Arts Degree for Transfer in English allows students to complete the degree within four semesters. Moreover, our degree has been sequenced so that students are able to prioritize core requirements, beginning with the addition of a 4-unit requirement, ENGWR 303.

Explain major additions, changes, or deletions to the program's curriculum over the last six years.

Associate of Arts Degree for Transfer in English

Since the last program review, the English Department has responded energetically to statewide mandates to create clear pathways for transfer to the California State University system and to award degrees and certificates demonstrating student success in achieving academic goals. The Associates in Arts Degree for Transfer in English (ADT), created in response to SB 1440 and approved in 2012, was among the first transfer degrees to be offered in the Los Rios district. Since 2012, 21 ADT degrees have been awarded, along with 38 AA degrees in English and 49 AA degrees in English Communication and Literature. In its ongoing effort to streamline its degree offerings and clarify degree requirements for the English major, the department has discontinued the old AA degree and now offers students both transfer and terminal Associate's degree options.

Composition Resequencing

Since the last Program Review, the English Department revamped its composition sequencing, reducing it from four courses (ENGWR 43 > ENGWR 51 > ENGWR 102 > ENGWR 300) to three courses (ENGWR 50 > ENGWR 101 > ENGWR 300).

Researching, proposing, and implementing this major change was a multi-semester process that began with trying to find a way to move students more quickly and successfully through our composition sequence. We were concerned with the "pipeline effect," wherein students "leak" out of a multi-course composition course sequence over time, resulting in low persistence rates. Research suggests each course in a sequence provides an additional risk point for students to exit the sequence; more courses in a sequence means greater risk for students not to succeed. The pipeline effect helps explain why our four-course sequence was less successful at producing graduates, despite the fact that our success rates for individual courses at each level had never been better. According to research findings on acceleration, collapsing the sequence reduces the pipeline effect and results in improved student persistence through transfer-level English.

We began by revising our course topics and student learning outcomes for ENGWR 300. After much discussion and research, we decided to eliminate ENGWR 102 and replace it with a more substantive 4-unit course, ENGWR 101.

We eliminated our lowest level course (ENGWR 43) and created a new 3-unit 50-level course to replace our 50-level ENGWR 51 course. The course has new curriculum and the Writing Center coordinators have conducted norming sessions at the end of each semester since summer 2014. Rubrics are provided in the most recent ENGWR 50 course booklets.

We implemented the new course sequence in Summer 2014, and while we continue to monitor the data to assess its effectiveness, the preliminary data is quite encouraging: There has been a significant

increase in first-levels' pipeline success (ENGWR 43 > 50/51 > 101/102 vs. ENGWR 50 > 101) among all students, and a more than doubling of the success rates among African-American students.

WAC and WID

The WAC program used to use ENGWR 53 as its course number. This course number was also used by the Writing Center. The coordinator revised the program in 2007 and, as of 2008, the new program began using three new course numbers that reflect three course levels: ENGWR 95 (Beginning WAC), ENGWR 96 (Intermediate WAC), and ENGWR 306 (Advanced WAC). The WID program began by pairing sections of ENGWR 96 with ENGWR 102. When we discovered that the model was successful, the WAC coordinator wrote two courses-- ENGWR 94 (Writing in the Disciplines) and ENGWR 304 (Advanced Writing in the Disciplines) to use to pair with other courses. This was done to avoid confusing WAC and WID courses while the program was developed. When it was clear in 2015 that the WID program was growing to include several disciplines and more than 8 sections, the WAC/WID coordinator rewrote ENGWR 304 and created three new WID courses under a new course thematic block. These courses are ENGWR 360, 361, and 362. These three courses can be paired with English, History and Social Science content courses.

The Writing Center

In the fall of 2009, the Writing Center was offering the courses ENGWR 53 and 104, module based self-paced, variable unit skills courses. Because of the low persistence rates of writing center students, the coordinators created the ENGWR 43 course, a writing intensive course that would shift the focus of the Writing Center course from grammar and skills to writing strategies and process, to better prepare students for later courses in the composition sequence. The change in course number also helped differentiate the Writing Center course from the identically numbered WAC course.

