

## Fall 2012 Program Review - Annual Update by Section

As of: 5/14/2013 03:54 PM EST

### Discipline/Program/Area Name

#### English (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

English

### Academic Year

#### English (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

2012

### Name of person leading this review.

#### English (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

Mark Hoffer, Program Chair

### Names of all participants in this review.

#### English (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

Jeffrie Ahmad, Charles Hood, Rachel Jennings, Angela Koritsoglou, Scott Memmer, Santi Tafarella, John Toth, William Vaughn

Please review the five year headcount and FTES enrollment data provided on [Program Review website](#). Comment on trends and how they affect your program.

#### English (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

When considering trends, it is imperative to note that the shifting economic situation skews data. What we know from requests to crash and hits on Banner after add lists close is that our offerings do not meet demand. The rise and fall of actual students in English Department courses reflects the LHE we have been authorized to offer, not demand nor faculty interest nor national trends. In terms of numbers, the most dramatic shift occurs with Intersession data (i.e. going from 298 FTES the previous term to 0), indicating that we were not permitted to offer any courses. Summer now consists of Palmdale Center offerings only, even though such a bias towards that site does a disservice to serving military personnel and disabled students who can only take our courses in an online platform. The near 50/50 split between full-time and part-time students remains stable, fall to spring and year to year. That implies we offer a good mix of day versus night classes. Overall, with stronger administrative support and a more flexible approach to scheduling, room access, and course offerings, we certainly could offer (and fill) many more sections than we do now.

Using the student achievement data provided on the [Program Review website](#), please comment on any similarities or differences in success, retention, and persistence between race, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.

#### English (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

##### 6.1 Student Success for Students in English from 2007-08 to 2011-12

Ethnicity: Success rose for both groups (Not Hispanic or Latino; Hispanic or Latino) from 58% to 66%.

Gender: Success rose from 58% to 67% for females, and from 53% to 61% for males.

Location: In Lancaster, success stayed level at 55% for the first three years, and jumped to 63% and 65% in the last two.

Palmdale began higher (at 57%), then fluctuated up and down a few points, ending up at 63%.

Modality: Success rose in the traditional format from 55% to 66%. Online began higher, at 58%, dropped slightly, and stabilized once more at 58%.

Ethnicity: Success rates rose overall for all groups. Data show an upward trend from 55% to 67% for Native Americans; from 61% to 74% for Asians; from 39% to 53% for African Americans; from 60% to 64% for Pacific Islanders (though this was up to 71 in 2010-10); from 65% to 72% for Whites; from 55% to 66% for Mexican/Central or South Americans; and from 54% to 60% for Other/Unknown.

Comments: It is positive that success rates have trended upwards in all areas. Nonetheless, males are still less successful than females, and there are different success rates among ethnic categories. Areas to address include gender, ethnicity, and also online versus in-person delivery methods. Cross-data approaches would be helpful in determining how these areas interpenetrate, and more nuanced results that show or include other factors (perhaps more data derived from students themselves, such as when validity studies are conducted to determine assessment practices) would be illuminating.

## 6.2 Retention of Students in English from 2007-08 to 2011-12

Overall retention improved significantly since the last report.

Ethnicity: Retention rose for both groups measured. The Not Hispanic or Latino group retention rose from 83% to 87%. Retention for Hispanic or Latino students rose from 84% to 88%.

Gender: Success rose from 83% to 87% for females, and from 81% to 85% for males.

Location: In Lancaster, there was an increase in retention from 82% to 86%. Retention at the Palmdale location remained steady at 87%.

Modality: Retention rates rose for traditional classes from 83% to 87%, while retention rates rose slightly in online classes, from 76% to 78%.

Ethnicity: Retention rates rose across the board in all ethnicity categories. Retention rose from 78% to 89% for Native Americans; from 87% to 91% for Asian students; from 75% to 83% for African Americans; from 84% to 85% for Pacific Islanders; from 86% to 88% for Whites; from 82% to 88% for Mexican/Central or South Americans, and remained flat at 82% for Other/Unknown.

Comments: In addition to success rates, our retention rates have risen in the last five years. A number of factors drive these data (again more nuanced categories would be beneficial), but it is good news that student retention rates have remained strong during a time of financial hardship for the Antelope Valley.

