

English (Instruction) Latest Version

English 2018-2019 Program Review. Program review consists of a departmental self-evaluation that leads to plans and actions for continuous improvement. Although only designated "PR Collaborators" can edit the online form for their department, program reviews should be completed using input from all members of the department.

INSTRUCTIONAL DEPARTMENT

Mission Program Review: Version by **Tiernan, Monette** on **11/25/2017 16:50**

How does your department's mission relate to the college's mission (<https://www.glendale.edu/about-gcc/gcc-overview/mission-statement-objectives-and-functions>) and vision (<https://www.glendale.edu/about-gcc/gcc-overview/vision-statement>)?

The English Program (beginning in basic skills courses and moving on through transfer-level) provides students with a foundation that allows them to respond with intelligence and insight to the texts of others and to express clearly and effectively their own ideas in writing. This includes equipping students with a knowledge of writing mechanics, an increased facility with critical thinking, an increased facility with information literacy in their ability to locate and incorporate research into written work, and an enhanced appreciation for the written word as a significant medium for the creation and dissemination of personal, historical, political, and cultural thought. English courses are instrumental in student transfer preparation and in the obtaining of certificates and degrees, insofar as these courses prepare students for the reading, writing, and thinking necessary at the community- and four-year college level.

English Division instructors, both full and part-time, place excellence in the classroom as a top priority, consistently taking advantage of staff development and grant opportunities both on and off campus in order to create and implement up-to-date pedagogical approaches that engage students in an innovative and rigorous curriculum. To the extent that it is fiscally possible, English classrooms are equipped with up-to-date learning technology. In English courses at all levels, students are presented with readings and other assignments/materials that offer global and culturally diverse perspectives, that foster personal responsibility, and that encourage student applications of knowledge in "real-world" contexts, such as the several newly developed CTL and STEM-related English classes.

Finally, the division continues to strive to create viable more up-to-date pathways for students to move through the curriculum in an efficient and productive manner.

-Enrollment, Success, & Achievement- Program Review: Version by **Schwendimann, Sarah** on **11/29/2018 21:04**

Click on link below to examine your department's data dashboard. (You will log into SharePoint and use the dropdown menu to select your department.) The Program Review website has a glossary (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review/glossary>) that explains the metrics in the data dashboard.

<https://sp.glendale.edu/planning/Pages/PR-Data-2017-2018.aspx> (<https://sp.glendale.edu/planning/Pages/PR-Data-2017-2018.aspx>)

For the Enrollments, Success, & Fill Rate section of your data dashboard, what are the overall trends? Discuss reasons behind any increases or decreases.

(For any substantial decreases, please create action items for improvement in the program review form's region called Improvement Plan & Resource Requests.)

ENROLLMENT has held fairly steady in the last three years. While there is a decline of students enrolled (448 fewer students compared to three years ago), it seems that this trend mirrors overall enrollment declines at both community and four-year colleges in California and across the country.

SUCCESS RATES have also held basically steady in English, showing a slight increase over the last three years (from 69.8% to 71.4%). This may be due to a number of factors, including our recently developed Third-Attempt Program (now in its second year), which has not only helped to retain struggling students but also to increase their success. Additionally, over the last two years, the division has given increased attention to instructor norming, holding special division meetings and retreats focused on instructor grading and the assessment and developing of new rubrics, particularly at the English 120/English 101 levels. Finally, the participation of English in the Summer Bridge program may be productively orienting at-risk student groups toward the challenges and expectations of college work.

FILL RATES show a declining trend as compared to academic year 2015-16. Along with the general downturn in enrollments, this also may be due in part to students' changing day and time preferences. Most courses that haven't filled well and/or have been canceled due to low enrollment have been scheduled in late-afternoon and evening time blocks. Since there has not been space to offer additional classes during prime time, English has begun to increase its online offerings, which, so far, has proved to be a successful undertaking. We plan to continue in this vein as additional instructors, both full-time and adjunct, obtain DE certification and create DE materials.

UPDATE FALL 2018: Enrollment is down across the board at the college. However, enrollment in English courses dipped more this fall (about 8% down compared to around 4% overall for the college). The division will investigate these changes in a few ways

- 1) we will examine if our overall decline is similar to English Divisions/Departments at other institutions. If yes, then we may reasonably posit that the decline is related to changes in assessment and curriculum design stemming from AB 705 and the like.
- 2) we will brainstorm ideas and develop a basic plan for marketing and communicating our offerings to the community, but also ask for support from the college to gather feedback and support our plan. Besides the opportunities we have to communicate information about our high-quality literature, creative writing, and humanities programs, the changes we have been required to make to our composition sequence as a result of AB 705 have far-reaching implications for the local community (high schools, high school students, non-credit students, concerned parents, etc.) The division will need to ensure that the message of what we offer and whom we can offer it to is very clear to these community members so we do not miscommunicate our offerings or unnecessarily confuse anyone who may be less clear on how our division can serve their needs. This is especially important as we will be making drastic changes to our offerings in terms of courses available and course numberings. We need support to communicate these changes to current students, returning students (who may be bewildered to find their previous course placements are null) and future students.

UPDATE FALL 2018: Since the implementation of the division's third attempt program students taking English for the third time have been dramatically more successful in completing ENGL 101. For example, in Spring 2016 only 47% of students who attempted ENGL 101 a third time were successful. In fall 2016, after the program was implemented, the number jumped to 81.8%. Building on these successes the division hopes to develop and implement a similar program for second repeat students. There are more students attempting a second repetition of ENGL 101 so scaling up our current program (which involves coordination by a faculty member and a part-time counselor to support students) requires additional resources in terms of developing the program parameters and staffing the program.

Further, the division will investigate how some of the key components of the program can be applied more broadly in all sections of ENGL 101 and ENGL 101+. Many of the facets of our current program may be applied to an online module focused on time management and campus resources. Some other colleges have had success using similar program methodology as ours to all sections of transfer composition courses including maintaining a dedicated, embedded counselor to help students manage time, become aware of campus resources, and to provide additional academic and social support.

The dashboard section called Enrollments and Success By Group shows your department's data disaggregated into various student groups (e.g. by gender, ethnicity, etc.)

What patterns do you detect in the data for specific student groups? Discuss any performance gaps.

Does the data challenge assumptions you have about instruction, academic preparation, scheduling, college services, student support, etc.?

For areas where performance needs improvement, what could be the reasons? How do you know? What can be done? Who would be involved? (Try to answer these first at the student level, program level, and then at the institutional level.)