In 2011, new coordinators Janay Lovering and John Bell saw that the ENGWR 43 course was producing student writers who were not only meeting the student learning outcomes (SLOs) of the ENGWR 43 course, but also were meeting the outcomes of the next course in the composition sequence: ENGWR 51. To help accelerate students through the composition sequence and thus improve persistence, co-coordinator Janay Lovering used a BSI grant to pilot a center wide course prerequisite challenge. ENGWR 43 students were given information about ENGWR 51 SLOs and encouraged to challenge the ENGWR 51 prerequisite to what was then the 100-level course in the sequence: ENGWR 102. The challenges were read by a group of faculty who had been trained in reading challenge portfolios, and in the Spring 2012, twelve students successfully challenged the ENGWR 51 prerequisite, and over the next two semesters of the project, a total of 61 students successfully challenged, giving them the ability to accelerate through the composition course sequence towards graduation and/or transfer.

Early data on the challenge project showed that students who successfully challenged the prerequisite were more likely to be successful than the general population in their ENGWR courses, and that students who began the composition sequence in ENGWR 43 were more likely to be successful in subsequent composition course than students who began the sequence in ENGWR 51.

In the Fall 2013, the English department realigned and shortened the composition sequence, eliminating ENGWR 43 and creating ENGWR 50 to replace ENGWR 51, then-current 2013-2015 Writing Center Coordinators Karen Quirarte and John Hess, along with the ENGWR 50 committee, created course material to be used by all ENGWR 50 instructors to teach 50 in the Writing Center. This course material was designed to reach a diverse student population and introduce students to the challenges of academic writing so that they could be successful in future English writing courses.

As a result of the move from ENGWR 43 to ENGWR 50 in the Writing Center, and a shortening of the composition sequence, the pipeline success increased from 26.4% to 36.1%. More impressively, the pipeline success rate for African American students increased from 12.6% to 26.8% (a 113% improvement).

To further the success of the ENGWR 50 curriculum with traditionally disadvantaged student groups, current Writing Center coordinator Janay Lovering and WAC coordinator Dennis Lee are piloting a peer mentoring program in the ENGWR 50 course to bring the success and persistence rates of the lowest performing student groups to the levels of the highest performing group by employing peer mentors from successful campus programs, such as the Umoja-Sakhu Learning Community.

Have all course and program outlines been updated within the last 6 years? Yes

Information Literacy

Information literacy is a college-wide goal. Using the checklist below, how do your courses help students learn to recognize when information is needed and give students the ability to locate, evaluate, and effectively use the needed information? Choose all that apply.

- Lecture, in-class discussions, or activities
- Research-based assignments
- Research workshop(s), led by a librarian or other research specialist
- Online library research guide or instructional video tutorials
- Individual guidance from a librarian or the instructor
- Assigned readings or other course materials

Other

- Does not apply

List the courses in your discipline that include the components identified above.
(example: ENGWR 300, STAT 300)

ENGWR 50, 95, 96, 101, 300, 301, 303, 302, 304, 306, 360, 361, 362, 480, 481, 482
ENGLT 310, 311, 320, 321

If the questions above do not pertain to your discipline, please explain why your discipline does not include components of information literacy in your program.

n/a

This question is for English, ESL, and Business only (i.e. departments fulfilling ARC General Education Requirement II-A, CSU GE Pattern A-2, and IGETC Pattern A-1). How are information literacy skills evaluated in your program?

Students' information literacy skills are evaluated when they are graded in the pertinent courses. Composition course student learning outcomes and curriculum course topics prescribe information literacy goals, including but not limited to: researching, assessing, analyzing, and integrating a broad range of resources; understanding library research; synthesizing multiple sources in support of a single thesis; using secondary sources to support literary analyses; and employing appropriate citation standards and documentation formats.

Student Success

After each data set provide a narrative reflection about the significance of the data for its programs for the past five years.

