**.Reedley College Program Review Recommendations\* Annual Progress Report**

**(\*“Recommendation” changed to “Goals” beginning Cycle Three)**

**Program: Composition and Literature (Composition Sequence) –RC Year: 2012-2013 Contact: Eileen Apperson**

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| **Recommendation\***(as appropriate, identify the campus where the recommendation applies) | **Proposed Timeline** | **Activities/Facilities/ Curriculum/Equipment Necessary to Accomplish Recommendation\*** | **Resources Needed, Include Estimate Costs** | **Status** | **Outcome**  |
| 1. Hiring of basic skills instructors. | Ongoing | New faculty hire proposal | $52,000 | Incomplete | No new hires due to budget constraints |
| 2. Hiring of generalist instructors. | Ongoing | New faculty hire proposal | $52,000 | Incomplete | No new hires due to budget constraints |
| 3. All retiring and transfer positions must be immediately replaced with a tenure-track position. | Ongoing | New faculty hire proposal | No additional costs. | Completed, ongoing | Replaced retirement position, Fall 09 |
| 4a. Track students from 250 🡪 252 🡪 125 for success and retention at each step | ASAP (upon hiring of IR) | Submit research request | IR | \*Research request completed. See section 4 below for revised research recommendation | Yet to be determined |
| 4b. Track subsequent success for students who repeat any of the classes listed in 4a. | ASAP (upon hiring of IR) | Submit research request | IR | \*Research request completed. See section 4 below for revised research recommendation | Yet to be determined |
| 4c. Track students from 125 🡪 1A for the same reason | ASAP (upon hiring of IR) | Submit research request | IR | \*Research request completed. See section 4 below for revised research recommendation | Yet to be determined |
| 4d. Track drop dates for students who are not retained | ASAP (upon hiring of IR) | Submit research request | IR | \*Research request completed. See section 4 below for revised research recommendation | Yet to be determined |
| 4e. Track success and retention for each class in separate categories for transfer and non-transfer students.  | ASAP (upon hiring of IR) | Submit research request | IR | \*Research request completed. See section 4 below for revised research recommendation | Yet to be determined |
| 4f. With this research (in 4), we would like to compare and contrast data with comparable institutions | ASAP (upon hiring of IR) | Submit research request | IR | \*Research request completed. See section 4 below for revised research recommendation | Yet to be determined |
| 5. Continue and expand Learning Communities, even if scheduling is difficult | Ongoing | Support of faculty and administration | Information provided in schedule of courses and enrollment/counselor support | Ongoing | LCs: ENGL1A with History 11 and 12, OnCourse First Year experience with ENGL252, Reading 262, and Counseling 264. Athletic LC. |
| 6. Continue and expand writing center workshops | Ongoing | Faculty support | None | Discontinued due to Student Success Committee supported workshops | NA |
| 7. Continue funding Turnitin.com | Ongoing | None | $9,433/year (LT5 funded) | Ongoing | Turnitin.com continues to aid in the detection of plagiarism |
| 8. Increase theming of English 1A classes to stimulate interest and retention | Ongoing | Support of faculty and administration | Information provided in schedule of courses | Ongoing | Due to competitive enrollment, it is suspect whether themes have any bearing on student’s choice of class. |
| 9. Increase communication with feeder high schools and other recruiting sites to increase enrollment, success, and retention | Ongoing | Support of faculty and administration | None | Ongoing | The English program is involved with the CRF project, meeting with feeder high school. |
| 10. As a department (all sites), develop a common rubric for English 1A research papers | Spring 09 | Program meetings | None | Completed | Rubric is available to FT and PT instructors. |
| 11. Begin implementation of SLOs (RC and North Centers), collecting data from all English 1A classes for outcomes 2 and 3 | Spring 09 | Program meetings | None | Completed; ongoing | Assessment reporting for all courses was completed fall 2012 |
| 12. Implementation of first cycle of Student Learning Assessment in English 1A (RC and North Centers) | Fall 09 | Program meetings | None | Completed | Assessment results helped identify problem areas, which will continue to be the focus of program training, discussion, and improvement. |
| 13. Request Institutional Research project to determine persistence across the program, and success rates of males vs. females and ethnic diversity (RC and North Centers)  | Fall 08 | Submit research request | IR | \*Research request completed. See section 4 below for revised research recommendation | Yet to be determined |
| 14. Update North Center and Reedley libraries with online databases, (such as ProQuest and JSTOR) and online books. | Spring 09 | None. | Library services budget. | Completed | The library works with the English faculty on maintaining helpful research resources. |
| 15. Control of *Symmetry* and  *North Centers Review* budget through the English Department | Ongoing | Faculty and administration commitment | None. | Complete; ongoing | Symmetry and NCR published every fall through the English dept. |
| 16. Instructors should attend conferences and workshops in basic skills, composition, research, creative writing, new technology and/or teaching literature | Ongoing | Faculty and administration commitment | Various costs | Complete; ongoing | Faculty have participated in a variety of professional development activities (AWP, NCWCA, IWCA, etc.) |
| 17. As time and funding allow, we should research possible sources and solutions for low student success rate in first-year-English classes  | Fall 09 | Faculty and administration commitment | Staff development funding. | Complete; ongoing | Participation in Student Success-supported First Year Experience with E125 and E1A began FA12). |
| 18. As time and funding allow, we should research ways to attract and retain more males in composition classes | Fall 09 | Faculty and administration commitment | None. | Incomplete | Yet to be determined |
| 19. We should advertise our themes, and create some to appeal to occupational ed. students. These courses should not be limited to occupational education students, but should be scheduled at times convenient for occupational ed. Students | Ongoing | Faculty and administration commitment | None. | Incomplete | We have attempted this with LCs that paired ENGL 125 and CD 30, Fall 2009, “Hand-in-Hand: Writing about Child Development” course and a themed ENGL 252, “Writing about Children” class.  |

1. Provide any additional changes made to the program that were not a part of your program review report.

ENGL 130 (accelerated writing) written and approved by Curriculum, spring 12. First ENGL 130 course offered fall 12.

1. List in detail any new program needs and a brief rational for this need.

The Writing Center’s Embedded Tutor program has continued to be successful. Many instructors are interested in expanding this program beyond basic skills courses as funding allows.

1. Summarize the progress your program has made this year on SLO assessment.

As of fall 2012, the composition program has assessed all composition course SLOs. Analysis of results and action plans are being addressed in the Cycle Three Program Review report due fall 2013. A five-year timeline for continued assessments has been determined.

1. Provide any additional information that your program would like to share.

The English Program has been active in the College Readiness Forums, engaging in common topics with feeder high school instructors. Such topics have been the Common Core curriculum, writing standards at the different levels, teaching of literature, teaching of revision, etc.

\*Upon further reflection of this composition sequence and our recommendations which involve research, we have condensed recommendations 4a-f and 13 into one research project. A Research Request for the following was requested in March 2011:

Data is needed for Annual Program Review Recommendations Progress Report. Several recommendations within the Composition Sequence Cycle Two Program Review report deal with tracking students from 250 to 252 to 125 for success and retention at each step. We have modified this request to focus on the persistence of the English 252 student. It is believed that students take English 252 two or three times in an attempt to get into English 125. We would like to track these students to see if then they progress into English 1A. Based on what the research tells us, instructors will work together to modify course curriculum and create new strategies to better assist students.