PATTERNS/PERFORMANCE GAPS/ASSUMPTIONS/POOR PERFORMANCE (WHAT, HOW, WHY, WHO?) AT STUDENT/PROGRAM/INSTITUTIONAL LEVELS

GENDER: Enrollment close to 50/50, with slightly more women enrolled; success rates for women over the last three years are higher than for men. This does not challenge my assumptions regarding success rates based on gender, as studies show that women generally mature more quickly than men through their adolescent years and thus are more psychologically, emotionally, and socially prepared for college than men. At this time, the performance gap between young men and women does not seem large enough to warrant activities or programs targeted at gender difference.

ETHNICITY: Enrollment shows little to no change in pattern over the last 3 years. American Indian, Black, and Filipino are among the lowest enrolled in English courses. Success rates: Erratic data on this for Native Americans, showing a huge leap in 2015-16 followed again by a huge decline. However, due to the low enrollment of this group, the data is likely based on the performance of very few students. Data shows highest success rates among Asian, Caucasian, Armenian, and Filipino and lowest among Latinos and Blacks. Again, this does not challenge assumptions, as the lower groups mentioned above (as well as others not shown in the data, e.g. veterans, foster care youth) have for some time been identified in educational studies as at-risk, or, more currently, disproportionately impacted, groups. Currently, the English Division is involved in a number of programs and practices that include and/or directly target disproportionately impacted groups: 1) English Instructors teach and assist in organizing the Summer Bridge Program; 2) The English Third-Attempt Program (implemented Fall 2016) works to ensure the success of students who are struggling in developmental and/or transfer-level English. Last year, nearly 50% of third-attempt students came from DI groups. The program was highly successful in its first year, yielding a 79% pass rate overall; in spring, 76% of DI students enrolled in the program successfully completed their English classes. 3) The division regularly offers sections of English 101 that focus on African American Authors and Latino Authors, respectively. 4) This current semester, (and coming spring semester) the division is piloting English 101+, a program whereby students who place into English 120 (a course with a historically high percentage of DI students) will be moved directly into English 101 and will be supported by a once-a-week co-requisite course. Our hope is that this will enable students to move more quickly into their transfer-level courses. 5) Finally, English instructors have been highly involved in the developing and teaching of Growth Mindset through venues such as the Learning Center and appearances as guest speakers in English classes. English plans to continue all of these efforts to reach DI student groups and improve both retention and success rates.

UPDATE FALL 2018: Looking closely at student success data in our developmental English courses compared to our local "friendly competition" (SMC and PCC) we see that the success rates for our DI students are significantly lower across the board than students at PCC and SMC. For example, only 52.9% of Filipino students are successful in remedial English courses at GCC compared to 62% at PCC and 61% at SMC. Similarly, at GCC only 21.4% of African American students successfully complete developmental English courses compared to 32.2% at PCC and 33.3 at SMC. Latinex students at GCC perform better in comparison, but Latinex student success rates are still approximately 5% lower (44.5%) than at SMC and PCC. Looking at our results compared to other similar institutions it seems clear that we must thoughtfully evaluate how we are serving these DI student groups and make changes to better support students' success.

DELIVERY METHOD: Enrollment is low in hybrid and online classes, as English has historically offered very few DE courses. As mentioned previously, however, we are in the process of scaling up our offerings in both online and hybrid classes. Data shows steadily over the last three years that face-to-face delivery yields the highest success rates. (It has long been held by the English division that developmental courses especially require more face to face contact.) The data may change looking forward, as both instructors and students gain more proficiency and experience with DE instructional formats and best practices in online English instruction.

UPDATE FALL 2018: Success rates in our most recent data indicate that students in online and hybrid courses are more successful than in our face-to-face courses. Given this, the division should continue to offer online and hybrid courses and discuss how these successes may transfer to developmental English courses.

DAY/EVENING: Data show only a very slight edge for success rates during the day; additionally DE offerings (I assume that is what is meant by the category "neither day or evening?") show lowest success rates. The statistics show (as the division has been aware) a declining enrollment trend for evening classes, from 19.4% in 2014-15 to 16.77% in 2017-18. Again, the division is working to offer an increasing number of online classes, which will aid in the effort not to offer so many classes in unpreferred time blocks.

For the Success By Course section, are there any patterns that should be addressed? If so, discuss.

Data show gradually increasing success rates in those courses most central to the division's teaching of college writing (English 120 and English 101). This might be attributed to the division's increased attention over the last two years to entry/exit standards for these courses, as well as to instructor norming as discussed in the trends section above (question 1).

On the other hand, with the exceptions of Creative Writing, Screenwriting, Film as Literature, British Literature Survey 1, and American Literature Survey 2, the data on non-composition courses are erratic in nature, showing increased success rates of 10% or more in the last three years (e.g., British Literature Survey 2, Shakespeare, and Advanced Screenwriting); showing decreased success rates of 10% or more in the last three years (e.g., World Literature); showing erratic success rates in the last three years (e.g. American Literature Survey 1 from 47% to 83% to 60% in the last three years); and finally, showing sometimes untypically low success rates for literature courses (e.g., Women in Literature and Children's literature, where success rates currently hover around the 50% mark). Because enrollments in literature classes are not remarkably high, the erratic nature of some of the data may be a result of very few students being able to change the numbers dramatically. This data will be looked into further by the literature committee in upcoming semesters.

For Degrees and Certificates section, what could be done to improve student completion?

The division is making significant progress on revising its degree and certificate structure to create better faculty and student community, to better guide students to meet their educational goals, and, likely, to obtain more meaningful assessment data which can be used as a springboard for institutional change. The changes made (to create degrees which match the ADT requirements and UC transfer pathway criteria which are focused on a subdiscipline in literature) are in the works. At this point, two new degrees have been created. One, in British Literature, has been approved by C & I and the other, in American Literature, is ready for submission to C & I. Relatedly, the division has developed a degree and certificate in creative writing, both of which have been approved by C & I. The degree matches the ADT but has a focus in creative writing. The certificate is nearly identical (minus the need to complete general education courses) with a slightly larger number of creative writing courses included.

The inspiration for our new creative writing programs are based on information from other local institutions. For example, UC extension and some private institutions have certificates in creative writing that are very popular but also very expensive. Yet only a few community colleges have creative writing programs or certificates. Because of our array of course offerings and because of our strong faculty in creative writing, the development of these programs seemed logical.

UPDATE FALL 2018: In reviewing the most recent data for degree completion, we see that completer numbers are down in the last year. However, the number of degree completers roughly parallels our "friendly competition" at PCC and SMC so this does not seem like an immediate cause for concern. Nevertheless, the division is focused on several key initiatives to support students' completion of degrees.

1) We plan to assign a full time faculty member to be a "major advisor" who

- sets students in the major up with faculty mentors
- creates a standard presentation for students in the major about course offerings, transfer information etc which is presented twice per year and is also available online for students

This program will work in conjunction with our English Major Tea program which has been successful in generating goodwill, information, and communication between faculty and students in the major. As much as is feasible, we would hope that this person could also look closely at student data of "close completers" (students who are a course or two away from a degree) and reach out to them to help ascertain what's needed to help get them to the point where they can finish up. We would hope that this could be done in conjunction with counseling faculty and using data from Research and Planning.