Provide a short, written reflection for the following sections:

- Course sequence and scheduling: How effective are course scheduling, offerings, and sequence in students completing their educational goal? How do you know?

Student success has been essentially consistent from 2010 - 2015. There is roughly a 4% discrepancy between student success in 2010 (70.55%) and 2015 (66.63%). In terms of course scheduling, since 2010 we have consistently decreased the number of morning course offerings and increased the number of afternoon course offerings. Since 2010, our success rate has also consistently decreased, though not drastically. While slightly more successful from 2010 - 2012, students in evening courses from 2012 - 2015 have been as successful as those in morning and afternoon courses; since 2012, morning, afternoon, and evening course students have been essentially equally successful.

We determine course scheduling by student demand. Our Dean looks carefully at how classes fill each semester to determine which courses and times to offer in subsequent semesters.

Students in online courses have been less successful than those in on-ground courses from 2012 -

2015. We need to research this and try to determine the cause. 23% of online students earned a “W,” which is substantially more than the on-ground course students. If either attrition or low enrollment is the cause of lower student success in online courses, we will consider offering fewer of these courses.

Specialty courses (non-composition) are offered rotationally. Several years ago we had to decrease these offerings by 36% due to economic downturn and reduced FTE. At this point, we should consider adding more sections back into the schedule to help give students better and faster pathways to their degrees, including our transfer degree.

We have recently changed our composition sequence up to and including English Writing 300 from four courses to three. Students can place into any course in this sequence, based on their Assessment test performance. We will look carefully at the outcomes of this new sequence, once these results become more fully available. We anticipate an improvement in success; however, if necessary we will adjust course curriculum to troubleshoot any weaknesses.

Our college Student Equity Plan has identified three groups as being disparately impacted. According to the Plan, “Among all students who completed basic skills English, the students who experienced the greatest impact in successful completion of a degree-applicable English course are African-American, American-Indian/Alaskan Native, and students with disabilities.”

- How successful are students in your courses? How do you know?

Overall

Students in English continue to be slightly less successful than students overall, at 66.63% vs. 70.69% overall (2014-15). This gap has increased slightly (.85%) over the past five years, so it bears monitoring to see if the gap increase trend continues. And addressing English online success rates, which are lower than English success rates overall, could help close that gap.

WAC

Student success rates for the WAC program have remained consistent at or near 75-76% each semester over the last five years. While WAC does not have sequences of courses, we have data showing that students in the English sequence who enroll in and complete WAC are significantly more successful in completing their English courses than those who do not complete WAC courses concurrently with their English courses.

Students who take the WAC program are dramatically more successful in their English courses. An analysis of students who take WAC and English in the same term over five years demonstrates that WAC has a direct and dramatic impact on students’ ability to succeed in written academic tasks. Since English skills are among the most important to succeed in college, we believe these data speak to the core role of the WAC program.

The WAC program has collected data on student success. The data examine student success in specific targeted courses. Many of the targeted courses are Basic-Skill-level courses that WAC students are also enrolled in. However, we also help Basic-Skill-level students who are enrolled in transfer-level courses.

The data is consistent and persuasive. Success rates for students enrolled in ENGWR 102 or ENGWR 51 and the WAC program, for example, are higher than success rates for students enrolled in the content course alone. On a larger scale, overall success rates for students enrolled in WAC and students not enrolled in WAC are dramatically different. Nearly 90% of students who enroll in and complete the WAC program earn a “C” or higher in all of their other classes in the same semester. Surveys of students and faculty also indicate extremely high satisfaction with the ability of the WAC program to help students succeed.

SLO Assessment

Please provide a summary of your discipline’s SLO Assessment results over the last 6 years.

Our department’s SLO Assessment Process relies heavily on faculty expertise in assessing and consistently improving student SLO achievement. Faculty together regularly assess the SLOs in our core courses, and

change, unpack, repack, and affirm them accordingly. Individually, we evaluate student performance and augment our teaching in response in order to ensure continued and improved learning, outcomes, and ultimate student success.

