Instructional Program

English/IDS

What is Program Review?

Program review is a key element of integrated planning at VC. It provides programs with an opportunity for reflection and improvement. Programs analyze data on key metrics that are derived from the VC Educational Master Plan. Then, they identify successes and areas for improvement. They develop goals/initiatives for how they will improve, and if necessary, request resources that are necessary to meet those goals/initiatives.

What is not included in Program Review?

The following should not be requested through program review:

1. Day-to-day operational requests (e.g. routine maintenance requests, broken chairs, etc.).
2. Requests for ongoing, recurring expenses (e.g. requesting the same supplies that were purchased in previous years).
3. Requests that are not directly tied to VC's Educational Master Plan Goals.

Day-to-day and/or recurring maintenance and facilities requests should be made through the Facilities, Maintenance & Operations Department.

Day-to-day and/or recurring requests for supplies should be made through the program's Division budget, in consultation with the Division Dean/Manager.

Ventura College Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.

Section A - Course Success Rate

Examine your program's course success rate data. Ventura College has set a standard of 66.7% for its course success rate.

1. Was your program's 2015 course success rate higher than the college standard of 66.7%?
   ☒ Yes ☐ No

2. Was your program's 2015 course success rate higher than the overall college success rate?
   ☒ Yes ☐ No

3. Is your program's course success rate increasing, decreasing, or remaining constant?
   ☐ Increasing ☐ Decreasing ☒ Remaining Constant

4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
   ☐ Yes ☒ No

5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (1,000 characters max).

Our program's course success rate in 2015-2016 was 76%, and there are no significant gaps between demographic groups. Over the past five years, the success rate has remained relatively constant, varying no more than two percentage points. The gap in success rates between Hispanic and white students has been cut in half from 8.5 percentage points in 2011-2012 to 3.8 percentage points in 2015-2016. While the overall course success rate has remained level, we have seen notable improvement in ENGL V02 where the success rate has increased from 69.6% to 77.5% over the past five years. In spring 2012, we launched a program-wide effort in increase the percentage of student who enroll directly in V01A, and since fall 2014, we used a common portfolio assessment process in V02. Both of these efforts may have contributed to increased student success in V02.

Based on your data analysis above, enter 1-2 initiatives below that describe how your program will increase its course success rate.

Initiative	Data		Resources Needed to Meet Initiative						
What will your program do to increase its course success rate?	Which metric(s) will this initiative improve?	How many students will this initiative directly impact?	Do you need additional resources to meet this initiative?	If yes, what type of resources?	Brief description of resources needed	Cost Estimate	Source of Cost Estimate	Has this request been made in a prior year?	If yes, which year(s)?
English Summer Boot Camp	☒ Course Success Rate ☐ Degrees/ Certificates Awarded ☒ Equity gaps ☐ SLO's	50	☐ Yes ☐ No	☐ Equipment ☐ Supplies ☐ Technology ☐ Facilities ☐ Professional Development ☐ Student Workers **Use page 13 for faculty/staff hiring requests*	Modeled on the 2016 Math boot camp, this program will require approx. 40 hours of instructional pay.	$ 3,000.00	Expense of 2016 Math Boot Camp	☐ Yes ☐ No	
Professional development funding for adjunct English faculty to support new placement practices in Common Assessment	☒ Course Success Rate ☐ Degrees/ Certificates Awarded ☒ Equity gaps ☒ SLO's	4000	☐ Yes ☐ No	☐ Equipment ☐ Supplies ☐ Technology ☐ Facilities ☐ Professional Development ☐ Student Workers **Use page 13 for faculty/staff hiring requests*	Funding beyond FLEX hours to include training in the use of the new Writing Program rubric, norming between levels with our new cut scores and participation in wholistic scoring. More than 50% of English classes are taught by more than 25 adjunct	$ 10,000.0(	Faculty Salary Schedule	☐ Yes ☐ No	FY 15

2016-2017 Instructional Program Review

Section B - Degrees and Certificates Awarded

VC has set a standard to award a minimum of 1,178 degrees and certificates each year. Programs that have awarded fewer than 15 degrees/certificates over the past five years may be placed on discontinuance.

1. Does your program offer a degree or certificate of achievement?

   ☒ Yes ☐ No

   If yes, please examine the degree and certificate data, and skip to question 3. If no, please answer question 2.

2. How does your program contribute to Ventura College's meeting of its standard of awarding 1,178 degrees and certificates each year? (e.g. providing general education, IGETC, CSU-GE courses, etc.) (1,000 characters max). *After answering this question, skip to section C.*

3. Describe the trend in the number of degrees/certificates that your program has awarded over the past 5 years, and the reasons for the trend. In particular, if any active degree/certificate is on program warning, please address the reason(s) why it is on warning and your plan for improvement.