2) We will work with the Research and Planning Unit to gather information about "close completers" (students who are close to completing a degree in English). We will develop a plan to reach out to these students encouraging them to complete a degree.

3) We will pursue obtaining an embedded counselor who can work in conjunction with the division faculty to support students in the major.

For the Full-Time Equivalent Faculty section, is the full-time percentage sufficient to provide quality instruction? Discuss.

The division has been fortunate to have been able to hire 5 full-time instructors over the last four years; however, the current percentage of full-time instructors (37.6%) to adjunct instructors (63.6%) means that 2/3 of students continue to be taught by part-time instructors, who also teach the bulk of the division's most commonly required degree and transfer courses; more specialized courses (literature and creative writing, for example) are preferred by many full-time instructors and are only taught by adjuncts when the division lacks full-time instructors to teach them.

While the division's adjunct instructors work hard to provide quality instruction and also to participate in division and campus-wide activities outside the classroom, the difficulty comes in keeping PT instructors (who cannot participate as wholly as full-timers do) fully normed in terms of entry/exit standards, grading, and so forth. To this end, the division has, especially over the last two years, held multiple meetings, along with a mini retreat spring 2017 and a three-day retreat summer 2017, devoted to re-examining entry/exit standards and norming, especially for English 120 and English 101. Results of this work have led, in part, to the development of a new English 101 rubric (currently in a beta-test stage) and also (in-process) an English handbook, which will function as a common English handbook for all English instructors and as an available OER text for English composition students.

All of this being said, the fact remains that doing such work requires sustained time for full-timers, meaning that substantial RT continues to eat into the time that full-timers can devote to the classroom. Despite recent hiring of full-timers, the division has lost two FT instructors to retirement. The division also received no new hires on its last two requests in the most recent PR submissions. Therefore, we will continue to request additional FT faculty.

UPDATE FALL 2018: Adding on to what was stated above in the 2017-2018 program review, our division has never replaced the hires it has lost due to retirements. In 2008, we had 23 full-time instructors. We have not had that number of full-time instructors since 2008. We currently (fall 2018) have 21 full-time instructors. Replacing these faculty members is of vital importance to the division. In Spring 2019 we anticipate the retirement of two additional instructors. We will most likely lose an additional instructor in Spring 2020 as after-effects of changes resulting from AB 705 occur. After spring 2019 we will be down to 19 instructors and in spring 2020 we will almost certainly only have 18 full-time faculty members unless replacements occur.

Finally, the requirement of AB 705 which have impacted our developmental and transfer curriculum make it extremely difficult to staff part time faculty in these new classes. Replacing our retired instructors will allow the division to ramp up and meet the requirements of AB 705 simply in terms of offering sufficient courses to serve students needs. Our division's many projects and plans require sufficient full-time faculty members to run the programs we offer which are making, or which we have every reason to believe will make significant changes in students success at the college. Programs like our division's third attempt program, the coordination of our 101+ curriculum and courses, efforts to serve as faculty mentors for students in the major take time and effort. To continue to grow and support students, we require the stability of sufficient full-time English instructors who can teach our full compliment of classes.

Attach Evidence of Department Dialog Program Review: Version by Schwendimann, Sarah on 11/01/2018 17:09

If you had time to review and discuss the data with the members of your department, attach documentation of your department's dialog regarding the dashboard's Enrollment, Success, & Achievement data. (To attach, click on the folder icon above. Use the following filename for the attachment: **2017-2018_DataDialog_DepartmentName.pdf**.) For example, attach minutes from division retreat, division or department meeting, etc. that show substantive discussion about the data. If you need help attaching documents, watch the instructional video at the Program Review website (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review>) or call Daphne at x5722.

Attachments uploaded include English Division Meeting Agendas, Mini-Retreat and Extended Summer Retreat Agendas and Agendas from division committee meetings.

UPDATE FALL 2018: Here's the link to our Fall 2018 data dialog and results. We will talk about these more at our division meeting next week on 11/6 (after the program review deadline).

However, these results were initially brainstormed by a group of faculty meeting with representatives from Research and Planning and were then sent out for all the division to review and comment on. All responses and feedback have been synthesized in the document below.

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-Program Learning Outcomes- Program Review: Version by Tiernan, Monette on 11/30/2017 20:14

For each of your department's degree or certificate programs, please summarize any changes that have been (or will be) implemented as a result of the Program Learning Outcomes assessment results. Relate your assessments to the Institutional Learning Outcomes (communication, critical thinking, information competency, quantitative reasoning, global awareness, and personal responsibility). If you need help accessing your learning outcomes data from the Learning Outcomes Database (<https://www.glendale.edu/about-gcc/faculty-and-staff/learning-outcomes/learning-outcomes-database>), please contact David Yamamoto at davidy@glendale.edu or Yvette Ybarra at ybarra@glendale.edu.

Based on our course-level assessments (which offer more detailed data for PLO assessments), students in literature and composition courses need more practice in developing "writing moves" that foster analysis and critical thinking. These are trends that are reflected in SLO assessments over the past two years. During that time (2015-2017), the English Division has held several retreats to further our cohesion as a division regarding writing instruction, assessment, and overall programmatic philosophy specifically focusing on the needs of developing students' critical thinking skills and in-depth analysis in their writing.

At the English Division Retreat on 5/13/16, faculty identified five core philosophies that frame our program. Through sample paper readings and faculty discussion activities at that retreat, the division has worked on further defining the main goals of our program. This work has evolved into a deeper examination of our composition entry-exit standards, particularly the transition between English 120 and English 101. The outcome of the Summer '17 Retreat yielded a new English 101 grading rubric (for all classes, draft form) that further emphasizes analysis and critical thinking, among other writing features described in detail. The retreat also helped us solidify distinctions between C/D writing at the English 101 level. At this point, our English faculty have collaborated to develop an OER writing handbook, a new 101 rubric, and a collection of sample student papers (with instructor comments) to help instructors and students emphasize and properly assess "analysis" and "critical thinking" in deeper and more pedagogically productive ways. Further work regarding sample essays, the OER handbook, and revisions to the 101 rubric will continue (and, of course, remain ongoing activities).

Another significant change the English Division has made in regards to learning outcomes has been to develop new degrees and certificates. The learning outcomes for our English AA and English ADT degrees have not produced much meaningful data. At the same time, the division recognized via research of other institutions' best practices and through faculty's own observations, that changes were likely needed in terms of our current degree offerings. The division's ADT and AA are broad and diffuse and lack clear foci following the "pick one" from each category. For this reason, the lack of specificity makes finding meaning from assessment results challenging. If a student can complete a degree by taking a virtually unlimited combination of courses, honing in on areas of student strength and weakness is challenging, making it hard to know what changes to make based on assessment results.