The English department has undergone three cycles of SLO assessment, action planning, and implementation using the ARC formal SLO Assessment process.

We formally assess SLOs in a number of ways:

- **Broad Assessment of Course Level SLOs by faculty:**
Our faculty did participate strongly in the Broad Assessment Process. The department can document at least two full cycles of participation in this formal process.
- **Focused Assessment of Course Level SLOs by faculty:**
Our department did participate strongly in the Focused Assessment Process. The department can document at least two full cycles of participation in this formal process.
- **Action Plans by department:**
In addition to individual faculty take action to improve the SLO outcomes of their own classes, we also work together as a department and create action plans to address department-level SLO needs to improve student learning and outcomes. The department can document at least two full cycles of participation in this formal process.
- **Implementation Reports by department:**
In cases where Action Plans were planned by the department, we were able to report that actions were discussed department-wide, carried out, and implemented.

Based on your discipline's SLO assessment work, what improvements to student learning have occurred?

Two SLO cycles ago, all faculty gathered as a department and read and assessed a wide sampling of student final essays from each English Writing 300 course taught that semester. We created an aligned rubric, assessed the essays, and then evaluated that process. The outcome of the one SLO assessed during this process (using correct MLA research and citation) was not satisfactory (37% success), so we created an Action Plan. The action plan, which we did implement, included improving our SLO assessment process, revising the course SLOs, working with full-time and adjunct faculty to improve the pedagogy of teaching the SLO we had assessed, and making our students more aware of the SLO and of how we were going to assess them on it. We determined that a more accurate and aligned assessment would result if professors assessed the SLO by analyzing their own students' final essays individually.

Thus, during the last cycle, instructors independently assessed the SLO in their own English Writing 300 students' final essays. The results of this most recent report are: A total of 32 of the 66 sections complied in reporting. We had 687 students assess, which represents a good sample of our students. 89% percent of students scored a 3 or higher on the assessment (a 3 or higher means that the student achieved the SLO). Our pre-determined goal was 70%. Thus, we exceeded our expectations by 19%. We did not need an Action Plan for this outcome.

In the 2011-2012 cohort of Broad Assessment results, 3126 students self-assessed from a total of 27 courses. Three courses required follow-up action. Five follow-up actions were planned, and were implemented.

In 2014-2015, the department participated in the new Faculty Assessment of SLO Achievement (AARR). The results of this were: 93% of students achieved course SLOs. For the majority of the 7% of unmet SLO responses, an action plan was created and implemented.

List, as a set of outcomes, the discipline's plans for continuous quality improvement for student learning outcomes.

Faculty Participation in SLO Assessment - Encourage all faculty members to take part in the SLO Assessment and work toward improving learning.

SLOs & Common Assessment Initiative - Evaluate and adjust course SLOs based on student population once the Common Assessment is implemented.

Assessing SLOs Beyond MLA - Consider assessing different SLOs in the next assessment round. We have concentrated on the MLA SLOs for three assessment rounds.

SLOs & Student Equity - Consider student performance and needs based on the findings of the newly-formed Student Equity committee. Look at changing, adding, deleting, or teaching the existing SLOs differently to address issues with student performance and access in order to more fully meet the needs of varied learners.

Distance Education

For every course offered in both Distance Ed and face-to-face formats:

For distance education courses: What percentages of your student population enroll in DE courses?

In 2014-15, 85.6% of English students were enrolled in face-to-face English courses, with 14.4% enrolled in online English courses.

How successful are students who enroll in DE courses? How do you know?

From 2010-11 to 2014-15, English online success rates have declined from 68.69% to 58.43%, which is a steeper decline than overall online success rates, which declined from 69.04% to 64.8%.

Compare and contrast success rates for Distance Education sections of the same course offered in face-to-face sections. How does a distance education course differ from face-to-face? (e.g., offerings, scheduling, and success rates)

Success Rates

From 2010-11 to 2014-15, English online success rates have declined more than English success rates overall (-10.26% decline online vs. -3.92% decline overall).

