

**IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW COMPLIANCE FORM AND REQUEST FOR RESOURCES**

PROGRAM/DEPARTMENT English

ACADEMIC YR. 2012-2013

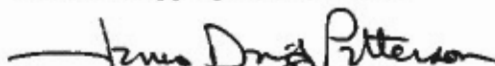
Comprehensive Program Review

Annual Assessment

Request for Resources (check all that apply)

Please analyze your Program Review data as well as your SLO/SAO assessment findings in order to update to your Comprehensive Program Review report as needed. All changes to area needs and subsequent requests for additional resources must be reported at this time.

If your program is scheduled for a Comprehensive Program Review all forms are to be completed and submitted to the appropriate Dean/VP. If you are completing the annual Program Review Assessment only and have no changes to area needs, sign below and submit this form to appropriate Dean/VP. If your needs have changed as a result of your annual assessment of program review data, please complete the appropriate Request for Resources form(s) and submit to appropriate Dean/VP.


Signature of Program Chair/Director

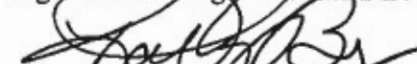
2-14-13

Date


Signature of Area Dean

2-13-13

Date


Signature of Area Vice President

3-1-13

Date

Please attach the following documents to this Program Review Compliance form if you are requesting additional resources:

- ✓ Comprehensive Program Review
- ✓ Data Analysis Form
- ✓ SLO/SAO Assessments
- ✓ Request for Resources Forms

Academic Program Evaluation – ENGLISH
Division – ALLS
Department - ENGL

English Courses – Overall

TERM	Enrollment	Fill Rate	# of Sections	Mass Cap	Avg. Class Cap	Avg. Class Size	FTEs	FTEF	Productivity (FTEs/FTEF)	Completion Rate	Success Rate
Fall 2009	3587	104.33%	119	3438	28.89	30.14	416.09	21.46	19.39	73%	55%
Spring 2010	3346	94.65%	122	3535	28.98	27.43	384.68	22.4	17.17	74%	55%
Fall 2010	3755	103.84%	127	3616	28.47	29.57	435.72	25.13	17.34	77%	56%
Spring 2011	3622	100.06%	123	3620	29.43	29.45	419.34	24.53	17.09	80%	60%
Fall 2011	3486	102.74%	116	3393	29.25	30.05	407.37	23.52	17.32	82%	60%
Spring 2012	3074	94.73%	111	3245	29.23	27.69	355.22	22.65	15.68	82%	59%
% Change Fall Semesters 09 - 11	-2.82%	-1.52%	-2.52%	-1.31%	1.25%	-0.30%	-2.10%	9.60%	-10.68%	12.33%	9.09%
% Change Spring Semesters 10 - 12	-8.13%	0.08%	-9.02%	-8.20%	0.86%	0.95%	-7.66%	1.12%	-8.68%	10.81%	7.27%

PROGRAM COMPLETION

Number of certificates completed Between Fall 2009 and Spring 2012	Number of Associate Degrees Completed Between Fall 2009 and Spring 2012
N/A	12

ENGLISH – ASSOCIATE DEGREE

Associate Degree:

Required Courses: ENGL 101, 102, 201

Select 9 units from: ENGL 220, 221, 222, 223, 224, 225, ENGL/HUM 226, 230, ENGL 250, 270