Finally, faculty also observed that there was little cohesion or community among English majors or systematic or even informal structure for student advising. To develop more assessable student data and move to create more of a community among instructors and students, the division is revising its degree structure to include multiple degree options which a) align with the ADT and b) provide students a clear sub-disciplinary focus (such as American vs British literature).

The division hopes that these changes will improve the division's link to communication and critical thinking ILOs. Clearer focus in PLO assessments will hopefully lead to better analysis of the relationship between PLO and ILO results.

Creating or Revising Programs (Instructional). Program Review: Version by Schwendimann, Sarah on 10/30/2018 19:51

What activities have been conducted to ensure and enhance the currency and quality of the department's programs, degrees, or certificates? For example, attendance at conferences, review of labor market data or recommendations from advisory boards, professional development training, etc. As mentioned above, the division is making significant progress on revising its degree and certificate structure to create better faculty and student community, to better guide students to meet their educational goals, and, likely, to obtain more meaningful assessment data which can be used as a springboard for institutional change. The changes made (to create degrees which match the ADT requirements and UC transfer pathway criteria which are focused on a subdiscipline in literature) are in the works. At this point, two new degrees have been created. One, in British Literature, has been approved by C & I and the other, in American Literature, is ready for submission to C & I. Relatedly, the division has developed a degree and certificate in creative writing, both of which have been approved by C & I. The degree matches the ADT but has a focus in creative writing. The certificate is nearly identical (minus the need to complete general education courses) with a slightly larger number of creative writing courses included.

The inspiration for our new creative writing programs are based on information from other local institutions. For example, UC extension and some private institutions have certificates in creative writing which are very popular and also very expensive. Yet only a few community colleges have creative writing programs or certificates. Because of our array of course offerings and because of our strong faculty in creative writing, the development of these programs seemed logical.

Additionally, as noted above in "Program Learning Outcomes," the English Division has come together to discuss and define our writing program, specifically English 101 and English 120, over the past two years at several retreats and sequences of meetings. These activities have moved us into more detailed work resulting in acceleration efforts (including a pilot project which mainstreams 120 students straight into transfer-level 101 with a concurrent support course), clearer program philosophies, and an in-house writing handbook (useable across the composition curriculum sequence).

Additional related information (such as "attendance at conferences" and "professional developmental training" mentioned in the instructions for this section) are detailed below in the section on "Achievements."

UPDATE FALL 2018: AB 705 has required us to make significant changes in our developmental English curriculum. The bill requires that students be able to complete their transferable English coursework in a compressed time frame (one year). Like all other California community colleges we have responded to this requirement by revamping our developmental composition sequence. We currently have ENGL 189, ENGL 191, and ENGL 120 as our courses which serve students who place into levels below ENGL 101. This fall (2018) the division has undertaken a major curriculum revision/development project. ENGL 189, ENGL 191, and ENGL 120 will be deleted effective spring 2020. They will be replaced with ENGL 100 which will be a course on analytical reading and composition. This course will serve students who would benefit from additional support before undertaking ENGL 101 or ENGL 101+ (ENGL 101+ is a standard ENGL 101 class with a credit lab corequisite support class, ENGL 199). Beginning in spring 2020 ENGL 100 will be the only developmental English course offered at GCC. ENGL 189, ENGL 191, and ENGL 120 will be deleted. We do not necessarily know the full impact(s) of this/these change in terms of student enrollment or success but we have plans to monitor the impact of the changes carefully.

The division has already responded to state requirements to change placement criteria for students. While previously we used a formula which calculated a score based on a student's GPA and his/her assessment test score, we now generally use the higher of the two (self-reported high school GPA or assessment score) to place students. (As noted in other sections of this updated document, our placement procedures will shift again because of the state mandate which will disallow the use of instruments such as Accuplacer beginning in Fall 2019.)

One consequence of this recent change in placement procedure which will no-doubt be amplified by the impending changes in fall 2019 is that fewer students overall are placing into developmental English courses. Enrollment has been down in ENGL 189 and ENGL 191 especially. The changes in composition course enrollments has also led to decline in students' enrollment in reading courses. As most of our reading courses (ENGL 188 and ENGL 190) serve as corequisites to developmental composition courses, lower enrollment in composition courses has translated into lower enrollments in reading courses. In developing our new developmental composition course ENGL 100 and in undertaking the concurrent revision of ENGL 101 along with our new ENGL 199 corequisite course that students who enroll in ENGL 101+ (ENGL 101 with the ENGL 199 'support class') we have compensated for the changes in reading enrollments by including additional time in the ENGL 100 and ENGL 101 course outlines to analytical reading. Our approach here appears to mirror other colleges who are moving ahead with AB 705 compliance and course offerings to support student success based on research and information from the California Acceleration Project. Further, our FTES for reading courses is more than double that at similar schools such as PCC and SMC. In other words, compared to some of our key competitors, we are out of alignment in terms of the FTES for reading courses even though our enrollments in English courses is less than half of those at other schools.

Due to all of these impending curriculum changes we will need to develop and implement an information campaign regarding division offerings especially as they relate to composition sequence changes resulting from AB 705. Based on the changes to AB 705 the division is radically altering its curriculum offerings and assessment protocols and practices. For these reasons, a campaign of information and awareness is necessary. This campaign is especially for current students or students who may return to us after a brief (5 years or less) absence. If they have left the college but come back, they will find that their previous placement information and course completion information will have different meaning. We want to be able to clearly communicate to students what these changes mean. For existing students--especially those who are enrolled in the college, have placed into developmental English courses, and are planning to enroll in subsequent courses--alerting current students of their current opportunities to "finish up" in our existing sequence or start anew with the new sequence are important. Looking ahead to 2019-2020 we must be ready to consistently and clearly convey options to these students.

While there are many reasons to be skeptical of AB 705, it's also a significant opportunity to showcase our streamlined course offerings which are designed to help students from a variety of backgrounds and experiences. Students will have opportunities to complete courses faster, especially disproportionately impacted students. The division should capitalize on this as an opportunity to show our strengths.

We are working diligently in the division office to create informational/publicity materials, communicating the intricacies of a program change such as what we are required to make is complicated. We would certainly benefit from support from the Office of Communication and Community Relations to help us build a plan of information, awareness, and opportunity. More practically, the sheer task of reaching out to the students who are currently enrolled but who will, quite suddenly, have a completely different set of curriculum options open to them is somewhat overwhelming. Clarifying a strategy to reach these students (call? email? information meetings?) as well as who will be undertaking these tasks is important. Similar challenges confront us when we think of the work needed to be done to reach out to local high school teachers, administrators, high school DSPS coordinators, and counselors to convey the changes.