The ENGWR 300 online success rate decline (-6.4%) was only slightly more than ENGWR 300 face-to-face (-5.3%).

ENGWR 301 online success rate decline (-7.9%) was more than ENGWR 301 face-to-face success rate, which actually increased very slightly (+.1%).

The steepest success rate decline among English online courses was in ENGWR 302 online, whose success rate declined -22%, while ENGWR 302 face-to-face success rate increased 3.9%.

Offerings and Scheduling

In 2010-11 English offered 37 online sections, and in 2014-15 we offered 41 sections. During this period we typically offered a section or two of ACE 8-week online sections of ENGWR 300 and 301.

Vocational Programs Only

A. How well does your department prepare student for a job? What are the indicators?

B. Does your program provide any assistance with job placement? If so, describe the activities and include any data you have on results.

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

Findings

Based on the analyses and reflections conducted during the program review process, answer the following questions:

- **What other major developments and accomplishments occurred over the last six years?**

Hiring

We have hired six full-time faculty since our last review. Our number of adjunct faculty numbers remained steady during the review period, with 58 adjunct instructors in Fall 2009 and 54 in Fall 2015.

Faculty Mentoring Process and Booklet

In March of 2015, the English Area discussed improving our process for mentoring new hires and adjuncts, going from the nuts and bolts (like how to download rosters) to the more difficult challenges, like motivating basic skills students, handling difficult students, and dealing with emotional problems inherent in our profession. Faculty members volunteered to form a study group to address the issue.

RESULTS:

- A detailed booklet has been designed to aid faculty in this process.
- Over twenty faculty volunteered to be mentors so far.
- The Dean and the department chairs will assign mentors to new hires and adjuncts.
- Faculty will handle either one or two mentees at a time.
- The Dean's office will keep track of who the mentors/mentees are.

Learning Communities

In English and Reading, we regularly schedule seven (sometimes eight) learning communities, involving six different Reading and English courses. The number of learning community courses have increased since 2010, particularly specifically those LCs which link to disciplines outside of the English Area, such as Psychology 300 and Writing across the Disciplines and History of Chicano/Mexican American History and Writing across the Disciplines.

We continue to offer reading and writing connections with ENGRD 116 and ENGWR 101 and ENGRD15 and ENGWR 50. Reading also offers an accelerated ENGRD15 and ENGRD 116, too. We continue to collaborate with other disciplines and offer learning community programs, such as Umoja-Sakhu and Puente Project. We sometimes offer an athlete-based learning community, called "Just Do It," but it has had inconsistent involvement from counseling faculty, making it difficult to offer it regularly. Because we offer so few sections of each of these linked courses, we have not published the success (or failure) rates; they could reveal private information about individual instructors. However, now that these programs have been mostly institutionalized, English needs to now examine the success rates of all of the programs, rather than of each individual learning community. A recent review of the student success in WID Learning Communities for Umoja and Puente do indicate statistically significant gains for some sub-groups and progress toward reducing equity gaps.

Future needs of learning communities center on the need fix the PeopleSoft software issues. The English department and the college would like to expand the offerings of LCs, but these courses have trouble getting the necessary enrollment so that they will not be cancelled. Unfortunately, students can't find these linked courses because they are listed as "INDIS 1000" without any reference in the content area of the online catalog. Another issue some LC courses confront is that students don't realize they must enrollment in both sections of the LC. This issue would also be solved with the software fix.

Umoja

This African-American cohort community began in 2010 and pairs English instructors with counselors to support students throughout the composition sequence. It involves HCD support courses, and is designed to foster African-American student success and college competency. English instructors teach the composition courses each semester in an effort to bridge the equity gap. The WID program also participates in this Learning Community model.