## 6.3 Persistence of Students in English from 2007-08 to 2011-12

The persistence data is inconclusive, with no discernible pattern from year to year, nor over the past five years. Due to significant budget cuts since 2007-2008, overall enrollment at AVC has reduced considerably. In light of this, the persistence data suggest that Language Arts students continue to enroll and persist (and succeed) at a fairly high level.

**Analyze changes in student achievement and achievement gaps over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement.**

### English (PR)

**[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]**

The success by race, ethnicity, gender, modality, and location data over that past four years reveal that student success is steadily increasing. The increase in success ranges from 4% -14% from 2007-2008 to 2011-2012, and in 2012, our overall success rate was 78%. While we are encouraged by the increase in success, there was a gap in achievement for Black or African American students. The "Success by Race" chart indicates that while Black or African American student success improved by 14% since the 2007-2008 academic year, there was a gap between the success of Black or African American students and American Indian/AK Native, Asian, Pacific Islander, White, Mexican/Central or South American students. For example, data from the 2011-2012 academic year, indicate that 74% of Asian students succeeded while only 53% of Black or African American students succeeded. The data also reveal that only 11.2% of students enrolled in English 095 successfully completed English 099 within five years.

While resources over the last four years were limited, the Department was able to purchase new cameras, films, projection equipment, and a one-year subscription to the Oxford English Dictionary. Before the suspension of the Faculty Intern Program, we trained two faculty interns, who became adjunct hires. Additionally, we hired four outside applicants as adjuncts, although the overwhelming majority of interview candidates did not meet hiring standards. With the recent departure of several full-time faculty members and the ongoing difficulty of finding qualified adjuncts, there is an ongoing and pressing need for more full-time faculty, individuals with investment in and commitment to the college.

While we were proud of our sustained and steady increase in student success, we were persistent in our work to increase success and address gaps in achievement over the last four years. Our Department began offering accelerated sections of English 097 and English 099, a change that improved—and continues to improve—student success. The English faculty made contributions to the college with student success and achievement in mind. English faculty presented at Antelope Valley College's Welcome Back Day and at various Faculty Professional Development events. Our faculty attended local and national conferences on student success and achievement. The English faculty worked closely with the Basic Skills Committee and contributed to the "Quest for Success" retreat, attended Basic Skills Symposiums, and

participated in the AVConnect Journal project.

As we look forward, we would like to see continued improvement in student success and eliminate the gaps in student achievement. We are beginning work to pilot a midterm portfolio for English 097 and English 099. We plan to continue to offer more accelerated courses. Some English faculty members who attended the "Quest for Success" retreat are working on exploring options for learning communities, a first-year program, and an orientation for newly enrolled students. We are also working with the Basic Skills committee on the Student Success Center.

While the limited resource allocations over the last four years helped serve students and improved success, additional resources would allow us to hire more full-time faculty improving our full-time to part-time ratio. Smaller class size would further improve student success as would the reinstatement of staff development funds.

**Provide examples from your program where assessment findings of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions in the past year. This should include brief descriptions of assessment findings, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.**

### **English (PR)**

**[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]**

As expressed elsewhere in this report, budget decisions have been severely hampered by the current economy. However, discipline faculty continue to review learning outcome data at semester-end portfolio normings and readings, at summer and winter composition retreats, and also at the discipline meetings that are scheduled, when needed, on Tuesdays of the month. Full-time faculty constitutes the majority of the participants at these meetings, although adjunct faculty members are strongly encouraged to attend the normings, readings, and retreats.

**Analyze changes in SLO, PLO and/or OO assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in the improvement of SLO, PLO and/or OO findings this past year.**

### **English (PR)**

**[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]**

Student Learning Outcome data has been fairly consistent in all courses over the past four years. Action plans reveal an ongoing need for better writing assessment of incoming students and caps on class size to increase student-to-faculty interaction. Program Learning Outcome data has just recently been collected. The first PLO was phased in after a recent wave of program majors had already graduated, leaving only a small sample of students. In spring 2012, five out of the six graduating program majors met PLO #1. Alongside increased efforts to promote the program, which the new English AA-T certainly facilitates, discipline faculty realized that the way PLO data sets are collected should be addressed and revised

**Review the program goals and objectives related to improving outcome results and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.**

### **English (PR)**

**[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]**

Goal #1: Align current Associate Degree with Transfer Model Curriculum.