NEW PROGRAM

Is there a demand for a new degree, certificate, or program that would meet the needs of students or the community? If so, please describe new programs that you will propose adding.

SUBSTANTIVE CHANGE REPORTING

For any new or revised programs that meet criteria for a "substantive change", GCC is required to submit a detailed report to its accrediting agency before the program may be advertised to students. **If the answer is "yes" to any of the following questions for any of your department's programs, please provide the name of the program and a few details.** You will be contacted by GCC's Accreditation Liaison Officer for further details.

- Were any of your programs previously offered in face-to-face format but now will be offered 50% or more online?
- Will any new programs be offered 100% online?
- Will an existing program be revised to result in 50% or more additional courses?
- Are any of your programs in a field that will require substantial new curriculum, faculty, equipment, or facilities (such as a program will a clinical component)?
- Will course or program revisions result in a program that "significantly departs" from what the college currently offers? E.g. Will the majority of courses in a program belong to a TOP code not currently used at the college? Or, will the job categories for which program completers qualify for be substantially different from the job categories for which they previously qualified?
- Will at least 50% of any of your programs be offered at an additional location that is geographically apart from the Verdugo or Garfield campuses?
- Will any of your programs be offered outside the geographic region currently served by the college (including international sites)?
- Will any of your programs involve contracting a commercial organization to provide more than 25% of the instruction on behalf of GCC?
- For any expected program revisions, will there be a substantial increase or decrease in the number of credit hours awarded or required?
- Is there an intention to discontinue any programs offered by your division or department? Explain. If due to loss of state authorization or licensure, please give details.

UPDATE FALL 2018: Based on student demand and curriculum changes required by AB 705 we are decreasing the number of reading courses taught at the college. It is doubtful that we will be able to continue to offer any reading courses once our changes to our composition curriculum sequence are finalized although current reading faculty will research offering an analytical reading transfer level course after the dust has settled on all the rest of the changes we are required to make as part of AB 705.

Achievements Program Review: Version by **Schwendimann, Sarah** on **10/16/2018 20:50**

Please describe any recent achievements of your department. For example, have any faculty members recently won awards or distinctions? Has your department implemented new projects that have greatly contributed to the success of students or the development of faculty? Have faculty presented at professional conferences or recently published work? English Division instructors have participated in or have been awarded in the following:

Completion of certification for "Entrepreneurial Mindsets for Student Success, offered by the Educational Leadership Institute (1 instructor);
 Attendance at Reading Apprenticeship workshops and conferences, both on and off campus (11 instructors);
 Attendance at California Acceleration Project conferences (7 instructors);
 Attendance at GCC Educational Technology conference (1 instructor);
 Attendance at state-wide meetings of Multiple Measures for assessment in English and Math (2 instructors);
 Attendance at the Association of Colleges for Tutoring and Learning Assistance (1 instructor);
 Presenter at TYCA conference on Student Engagement (1 instructor);
 Presenter at the International Conference on Education (1 instructor);
 Presenter at New Writing Series/UCSD (1 instructor);
 Presenter at the GCC Cultural Diversity Lecture (1 instructor);
 Organizer of GCC campus-wide civic engagement activity on the presidential election debates (1 instructor);
 Organizer of GCC scholars students presenting at Bay-Area national scholars conference (1 instructor);
 Organizer of GCC campus-wide interdisciplinary Call for Papers conference for English104 students on Fake News 1 instructor & 1 student!!!);
 Organizer of GCC campus-wide Los Angeles Writers Reading series (1 instructor);
 Finalist PEN Award for Creative Nonfiction (1 instructor);
 Winner PEN Award for Art of the Essay (1 instructor);
 UPDATE FALL 2018: University of California, Irvine Influential Educator Award (1 instructor).

Distance Education (Instructional). Program Review: Version by **Schwendimann, Sarah** on **10/12/2018 22:16**

What activities have been conducted to ensure and enhance the quality of distance learning in your department? For example, attendance at conferences, professional development training, or OWL certification.

For the delivery method data presented in the data dashboard's Enrollments and Success By Group section, what patterns do you detect in the data? Discuss any performance gaps. In addition to the division's DE instructors completing ongoing DE certification via GCC FLEX and/or other certification venues, several instructors recently have been newly certified for DE via OWL and @ONE.

As shown in the PR data on delivery method, enrollment is low in hybrid and online classes, as English has historically offered very few DE courses. As mentioned previously, however, we are in the process of scaling up our offerings in both online and hybrid classes, and in the last two semesters, there has been increasing student demand for online/hybrid courses, which the division has accommodated.

Data shows steadily over the last three years that face-to-face delivery yields the highest success rates. (It has long been held by the English division that developmental courses especially require more face to face contact.) The data may change looking forward, as both instructors and students gain more proficiency and experience with DE instructional formats and best practices in English instruction.

UPDATE FALL 2018: our succes rates are now higher in DE courses than face-to-face. We will investigate what types of best practices we can utilize in our face-to-face classes.

Technology Program Review: Version by **Tiernan, Monette** on **11/30/2017 20:16**

What new technological developments have been implemented in your department? How successful have these efforts been? How has the department addressed obsolescence issues?

The English division has not implemented new technological developments per se, though it has sought to keep its classrooms up-to-date in terms of ensuring that they are equipped with the pedagogical technology needed for English instruction. Over the last two years, many instructor computer stations have been updated, projectors that project in more than one place in the classrooms have been installed, as have document cameras, which easily enable instructors to project current student work and other materials of interest to all students for instructional purposes.

Facilities & Maintenance Program Review: Version by **Tiernan, Monette** on **11/30/2017 20:18**

Are facilities and maintenance supporting student learning? E.g. regarding classrooms, room temperature, door locks, responsiveness to work order requests, etc.

While facilities has worked consistently in the last year to improve and regulate room temperatures in LB, many instructors note that better control of classroom and office temperatures is needed. Additionally, many classrooms are in need of ceiling repairs and painting, though facilities tells us that such maintenance is on their calendar and that they are moving ahead as they can. I have not yet seen this work done in classrooms regularly used by English instructors, with the exception, perhaps of one classroom.

Most importantly, the English Division would like to see locks installed on the inside of classroom doors, as well as direct phone lines to campus police in each room. With an eye toward safety at a historical moment when campus shootings and other violent activities seem on the increase, this would seem like a minimal but enormously significant step in the right direction for campus safety and for instructor and student peace of mind.

Do you have any suggestions to improve the physical space of your department. E.g. signage, safety, etc.

Some rooms have too much unusable furniture in them, but I believe this is an issue to report to maintenance.

Staffing Program Review: Version by **Schwendimann, Sarah** on **11/01/2018 17:07**

Is staffing adequate for your program? Can any vacant positions be eliminated? Are the skills of your current staff members meeting the needs of your area? Is any additional training needed?