ERWC Program (English Reading and Writing Consortium)

In September 2014, Department Co-chairs John Bell and Kathleen O'Brien met with CSUS Professor Marcy Merrill and English Program Specialist Nicole Kukral from San Juan Unified School District to discuss college readiness in reading and writing. This discussion resulted in a partnership between California State University, Sacramento, American River College, and the San Juan Unified School District called the ERWC Partnership. During the Fall 2014 semester, Kathleen O'Brien recruited English faculty in writing and reading to participate in the partnership. Initially five ARC faculty underwent training in the Expository Reading and Writing Curriculum that high school teachers across California undergo to prepare students for college-level reading and writing coursework. Three faculty members continued on in Spring 2015 to participate in a partnership with a high school in the San Juan District. This partnership involved training in the ERWC curriculum, visiting English classes to learn about the curriculum, talking to students about college-level

expectations in reading and writing, and providing support to teachers.

Purpose of the Partnership:

- To support students as they transition into college
- To build partnerships with area high school English faculty
- To prepare students for college-level reading and writing
- To lessen the number of students who need remediation
- To bridge the achievement gap for African-American and Pacific Islander students
- To build partnerships between high school and college English faculty
- To ensure ERWC curriculum is taught with integrity so course can meet college prerequisites
- To provide instructional support for high school English faculty
- To support our own development as reading and writing instructors

American River Review

Professors Spurgeon and Martinez received Type B leave in fall of 2011 to redesign and systematize the collaborative process between English and Art New Media in the production of the *American River Review*. That Type B leave resulted in a comprehensive workflow manual that details and codifies the entire production process. Since the creation of that manual and the implementation of the policies and procedures detailed therein, the production of the magazine has been efficient and effective at providing an exceptional and collaborative project-based learning experience for our students. Since 2011, the *American River Review* has taken the top prize in nine national competitions. The Community College Humanities Association has named *American River Review* the best community college magazine in the nation four out of the last five years.

SummerWords

This annual ARC festival began in Summer 2012. SummerWords is completely organized and run by the ARC English and Reading departments, and it features world-renowned, award-winning writers presenting their work, teaching workshops, and discussing their craft, including: T.C. Boyle (PEN/Faulkner award winner), Philip Levine (Pulitzer Prize, National Book Award, U.S. Poet Laureate), Carolyn Forché (Guggenheim Fellow), Rita Dove (Pulitzer Prize, U.S. Poet Laureate). The festival has grown substantially in attendance and length every year since its inception, and it has turned a profit every year. Most importantly, it offers an unmatched opportunity for students, faculty, and all those interested in writing and literature across the region to interact, learn, and share in the writing and reading experience.

Ad Lumen

Ad Lumen is a print and online publishing company started in 2012 by ARC English and Reading faculty, with Executive Board members from across the ARC campus community. It publishes manuscripts by faculty, staff, students, and regional writers. Submissions undergo a rigorous workshopping, editing, and approval process. Ad Lumen has published seven titles with two more scheduled in 2016, distributed by Small Press Distribution in Berkeley. A profit-making venture that actually turns a profit, Ad Lumen is the only community college publishing company in the United States.

Conclusions and Recommendations

Based on the analyses and reflections conducted during the program review process, answer the following questions:

1A. What are the strengths of the program?

- Range and number of courses offered. English serves a wide variety of students in our region, from those who assess into developmental composition classes to those taking our transfer-level composition, creative writing, and literature courses.
- Curricular responsiveness. All our curriculum is updated; we have resequenced our composition courses for greater student success.
- Transfer degree. We have created the English Transfer degree and students are earning it.
- Department support for the full diversity of students. We serve the full diversity of our region's students throughout the range of our course offerings, are active in implementing the Student

Equity Plan, and support diverse student groups through courses and sub-programs (Umoja, Puente, new LGBT Literature course)

- Creative Writing program's nationwide profile and significant accomplishments. English continues to publish the award-winning *American River Review*, and holds its own high-profile festival, SummerWords, and has the only community college publisher in the United States, Ad Lumen.
- ERWC Partnership
- Faculty mentoring program
- WAC and WID: Serve 2300-2500 per year from all disciplines across campus; helped reduce the equity gap with the Learning Communities we work with; have a strong impact on students success, both within English and in other disciplines; serve students across the College, including Natomas, McClellan, and online.