A.A. ENGLISH – ENROLLMENT, FILL RATE & WAIT LISTS

Course	Course Cap	ENROLLMENT - # OF SECTIONS						Fill Rate						Wait Lists
		F09	S 10	F 10	S 11	F 11	S 12	F09	S 10	F 10	S 11	F 11	S 12	S13
ENGL 101	25	492 - 21	472 - 22	585 - 25	493 - 20	634 - 24	602 - 23	117.14%	138.82%	117.00%	131.47%	106.57%	104.70%	94
ENGL 102	25	51 - 3	58 - 3	60 - 3	67 - 3	43 - 2	43 - 2	68.00%	116.00%	80.00%		86.00%	86.00%	1
ENGL 111	25	49 - 3	43 - 2	54 - 3	53 - 2	46 - 2	52 - 2	65.33%	172.00%	72.00%		92.00%	104.00%	7
ENGL 201	30	80 - 5	99 - 7	105 - 6	96 - 5	125 - 5	129 - 5	80.00%	82.50%	87.50%		100.00%	86.00%	22
ENGL 220	25					21 - 1						84.00%		
ENGL 221	25		9 - 1						36.00%					
ENGL 222														
ENGL 223	20				12 - 1						48.00%			
ENGL 224	20	10 - 1		15 - 1				50.00%		75.00%				
ENGL 225	20		17 - 1		15 - 1				85.00%		60.00%			
ENGL/HUM 226	30	41 - 1		23 - 1		23 - 1		46.67%		95.83%				
ENGL/HUM230														
ENGL 250	20	17 - 1		24 - 1		20 - 1		85.00%		120.00%				
ENGL 270	20		15 - 1		12 - 1				75.00%		48.00%			

A. A. ENGLISH – PRODUCTIVITY (FTES/FTEF)

Course	FTES						FTEF						PRODUCTIVITY (FTES/FTEF)						
	F09	S 10	F 10	S 11	F 11	S 12	F09	S 10	F 10	S 11	F 11	S 12	F09	S 10	F 10	S 11	F 11	S 12	
ENGL 101	50.59	48.55	60.17	50.7	65.21	61.9	4.2	4.4	5	4	4.8	4.6	12.05	11.03	12.03	12.68	13.59	13.46	
ENGL 102	5.25	5.97	6.16	6.89	4.42	4.43	0.60	0.60	0.60	0.60	0.40	0.40	8.75	9.95	10.27	11.48	11.05	11.08	
ENGL 111	5.04	4.42	5.55	5.45	4.74	5.35	0.60	0.40	0.60	0.40	0.40	0.40	8.40	11.05	9.25	13.63	11.85	13.38	
ENGL 201	8.22	10.19	10.79	9.88	12.85	13.26	1.00	1.40	1.20	1.00	1.00	1.00	8.22	7.28	8.99	9.88	12.85	13.26	
ENGL 220					2.16						0.20							10.80	
ENGL 221		0.93						0.20						4.65					
ENGL 222																			
ENGL 223				1.23															
ENGL 224	1.03		1.54				0.2		0.20				5.15		7.70				
ENGL 225		1.75		1.54				0.20		0.20				8.75		7.70			
ENGL/HUM 226	0.31						0.20						1.55						
ENGL/HUM230																			
ENGL 250	1.75		2.47		2.06		0.2		0.20		0.20		8.75		12.35		10.30		
ENGL 270		1.54		4.00				0.2		0.20				7.70		20.00			

A. A. ENGLISH – COMPLETION & SUCCESS RATES

Course	Completion Rate						Success Rate					
	F09	S 10	F 10	S 11	F 11	S 12	F09	S 10	F 10	S 11	F 11	S 12
ENGL 101	59.0%	71.0%	71.0%	71.0%	69.0%	72.0%	41.0%	37.0%	52.0%	58.0%	52.0%	56.0%
ENGL 102	78.0%	72.0%	80.0%	73.0%	81.0%	84.0%	55.0%	57.0%	65.0%	55.0%	60.0%	53.0%
ENGL 111	65.0%	77.0%	69.0%	72.0%	76.0%	75.0%	45.0%	47.0%	56.0%	63.0%	39.0%	38.0%
ENGL 201	59.0%	57.0%	66.0%	72.0%	66.0%	62.0%	44.0%	44.0%	57.0%	56.0%	50.0%	44.0%
ENGL 220					67.0%						57.0%	
ENGL 221		89.0%						89.0%				
ENGL 222												
ENGL 223				58.0%						42.0%		
ENGL 224	60.0%		73.0%				30.0%		60.0%		68.0%	
ENGL 225		65.0%		80.0%				35.0%		67.0%		
ENGL/HUM 226	71.0%		74.0%		87.0%		64.0%		65.0%		74.0%	
ENGL/HUM230												
ENGL 250	88.0%		65.0%		93.0%		53.0%		79.0%		65.0%	
ENGL 270		93.0%		67.0%				47.0%		67.0%		