In relation to full-time faculty, our staffing, while improving in the last several years, remains inadequate. The division has hired five full-time instructors in the last five years but has also lost two to retirement (Ezell and Moreau). Additionally, the majority of current full-time instructors in English have significant RT that takes them out of the classroom in order to work on important division-related projects. Finally, full-time to part-time ratio is still problematic, as discussed above in the full-time percentage section.

In relation to part-time faculty, staffing is barely adequate; that is, we are able to staff classes, but when emergencies occur (the need for long-term subs, faculty dropping classes at the last minute, etc.), we find ourselves in a precarious position in terms of having enough instructors to staff classes. This is despite our having hired over the last three years close to thirty new adjuncts. Part of the problem is that we are, for the most part, no longer permitted to assign adjunct overload. The problem with relying so much on NEW adjuncts teaching lower loads and lacking long-term familiarity with GCC programs/services/courses/best practices is that division programs suffer, as does student learning.

There are no unnecessary vacant positions.

UPDATE FALL 2018: Currently we have 21 instructors in the division. Two instructors will retire in spring 2019 taking us down to 19. As outlined above in previous sections, due to impending changes we will most likely lose another instructor in spring 2020 taking us down to 18 full-time instructors. This means that in comparison to the number of instructors we had in 2008 (23) we will be down 4 instructors as of summer 2019 and five as of spring 2020. It is clear that we need multiple hires to make up the difference in instructors we've already lost and who we will lose this year. Further, the requirement of AB 705 suggest the need to hire additional full time faculty with unique expertise in composition. Similar to most community colleges, we are moving towards embedding reading into our transfer and developmental composition courses instead of attaching reading courses as corequisites to developmental composition courses. Many changes have been approved and will be operational beginning in Spring 2019 with the full complement of new courses replacing our current composition and reading sequence in Spring 2020. Hiring full time, experienced English faculty who have experience/ expertise in analytical reading, developmental composition, and corequisite style composition courses would be of great benefit to help support our division and most importantly, our students as we begin a new chapter in our division's course offerings. Our current faculty work extremely hard to meet the needs of our students, but we are stretched thin to support our students as we meet the new state requirements for AB 705.

Describe the number and assignments of hourly employees and student employees that your program requires. Is there a need for additional short-term employees or student employees, within college and state guidelines and restrictions?

The English Division currently has no need for additional short-term employees or student employees.

Duplication of Effort or Services Program Review: Version by **Tiernan, Monette** on **11/15/2017 18:18**

Have you observed overlap of effort or services with other departments? How can this be corrected?

No overlap of effort or services with other departments has been observed.

IMPROVEMENT PLAN & RESOURCE REQUESTS

-Improvement Plan & Resource Requests-

In completing the Program Review form up to this point, the members of your department should have engaged in thorough departmental self-evaluation. In this section, departments will be able to establish plans for improvement by creating action items and linking them to department or college goals.

(Be sure to first watch the instructional video that shows how to complete the Improvement Plan & Resource Requests section of program review. All instructional videos are accessible at the Program Review website (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review>).

STEP ONE

Click on the FLAG ICON at the upper right to access the Actions-to-Goals Linkage Matrix. Your department's goals have been pre-filled for you using the goals from the department's last program review. If you'd like to update the goals, contact Daphne for assistance at daphne@glendale.edu or x5722.

STEP TWO

In the Actions-to-Goals Linkage Matrix, add any action items for improving the effectiveness of your department. You will link each action item to a department or college goal that it supports.

STEP THREE

If personnel or non-personnel resource requests are needed, you will need to enter those in the matrix for their associated action item(s) **AND** enter those into the appropriate online form provided below.

PERSONNEL REQUEST

For each personnel request, use the appropriate Hiring Allocation Committee (HAC) form to provide more information for the prioritization committees to consider. Submit a separate HAC form for each personnel request. The evaluation criteria can be examined in the hiring allocation committee's manual at the Program Review website. (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review>)

- CHAC FORM for classified personnel requests (<https://goo.gl/forms/7MApV9t6tjyn44Tj2>)
- SSHAC FORM for student services faculty personnel requests (<https://goo.gl/forms/Kd0rWMVExSKVb5J53>)
- IHAC FORM for instructional faculty personnel requests (<https://goo.gl/forms/eDV3tjHkLgEPnZi42>)
- MHAC FORM for management personnel requests (<https://goo.gl/forms/NYL0fxjSh1JDq3372>)
- REORG FORM for reorganization requests (<https://goo.gl/forms/2IDXMbT6npgdfBT12>)

NON-PERSONNEL REQUEST

Be sure to check the **Kyrni** **xs Vi uyi wnrk Vi vsygi** wat the program review website (<https://www.glendale.edu/about-gcc/gcc-overview/institutional-effectiveness/program-review>) to see if your item really needs to be submitted through program review. If you have non-personnel resource requests, enter them all into **ONE** online form. You'll create an itemized list in the form. Click on this link for the form:

- NON-PERSONNEL FORM for non-personnel resource requests (<https://goo.gl/forms/rMQT0PFJhAbH92ez2>)

No Value

Goals and Objectives	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
Better serve students and division needs.	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
<p>Recommended Actions</p>	<p>The division hired one new full-time instructor in Fall 2016; however, the division is still requesting two additional new full-time instructors. UPDATE FALL 2018: Due to impending retirements in spring/summer 2019 we are requesting an additional two full-time positions.</p> <p>UPDATE FALL 2018: Create a "major advisor" role for division faculty member who can regularly present to students on the division's degree and certificate opportunities. This faculty member will also match students with faculty mentors and brainstorm other ways to inform students about opportunities in English.</p>		<p>0 linked Outcomes</p> <p>Resource Requests:</p> <ul style="list-style-type: none"> • Two FT Instructors in English 1, Wexyvw-Ti r hnrk- <p>Linked Outcomes:</p> <ul style="list-style-type: none"> • communicate clearly, demonstrate critical thinking, and apply knowledge utilizing writing, speaking, presenting and other modes of communication • demonstrate and apply decision making skills and develop the capacity for self-understanding and recognize lifestyles that promote physical and mental well-being • analyze and synthesize diverse works of writing, art, music, and other cultural forms <p>Resource Requests:</p> <ul style="list-style-type: none"> • Major Advisor Position 1, Wexyvw-Ti r hnrk-
Bring Scholars Program into compliance with TAP (UCLA Transfer Alliance Program) and promote smoother efficiency of Scholars business and enhanced experience for Scholars students.	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
<p>Recommended Actions</p>	<p>While part of this request for Scholars Program space will be met in the process of "secondary effects" with the opening of the Sierra Vista building, additional space is still needed. I am not requesting it here, since Michael Harnett, Scholars Program Coordinator, now completes a separate program review specifically for scholars. He will, therefore, be taking over this plan and the resource requests associated with it.</p>		<p>0 linked Outcomes</p> <p>0 resource requests</p>
CREATE MORE EFFICIENT PATHWAYS FOR DEVELOPMENTAL STUDENTS MOVING THROUGH ENGLISH COMPOSITION REQUIREMENTS.	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met