1B. List, as a set of recommendations, your plans for maintaining the quality of the instructional program.

Evaluate Course Offerings and Scheduling - Continue to evaluate the kind and number of course offerings and when they offered to assure they are meeting students' needs.

Assess The Composition Re-Sequencing - Gather research data and other indicators to assess whether our re-sequencing has achieved its goals of moving the students more efficiently and effectively through the sequence.

Support Student Equity Committee Recommendations - Continue to support and implement the Student Equity Committee recommendations.

Courses/Programs & Student Diversity - Continue to develop courses and programs that meet diverse students needs, such as creating a new course, ENGLT 365 - GLBT Literature.

ERWC Partnership - Continue and expand the ERWC Partnership.

Continue New Faculty Training & Mentoring - Continue our new and adjunct faculty mentoring programs.

WAC Grant Funding - Continue to support grant funding of the WAC Program.

2A. What are the challenges of the program?

- Increasing relatively low number of English Transfer Degree recipients.
- Increasing relatively lower online success rates.
- Addressing achievement among disproportionately-impacted students.
- Addressing Natomas WAC staffing continuity needs and stability in order to grow.
- Addressing Davies Hall classrooms' increasingly crowded configuration of tables and equipment.
- Improving proportion of FT/PT FTE.
- Continuing to address District-wide portability issues.
- Running the main campus WAC program with temporary staff and the small amount of reassigned time for the coordinator.
- Continuing to serve the large and growing number of WAC students without sufficient classroom and lab space.
- Addressing students' not being able to easily find and enroll in Learning Communities courses.

2B. List, as a set of recommendations, your plans for addressing these challenges.

Increase Number of English Classrooms - To meet student demand, especially for our composition classes, we need more classrooms, particularly at popular times (mornings and early afternoons). In addition to lecture rooms, the English Department needs an open lab instructors can reserve to take their classes to for workshop activities.

WAC Professional Development Activities - Develop and deliver WAC professional development activities

WC Professional Development Activities - Develop and deliver PD activities for WC faculty and staff. Recent activities have included DSPS, financial aid, and security workshops. Classified staff have attended D2L and Ingeniux training. Since we will have new staff members in place and technology changes rapidly, this training must be ongoing.

Increase the Number of English AAT Recipients - Increase the number of students receiving the English Associates of Arts (Transfer) degree. Identify interested students and make them aware of the degree's requirements and its benefits. Restore ENGLT course offerings (cut 36% during recession) to allow students to complete the degree in less time.

Increase ENGWR Online Course Success Rates - Increase the ENGWR Composition Sequence online course success rate, which has decreased at a higher rate than the ENGWR success rates in the corresponding in-person courses. Consider designating an English faculty to oversee and coordinate the discussion and processes.

Identify Disparately Impacted Students & Courses - Working with the English Equity Group, continue to identify which specific student groups are disparately impacted; identify which categories of courses impact them.

Optimize Davies Hall Classrooms' Configurations - Since English is likely to remain in Davies Hall for the foreseeable future, we need to find ways to make these classrooms' spaces work as well as possible until we are in a new building. We need to have a professional assessment of our classrooms' furnishings, technology, and space to make any changes to improve these workspaces.

Participate in Common Assessment Initiative - Participate in the Common Assessment Initiative activities and continue to work to align the course prerequisites with other Los Rios colleges.

Resolve Learning Communities' PeopleSoft Issue - Work with the District to resolve the PeopleSoft issue with Learning Communities, wherein students cannot easily find and enroll in Learning Communities courses.

Increase WAC Classroom/Lab Space - Because WAC does not have sufficient classroom and lab space to serve the large number of students in the program, the program needs more classroom/lab space.

WAC Student Help - The WAC Program needs student help to work with us on orientation and to provide information to students on our programs throughout the year. Student help would also be able to help us with mentoring and day-to-day tasks and free up staff to tutor students.