   The English AA-T degree received state approval in the 2014-2015 academic year. In the 2015-2016 academic year, we awarded nine AA-T in English degrees. As of spring 2016, 93 students had declared an English major. Over the next five years, we expect the number of degrees we award to increase as more English majors complete their GE requirements and move into literature courses in greater numbers.

4. Are there gaps between demographic groups (ethnicity, gender) in the number of degrees and certificates awarded by your program?

   ☒ Yes ☐ No

5. If yes, please describe the gaps, and the reasons for any gaps between demographic groups (1,000 characters max).

   Our first cohort of graduates provides a small sample size of only nine students. In this group, women are overrepresented although this reflects national trends for English and other humanities degrees. Of the first VC graduates with an AA-T in English, 78% are female and 22% are male. Women represent 56.1% of the students at Ventura College as of fall 2015. Our graduates closes reflect the ethnic diversity of the college. As of fall 2015, 55% of VC students are Hispanic, and 56% of English AA-T graduates are Hispanic. White students represent 35.9% of VC students, and 33% of English AA-T graduates are white.

Based on your data analysis above, enter 1-2 initiatives below that describe how your program will increase the number of degrees and/or certificates it awards to students.

Initiative	Data		Resources Needed to Meet Initiative						
What will your program do to increase the number of degrees and/or certificates it awards to students?	Which metric(s) will this initiative improve?	How many students will this initiative directly impact?	Do you need additional resources to meet this initiative?	If yes, what type of resources?	Brief description of resources needed	Cost Estimate	Source of Cost Estimate	Has this request been made in a prior year?	If yes, which year(s)?
Create additional programming for English majors at Ventura College and in collaboration with district colleges and CSUCI.	☐ Course Success Rate ☐ Degrees/ Certificates Awarded ☐ Equity gaps ☐ SLO's	100	☐ Yes ☐ No	☐ Equipment ☐ Supplies ☐ Technology ☐ Facilities ☐ Professional Development ☐ Student Workers **Use page 13 for faculty/staff hiring requests*	Funding for field trips to play performances. Funding for campus events such as the Poetry Slam. Funding to bring literary speakers to campus. Funding for transfer events coordinated with Transfer Center and EOPS.	$ 5,000.00	n/a	☐ Yes ☐ No	FY 15
Design and distribute marketing materials for the English major and literature/creative writing courses	☐ Course Success Rate ☐ Degrees/ Certificates Awarded ☐ Equity gaps ☐ SLO's	200	☐ Yes ☐ No	☐ Equipment ☐ Supplies ☐ Technology ☐ Facilities ☐ Professional Development ☐ Student Workers **Use page 13 for faculty/staff hiring requests*	Create a brochure for the AA-T in English. Design and print posters for each elective class in such a way that they can be customized each semester.	$ 750.00	Ricoh Pring Center rates	☐ Yes ☐ No	FY 15

Section C - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?
   ☒ Yes ☐ No
2. If yes, list the courses and explain why they haven't been assessed. (1,000 characters max)

The 2008-09 financial crisis forced the English department to stop offering most of our literature and creative writing courses. From fall 2009 to fall 2014, we offered only one or two elective courses per semester, and only the American and British survey courses were offered since these are the most widely transferable GE courses. With the state approval of the AA-T in English degree in fall 2014, we have begun to offer courses that have not been available to students for over five years. For example, in spring 2016, we offered ENGL V34 Intro to Chicano Literature for the first time in over 10 years. In fall 2016, we are offering ENGL V36A Survey of Women in Literature I for the first time since spring 2009. Each time a course is returned to the schedule after a long hiatus, we plan to assess all CSLOs for that course to bring it as quickly as possible into a regular SLO rotational plan.

3. What percentage of your program's courses have assessed at least half of their SLO's?
   100 %
4. Have you made any changes to courses based on the results of SLO assessments?
   ☒ Yes ☐ No
5. If yes, briefly describe the changes were made and the impact they had on student learning. (1,000 characters max)

In spring 2013, based on assessement of a CSLO on in-class writing in ENGL V02, our faculty developed the following initiative: "Develop a departmentally-evaluated ENGL V02 portfolio as the final assessment of student work to ensure readiness for ENGL V01A." In fall 2014, we launched a pilot portfolio assessment project for V02 students, and a growing number of V02 instructors have adopted this wholistic assessment approach. The ENGL V02 success rate has increased from 69.3% in 2012-2013 to 77.5% in 2015-2016.

