



PROGRAM REVIEW

Instructional Program Review Template

Year :
 Plan Type:
 Program :

Last edited on 11/15/2019 by R-EUREKA\Stephanie-Burre
 Submitted on 11/7/2019 by R-EUREKA\Angelina-H

- Program Information
- Data Analysis
- Critical Reflection of Assessment Activities
- Evaluation of Previous Plans
- Planning
- Resource Requests
- Author Feedback
- PRC Response

5.1 Program Plans

Based on data analysis, student learning outcomes and program indicators, assessment and review, and your critical reflections, describe the actions to be taken for the next academic year in order of importance (from #1 at the top = highest priority and down from there).

Please be specific. This section and section 6 should include a detailed justification so that the resource prioritization committees understand your needs and their importance. Plans should be actionable, measurable and not just resource requests.

[List related institutional planning goals.](#)

#	Program Plans	Related Institutional Planning Goals	Relationship to Previous Assessment	Expected Impact on Program/Student Learning	Resources Needed
---	---------------	--------------------------------------	-------------------------------------	---	------------------

1	<p>Ensure compliance with the effects of AB 705 and maximize the likelihood of student success in the transfer-level course</p>	<p>EMP #5 Strive to eliminate achievement gaps across student groups. #1 Provide accessible, affordable, high-quality education. From the Enrollment Management Plan: Increase the number of students progressing to transfer-level English and math.</p>	<p>This is not related to a specific course- or program-related assessment, but rather to the data gathered from the implementation of the new placement process (elimination of Accuplacer). In fall 2018, the first semester of implementation, the number of English 1A sections increased dramatically, with 90% of the students placing into the first-semester Freshman Composition course. This created a full-time/part-time faculty percentage at 17%/83%. In fall 2019, all of the students are enrolling in English 1A or English 1A with the English 1S support class.</p>	<p>The addition of two full-time English faculty members will not only bring the department into line with the college's full-time/part-time faculty ration norm, but will best provide all of our degree- and transfer-seeking students with the kind of opportunities for success that AB 705 requires.</p>	<p>Yes</p>	<p>Edit Delete Raise Priority Lower Priority</p>
2	<p>Revise English 1B and create a non-fiction based alternative, English 1C</p>	<p>Student Equity Plan Goal #3: Reduce time to degree/transfer increase # of degree & certificate completers</p>	<p>In response to critical reflection in the curriculum review process, it became clear that English 1B needed to be revised to better match C-ID descriptor for English 110. With this revision, English 1B will fulfill the Introduction to Literature course requirement for the English ADT and the IGETC second-semester composition and critical thinking requirement. This will reduce the number of credits required for students to complete the English ADT. However, many non-English majors wishing to fulfill the second-semester critical thinking requirement may prefer a 3-credit class focusing on non-fiction. This is why we plan to create an alternative, English 1C.</p>	<p>Students obtaining an English ADT will progress faster, with one less class, and non-majors will still be able to take a 3 credit course rather than a 4 credit course.</p>	<p>No</p>	<p>Edit Delete Raise Priority Lower Priority</p>

				No ▾	Add
--	--	--	--	------	-----

The vision for success goals are institutional planning priorities for the next several years. You can find the full Vision for success document at this link ([Vision for Success Goals](#)). Please comment on how your area is planning to address the following during this academic year:

1. Increase the number of completers (including AA-T degrees, AA/AS degrees, and certificates)
2. Decrease the number of average total units a student must take to complete (For example, a discussion of Guided Pathways work in your area might be appropriate here, or larger efforts your area is undertaking to decrease total units to completion)
3. Equity (What is your area doing to promote equity across student groups?)
4. Increase the number of students finding living-wage work in a related field of study (CE areas only need to complete this section)

1. Data from 2018-19 has revealed that placing students directly into English 1A has resulted in significantly more students successfully completing English 1A than in the past (the success "rate" percentage is identical to that in the past, but the number of students has increased significantly because the "placement" pre-requisite (i.e. Accuplacer) was removed, so all students could register for the transfer-level class). Those students from fall 2019 who persisted in spring succeeded in their other college courses at the same rate as the district average. This should result in more completers of all degrees, but the data won't be able to confirm this for another year or two as students move through their coursework to completion.

2. The elimination of the pre-collegiate English courses will definitely decrease the total number of units students must take to complete any degree at the college because students will not have to take non-transferrable and non-degree-applicable units prior to taking the transfer-level, degree-applicable course.

3. As indicated earlier in the report, compliance with AB 705 has eliminated equity gaps completely. The revision of English 1B and the creation of English 1C will decrease the number of average total units a student must take to complete.