*Objectives:* Reduce unit count from 27 to 18; streamline course offerings.

*Time Frame:* Fall 2011 and Spring 2012.

*Justification:* The category "Associate Degree Programs" is listed first under the college's mission statement. The English Program seeks to ensure the viability of its degree for students transferring to state colleges, while keeping as much of the degree's educational depth and breadth intact. Discipline faculty members are working in consultation with the AP&P Committee to determine if new course numbers are required for some courses.

**Goal and Objectives Met:** Discipline faculty streamlined program offerings and created an English AA-T degree in Fall 2012.

-

Goal #2: Create and develop English 101 cohorts.

*Objectives:* Involve interested faculty members; investigate logistics and funding sources.

*Time Frame:* Fall 2011 and Spring 2012.

*Justification:* The Program's use of a portfolio system and of departmental grading at the English 097 and 099 levels standardizes assessment of students' exit skills. While the sheer number of sections makes a similar activity at the 101 level problematic, the guiding philosophy still holds. Elective cohorts, each consisting of three instructors who share

student work and discuss grading criteria, perhaps at the midpoint of the term, may take a foothold and become part of the departmental culture. Both full-time and adjunct instructors could participate in these cohorts. Faculty stipends would be a clear incentive for this endeavor, but securing these may prove to be a barrier. Alternate funding sources, such as grant-writing, could be explored.

**Goal Modified, Objectives Met:** Based on the retention and success rates of the accelerated eight-week format, program faculty decided to focus on portfolio courses, creating elective cohorts which will review English 097 and 099 student work at the midpoint in several of the sixteen-week spring 2013 course sections. The intent is to monitor student achievement more closely, offer earlier and varied intervention, and further demystify the portfolio evaluation process for students. Funding for this endeavor can come from the use of stipends already approved for the eight-week and sixteen-week portfolio readings.

Goal #3: Encourage writing across the curriculum.

**Objectives:** Promote relevant FPD events; export departmental rubrics campus-wide; support faculty members in other disciplines as they instate course prerequisites.

**Time Frame:** Spring 2012 and Fall 2012.

**Justification:** English Program faculty has been at the forefront of this issue, not simply to “share the burden” of engaging students' thought processes at the concrete written level where cognitive complexity and issues of expression can be—or should be—directly confronted, but to emphasize the link between reading and writing skills and legitimate academic success. Program faculty might pilot not only a discipline-specific 101 cohort but a cross-discipline cohort comprised of one English instructor and one or two instructors from other academic areas.

**Goal and Objectives Ongoing:** Aside from recent interdisciplinary Faculty Professional Development events coordinated, presented, and/or attended by English faculty, the latest effort to address writing across the curriculum involves the use of English 104, a one-unit course on research paper writing, as a way to collect PLO data. The idea is to offer English 104 as an elective capstone course for program majors, allowing them to work on individual research projects while mentoring other enrolled students and assisting with the instruction of the course. Students of all levels and majors can enroll in this course and receive training in academic research, enabling them to better understand, perform in, and succeed in, courses across the disciplines. In this way, the English 104 classroom becomes a version of the AVC Success Center, which has struggled to become realized and adequately housed on campus. Moreover, rather than the college having to use Title V funds to employ student workers, program majors would pay to enroll in the one-unit course, and receive valuable experience and preparation for later careers in teaching, editing, researching, and/or various communication fields.

**List significant new and continuing resource needs in rank order of importance. Identify the document (e.g. Educational Master Plan, action plan, state mandate, accreditation mandate) and/or data which corroborate each need.**

**English (PR)**

**[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]**

Resource needs remain consistent (ranked in order of importance): more full-time hires; budget allowance for smaller class sizes; classrooms with functioning and dependable technology, light, and climate; and consistent housing of English courses in one designated area of campus. All areas are linked to student achievement, as they involve student-to-faculty interaction and student perception of the value of the program and their place in it.