6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?
   3 courses
7. How closely have you adhered to your SLO rotational plan? (Examine TracDat "Adherence to Assessment Cycle" Report)
   ☐ Completely ☒ Mostly ☐ Partially ☐ Not at All

8. Did anything impede your ability to adhere to your SLO rotational plan? (Examine TracDat "Adherence to Assessment Cycle" and "Adherence to PSLO Assessment Cycle" Reports) (1,000 characters max)

As we began to offer more literature courses for English majors and for GE requirements in fall 2014, several courses have been canceled due to low enrollment. When a course is canceled, we are not able to adhere to our SLO rotational plan, and the assessment of that course's CSLOs are rescheduled for the next time the course will be offered.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (1,000 characters max)

The teaching of communication and critical thinking is central to our program, and all of our classes facilitatete the achievement of the college's ISLOs. We embedded ISLO assessment within our CSLO assessment process with particular attention to ISLO 1 Communication and ISLO 3 Critical Thinking. Our faculty actively participate in the campus wide ISLO forums.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?
    6 meetings

2016-2017 Instructional Program Review

Based on your data analysis above, enter 1-2 initiatives below that describe how your program will improve student learning.

Initiatives	Data		Resources Needed to Meet Initiative						
What will your program do to improve student learning?	Which metric(s) will this initiative improve?	How many students will this initiative directly impact?	Do you need additional resources to meet this initiative?	If yes, what type of resources?	Brief description of resources needed	Cost Estimate	Source of Cost Estimate	Has this request been made in a prior year?	If yes, which year(s)?
Purchase two class sets of Chromebooks for use in hybrid composition courses	☒ Course Success Rate ☐ Degrees/ Certificates Awarded ☒ Equity gaps ☒ SLO's	4000	☐ Yes ☐ No	☐ Equipment ☐ Supplies ☐ Technology ☐ Facilities ☐ Professional Development ☐ Student Workers **Use page 13 for faculty/staff hiring requests*	Two sets of 30 Chromebooks for use in the classroom (60 Chomebooks total at approx. $250 each)	$ 15,000.00	Amazon.com	☐ Yes ☐ No	
Refine placement practices with new Common Assessment instrument by reading essays for students "on the bubble" between levels only	☒ Course Success Rate ☐ Degrees/ Certificates Awarded ☒ Equity gaps ☒ SLO's	4000	☐ Yes ☐ No	☐ Equipment ☐ Supplies ☐ Technology ☐ Facilities ☐ Professional Development ☐ Student Workers **Use page 13 for faculty/staff hiring requests*	Funding for faculty to read essays written by students on the cusp between course levels in the new Common Assessment exam.	$ 5,000.00	Faculty Salary Schedule	☐ Yes ☐ No	

Section D - Previous Year Initiatives

Click here to view previous year initiatives.

Section E – 2016-2017 Program Initiative Prioritization

Initiatives from the sections above will automatically populate the table below. Please prioritize them to indicate which initiatives are the top priorities for your program.

Initiative		Data		Resources Required to Meet Initiative						
Priority	What will your program do to improve student achievement and learning?	Which metric(s) will this initiative improve?	How many students will this initiative directly impact?	Do you need additional resources to meet this initiative?	If yes, what type of resources?	Brief description of resources needed	Cost Estimate	Source of Cost Estimate	Has this request been made in a prior year?	If yes, which year(s)?
6	English Summer Boot Camp	☒ Course Success Rate ☐ Degrees/ Certificates Awarded ☒ Equity gaps ☐ SLO's	50	☒ Yes ☐ No	☐ Equipment ☐ Supplies ☐ Technology ☐ Facilities ☐ Professional Development ☐ Student Workers **Use page 13 for faculty/staff hiring requests*	Modeled on the 2016 Math boot camp, this program will require approx. 40 hours of instructional pay.	$ 3,000.00	Expense of 2016 Math Boot Camp	☐ Yes ☒ No	
1	Professional development funding for adjunct English faculty to support new placement practices in Common Assessment	☒ Course Success Rate ☐ Degrees/ Certificates Awarded ☒ Equity gaps ☒ SLO's	4000	☒ Yes ☐ No	☐ Equipment ☐ Supplies ☐ Technology ☐ Facilities ☒ Professional Development ☐ Student Workers **Use page 13 for faculty/staff hiring requests*	Funding beyond FLEX hours to include training in the use of the new Writing Program rubric, norming between levels with our new cut scores and participation in wholistic scoring. More than 50% of English classes are taught by more than	$ 10,000.0(	Faculty Salary Schedule	☒ Yes ☐ No	FY 15