Goals and Objectives	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
<p>Recommended Actions</p> <p>The division has created the special sections of English 101 (henceforth referred to as English 101+), along with the required NC co-requisite mentioned for this plan in last year's program review. Three sections of the 101+ and one section of the co-requisite are being piloted this current semester, and the division plans to offer six sections of 101+ with two sections of the co-req in spring 2018. Remaining to be done for this plan: 1) Assess outcomes for 101+ for the 2016-17 academic year; 2) Fine tune syllabus and related assignments accordingly; 3) Work on program expansion (how quickly to increase number of sections, and also recruiting additional instructors into the program); 4) Design instructor support/orientation materials for instructors new to the program; 5) Rewrite the co-req (ABSE) course as a course that better fits the purpose and pedagogical approach of the co-req; 6) Shift co-req instructor from a NC instructor to an English instructor, so that students have the same instructor for both the 101+ and the co-req (a decision based on outcomes data from similar programs at colleges in California and across the country).</p>		<p>Linked Outcomes:</p> <ul style="list-style-type: none"> communicate clearly, demonstrate critical thinking, and apply knowledge utilizing writing, speaking, presenting and other modes of communication analyze problems and apply knowledge; collect, synthesize, and evaluate ideas, information and data to develop arguments and derive conclusions demonstrate and apply decision making skills and develop the capacity for self-understanding and recognize lifestyles that promote physical and mental well-being Analyze and synthesize information from a series of related sources, as demonstrated by summary, paraphrase, and quotation Write a multi-paragraph length argumentative essay which addresses the topic, applies knowledge of essay organization conventions and basic MLA citation form, displays a command of standard English grammar, and demonstrates a growing awareness of critical thinking through its development of ideas and cited, logically applied evidence derived from a series of related readings Interpret and evaluate compositions for unity, development, coherence, strength of evidence, proper integration of reading sources, and correct citation <p>0 resource requests</p>	

		No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
<p>Goals and Objectives</p>	<p>UPDATE FALL 2018: The Chancellor's Office mandate to comply with AB 705 requires that we make major changes to our local assessment and placement practices and protocols. We will not be allowed to use Accuplacer as a tool for placing students and other assessment protocols will likely be required to shift as well. In winter and spring 2019 we will need to develop our own internal methods for placing students in accord with prescribed guidelines from the Chancellor's Office. Post implementation, in fall 2019 it is anticipated that our method of placing students will shift to focus on some sort of "guided self placement" (henceforth GSP) and interview to comply with the Chancellor's Office edict. Based on models of GSP implemented at colleges leading the way at AB 705 (Irvine Valley College, Cumayaca College, etc.) is anticipated that more faculty resources will be needed to help guide students through this placement process by reviewing student writing samples. We anticipate continuing our English common final grading process even as we change our curriculum offerings. We plan to expand our model used in our third attempt program which serves students repeating courses such as ENGL 101 after two unsuccessful attempts.</p> <p>UPDATE FALL 2018: Develop and implement an information campaign regarding division offerings especially as they relate to composition sequence changes resulting from AB 705. Based on the changes to AB 705 the division is radically altering its curriculum offerings and assessment protocols and practices. For these reasons, a campaign of information and awareness is necessary. This campaign is especially for current students or students who may return to us after a brief (5 years or less) absence. If they have left the college but come back, they will find that their previous placement information and course completion information will have different meaning. We want to be able to clearly communicate to students what these changes mean. For existing students--especially those who are enrolled in the college, have placed into developmental English courses, and are planning to enroll in subsequent courses--alerting current students of their current opportunities to "finish up" in our existing sequence or start anew with the new sequence are important. Looking ahead to 2019-2020 we must be ready to consistently and clearly convey options to these students.</p>		<p>Linked Outcomes:</p> <ul style="list-style-type: none"> communicate clearly, demonstrate critical thinking, and apply knowledge utilizing writing, speaking, presenting and other modes of communication Critically read and evaluate culturally diverse texts which address current issues and or critical positions and problems. Identify thesis or unifying theme of text and traditional use of reasoning and logic. Identify and evaluate supporting evidence for relevance and accuracy and evaluate text in terms of diction, tone, and unity. Demonstrate appropriate application of supporting evidence from primary and secondary sources. Evaluate evidence in terms of accuracy, relevance, and freedom from faulty assumptions Write sophisticated, coherently structured, mechanically sound expository and persuasive essays which address current issues <p>Resource Requests:</p> <ul style="list-style-type: none"> Third and Second Attempt and 101+ Support Program 1, Wexyvs-Ti r hmk- Funding for English 120 common final (Fall 2019) and English 100 common final (Spring 2020) 1, Wexyvs-Ti r hmk- Funding for English Faculty Guided Self Placement Writing Sample Reviewers 1, Wexyvs-Ti r hmk- <p>Linked Outcomes:</p> <ul style="list-style-type: none"> communicate clearly, demonstrate critical thinking, and apply knowledge utilizing writing, speaking, presenting and other modes of communication demonstrate and apply decision making skills and develop the capacity for self-understanding and recognize lifestyles that promote physical and mental well-being <p>0 resource requests</p>	
<p>DEVELOPMENT OF STUDENT AREAS OF EMPHASIS IN ENGLISH</p>		<p>No action was taken in this cycle for this goal</p>	<p>Actions were taken in this cycle for this goal, but the goal has not been completed</p>	<p>Goal has been met</p>
<p>DIVISION EXPLORATION/UTILIZATION OF OERS: IDENTIFY/CREATE SUITABLE COURSE TEXTS AND MATERIALS THAT WOULD BE AVAILABLE TO STUDENTS AT LITTLE OR NO COST.</p>		<p>No action was taken in this cycle for this goal</p>	<p>Actions were taken in this cycle for this goal, but the goal has not been completed</p>	<p>Goal has been met</p>