Initiative		Data		Resources Required to Meet Initiative						
Priority	What will your program do to improve student achievement and learning?	Which metric(s) will this initiative improve?	How many students will this initiative directly impact?	Do you need additional resources to meet this initiative?	If yes, what type of resources?	Brief description of resources needed	Cost Estimate	Source of Cost Estimate	Has this request been made in a prior year?	If yes, which year(s)?
3	Create additional programming for English majors at Ventura College and in collaboration with district colleges and CSUCI.	☐ Course Success Rate ☐ Degrees/ Certificates Awarded ☐ Equity gaps ☐ SLO's	100	☒ Yes ☐ No	☐ Equipment ☐ Supplies ☐ Technology ☐ Facilities ☐ Professional Development ☐ Student Workers **Use page 13 for faculty/staff hiring requests*	Funding for field trips to play performances. Funding for campus events such as the Poetry Slam. Funding to bring literary speakers to campus. Funding for transfer events coordinated with Transfer Center and EOPS.	$ 5,000.00	n/a	☒ Yes ☐ No	FY 15
4	Design and distribute marketing materials for the English major and literature/creative writing courses	☐ Course Success Rate ☐ Degrees/ Certificates Awarded ☐ Equity gaps ☐ SLO's	200	☒ Yes ☐ No	☐ Equipment ☐ Supplies ☐ Technology ☐ Facilities ☐ Professional Development ☐ Student Workers **Use page 13 for faculty/staff hiring requests*	Create a brochure for the AA-T in English. Design and print posters for each elective class in such a way that they can be customized each semester.	$ 750.00	Ricoh Pring Center rates	☒ Yes ☐ No	FY 15

Initiative		Data		Resources Required to Meet Initiative						
Priority	What will your program do to improve student achievement and learning?	Which metric(s) will this initiative improve?	How many students will this initiative directly impact?	Do you need additional resources to meet this initiative?	If yes, what type of resources?	Brief description of resources needed	Cost Estimate	Source of Cost Estimate	Has this request been made in a prior year?	If yes, which year(s)?
5	Purchase two class sets of Chromebooks for use in hybrid composition courses	☒ Course Success Rate ☐ Degrees/ Certificates Awarded ☒ Equity gaps ☒ SLO's	4000	☒ Yes ☐ No	☐ Equipment ☐ Supplies ☒ Technology ☐ Facilities ☐ Professional Development ☐ Student Workers **Use page 13 for faculty/staff hiring requests*	Two sets of 30 Chromebooks for use in the classroom (60 Chomebooks total at approx. $250 each)	$ 15,000.00	Amazon.com	☐ Yes ☒ No	
2	Refine placement practices with new Common Assessment instrument by reading essays for students "on the bubble" between levels only	☒ Course Success Rate ☐ Degrees/ Certificates Awarded ☒ Equity gaps ☒ SLO's	4000	☒ Yes ☐ No	☐ Equipment ☐ Supplies ☐ Technology ☐ Facilities ☒ Professional Development ☐ Student Workers **Use page 13 for faculty/staff hiring requests*	Funding for faculty to read essays written by students on the cusp between course levels in the new Common Assessment exam.	$ 5,000.00	Faculty Salary Schedule	☐ Yes ☒ No	

Section F - Full-Time Faculty Hire Requests

Priority	Request Type	Discipline/Program	Brief Description	Has this position been requested in a past year?	If so, which year(s)?
1	New	English	A new FT faculty position would support the Sail to Success initiative and	Yes	Every year since at least FY 2009.
2	Select One	English	A new FT faculty position would support the Sail to Success initiative and	Yes	Every year since at least FY 2009.
3	Select One			Select One	
4	Select One			Select One	

Section G - Classified Hire Requests

Priority	Request Type	Position	Full-Time or Part-Time	Brief Description	Salary and Benefits Cost	Has this position been requested in a past year?	If so, which year(s)?
1	Select One		Select One			Select One	
2	Select One		Select One			Select One	
3	Select One		Select One			Select One	
4	Select One		Select One			Select One	

Section H – Process Assessment

How have the changes in the program review process this year worked for your area?

The data has been much easier to access and analyze because of Tableau and the outstanding efforts of IEE. The fillable PDF form is straightfoward and user friendly.

How would you improve the program review process based on this experience?

There should be some option to add an addendum for program that use other sources of data such as the Basic Skills Cohort Tracker.

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

Section I – Submission Verification

Preparer:

Eric L. Martinsen

Dates met (include email discussions):

09/06/2016; 09/09/2016; 10/06/2016; 10/07/2016

List of Faculty who participated in the program Review Process:

In-person discussions included Aguilar, Arquilevich, Carlander, Cosentino, Fechner, Garcia, Hernandez, Kim, Klompien, Lall, Martin, Martinsen, Park, Peinado, Sanders. Email circulation of drafts to all full- and part-time instructors.

Preparer Verification:

_____

I verify that this program document was completed in accordance with the program review process.

Dean Verification:

_____

I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*

Submit