Goals and Objectives	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
Recommended Actions	<p>Thus far, the following progress has been made on this goal: 1) The division has agreed to utilize a low-cost custom textbook/workbook (\$15) for all sections of English 101; the English Developmental Writing Committee is completing its final copy of this text this semester, and the text will be available to students in fall spring 2018. 2) The division is in process of creating an electronic English Writing Handbook, and already has some sections of the handbook available to instructors and students. Once completed, the handbook would replace the now required handbooks that students must purchase for their writing classes. Work that still needs to be done includes completing the handbook (with sample student essays and instructor commentary for each level of our composition courses). Additionally, the division is exploring the idea of compiling a "bank" of OER readings for each level of our composition sequence from which instructors would be able either to compile custom low-cost texts or to post course readings on Canvas.</p>	<p>0 linked Outcomes 0 resource requests</p>	
<p>ENGLISH 101 LARGE-SCALE REVIEW OF COMPOSITION COURSES MOST CENTRAL TO THE COMPOSITION SEQUENCE TO RESULT IN MORE SEAMLESS ARTICULATION BETWEEN COURSES, BETTER STANDARDIZATION OF INSTRUCTORS, AND ENHANCED PEDAGOGICAL CURRENCY</p>	<p>No action was taken in this cycle for this goal</p>	<p>Actions were taken in this cycle for this goal, but the goal has not been completed</p>	<p>Goal has been met</p>
Recommended Actions	<p>Thus far, the division had several norming meetings regarding English 101 entry/exit standards in spring 2017. In summer 2017, the division held an off-campus, three-day retreat during which instructors created materials for a common English 101 Handbook and also created a new English 101 rubric, the latter of which is being beta-tested this current (fall 2017) semester. The remaining work on this plan includes the following: 1) Completion of English 101 Handbook; 2) Adopt new English 101 Rubric (pending beta-test results); 3) Revisit English 120 exit standards to check articulation to new English 101 entry expectations; 4) Make any needed adjustments to English 120/English 101 COs.</p>	<p>Linked Outcomes:</p> <ul style="list-style-type: none"> • communicate clearly, demonstrate critical thinking, and apply knowledge utilizing writing, speaking, presenting and other modes of communication • analyze problems and apply knowledge; collect, synthesize, and evaluate ideas, information and data to develop arguments and derive conclusions • Write sophisticated, coherently structured, mechanically sound expository and persuasive essays which address current issues • Critically read materials from a variety of perspectives in order to draw logical interpretive conclusions based on textual evidence • Write thesis-based essays that demonstrate critical thinking skills through a variety of rhetorical and analytical strategies appropriate to the academic context, and that incorporate appropriate tone, style, evidence, and semantics • Prepare an essay organizing, synthesizing, evaluating, and applying research materials, employing quotation, paraphrase, and summary as effective means of support and using proper documentation and format <p>0 resource requests</p>	
<p>EXPAND DE OFFERINGS IN ENGLISH, PARTICULARLY IN RELATION TO REQUIRED ENGLISH SEQUENCES.</p>	<p>No action was taken in this cycle for this goal</p>	<p>Actions were taken in this cycle for this goal, but the goal has not been completed</p>	<p>Goal has been met</p>
Recommended Actions	<p>The English Division has steadily increased its offerings in hybrid and online courses over the last three years. While in past, most of our DE courses were in developmental reading, we have currently begun to offer multiple sections of English 101, and English 104 in response to what appears to be a larger student population currently interested in DE classes. Additionally, in response to a request from the Health Sciences Division's Nursing Program, the division has designed and will begin teaching this spring an online version of Humanities that will fulfill the CD requirement for nursing students. As additional instructors become certified, the division plans to offer even more DE classes and, in turn, to reduce the number of face-to-face classes currently offered in unpopular time blocks.</p>	<p>0 linked Outcomes 0 resource requests</p>	
<p>INCREASE SUCCESS RATES OF THIRD-ATTEMPT STUDENTS IN ENGLISH</p>	<p>No action was taken in this cycle for this goal</p>	<p>Actions were taken in this cycle for this goal, but the goal has not been completed</p>	<p>Goal has been met</p>

Goals and Objectives	No action was taken in this cycle for this goal	Actions were taken in this cycle for this goal, but the goal has not been completed	Goal has been met
<p>Recommended Actions</p>	<p>The English Third-Attempt Program is now in its second year and running smoothly, so that part of the plan has been completed. In its attempt to continue to improve the rates of third-attempt students, the division still needs to attend to the following: 1) On-going data-collection. While the data collected last year showed that an impressive percentage of third attempt students were successful (35/46 total students in fall, and 30/36 total students in spring), data should be collected to compare success rates of third-attempt students in the program with past third-attempt students (prior to the implementation of the program. 2) Ensuring heightened knowledge about the Third-Attempt program for other campus constituencies (e.g., Counseling and Admissions and Records), so that third-attempt students can be more efficiently directed through the process of joining the program. 3) Obtaining office space for the third-attempt counselor, who currently works in a make-shift "office" which is actually the English Division's conference room.</p>	<p>Linked Outcomes:</p> <ul style="list-style-type: none"> demonstrate and apply decision making skills and develop the capacity for self-understanding and recognize lifestyles that promote physical and mental well-being <p>Resource Requests:</p> <ul style="list-style-type: none"> Office Space for English Third-Attempt Counselor 1, Weyva Ti r hmk- 	
<p>Increase success of students in transfer level and developmental composition courses</p>	<p>No action was taken in this cycle for this goal</p>	<p>Actions were taken in this cycle for this goal, but the goal has not been completed</p>	<p>Goal has been met</p>
<p>Recommended Actions</p>	<p>UPDATE FALL 2018: Develop methods to better support DI populations in transfer and developmental composition courses.</p> <p>UPDATE FALL 2018: Implement embedded counseling in 101+ and developmental English courses.</p>	<p>Linked Outcomes:</p> <ul style="list-style-type: none"> recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social and environmental issues from multiple perspectives, and to appreciate similarities and differences among cultures Apply literary and rhetorical concepts in order to critically read, write, think, and research Critically read and evaluate culturally diverse texts which address current issues and or critical positions and problems. Identify thesis or unifying theme of text and traditional use of reasoning and logic. Identify and evaluate supporting evidence for relevance and accuracy and evaluate text in terms of diction, tone, and unity. Demonstrate appropriate application of supporting evidence from primary and secondary sources. Evaluate evidence in terms of accuracy, relevance, and freedom from faulty assumptions Write sophisticated, coherently structured, mechanically sound expository and persuasive essays which address current issues <p>0 resource requests</p> <p>Linked Outcomes:</p> <ul style="list-style-type: none"> demonstrate and apply decision making skills and develop the capacity for self-understanding and recognize lifestyles that promote physical and mental well-being <p>0 resource requests</p>	
<p>Streamline the "Closing the Loop" Portion of the SLO/PLO Process</p>	<p>No action was taken in this cycle for this goal</p>	<p>Actions were taken in this cycle for this goal, but the goal has not been completed</p>	<p>Goal has been met</p>
<p>Recommended Actions</p>	<p>Work has been done to create an in-house collection process especially for data regarding actions taken on outcomes. The division is currently at a standstill on this, awaiting the results of the campus-wide outcomes database. It may be that we will still need to continue to refine our in-house process, depending on the sort of information (for example can it be specific, or will it be overly generalized) that can be housed in the new database.</p>	<p>0 linked Outcomes 0 resource requests</p>	