BASIC SKILLS ENGLISH COURSES – ENROLLMENT, FILL RATE & WAIT LISTS

Course	Course Cap	ENROLLMENT - # OF SECTIONS						Fill Rate						Wait Lists 1/8/2013
		F09	S 10	F 10	S 11	F 11	S 12	F09	S 10	F 10	S 11	F 11	S 12	
ENGL 010	28					91 - 3	120 - 4					101.00%	107.14%	49
ENGL 051		63 - 1	67 - 1	67 - 1	54 - 1	58 - 1	42 - 1	52.50%	55.83%	55.83%	45.00%	48.00%	35.00%	
ENGL 052		12 - 1	10 - 1	17 - 1				10.00%	8.33%	14.17%				
ENGL 059	26	73 - 2	74 - 2	63 - 2	60 - 2	52 - 2	41 - 2	121.67%	123.33%	105.00%	100.00%	87.00%	70.69%	2
ENGL 060		20 - 1		24 - 1		26 - 1		71.43%		85.71%		93.00%		
ENGL 086	30	231 - 13	194 - 13	253 - 16	230 - 15	191 - 14	137 - 11	110.00%	101.28%	111.25%	108.67%	106.00%	84.85%	
ENGL 087	30	198 - 13	201 - 13	281 - 16	259 - 15	253 - 14	143 - 11							
ENGL 088	30	431 - 13	377 - 14	423 - 13	425 - 15	378 - 12	260 - 10	110.51%	89.76%	108.46%	94.44%	105.00%	86.67%	
ENGL 089	30	590 - 17	486 - 16	570 - 16	505 - 16	479 - 15	401 - 15	115.69%	101.25%	118.75%	120.24%	106.00%	89.11%	
ENGL 096	30	183 - 13	178 - 12	202 - 14	193 - 16	153 - 11	128 - 10	115.38%	109.44%	113.29%	110.00%	110.00%	104.67%	
ENGL 097	30	265 - 13	216 - 12	267 - 14	269 - 14	211 - 11	186 - 10							
ENGL 098	30	355 - 10	364 - 12	315 - 10	378 - 12	332 - 10	330 - 10	118.33%	110.30%	105.00%	114.55%	111.00%	110.00%	
ENGL 099	30	451 - 13	466 - 14	407 - 13	501 - 15	350 - 11	460 - 15	115.64%	129.44%	104.36%	128.46%	106.00%	102.22%	

BASIC SKILLS ENGLISH COURSES – PRODUCTIVITY (FTES/FTEF)

Course	FTES						FTEF						PRODUCTIVITY (FTES/FTEF)					
	F09	S 10	F 10	S 11	F 11	S 12	F09	S 10	F 10	S 11	F 11	S 12	F09	S 10	F 10	S 11	F 11	S 12
ENGL 010					15.59	20.56					0.81	1.08					19.25	19.04
ENGL 051	4.32	4.59	4.59	3.70	3.98	2.88	0.07	0.07	0.07	0.07	0.07	0.07	61.71	65.57	65.57	52.86	56.86	41.14
ENGL 052	0.82	0.69	1.17															
ENGL 059	7.51	7.61	6.48	6.17	5.35	4.22	0.40	0.40	0.40	0.40	0.40	0.40	18.78	19.03	16.20	15.43	13.38	10.55
ENGL 060	2.06		2.47		2.67		0.20		0.20		0.20		10.30		12.35		13.35	
ENGL 086	31.68	26.60	34.70	31.54	26.18	18.78	2.99	2.99	3.68	3.45	3.22	2.53	10.60	8.90	9.43	9.14	8.13	7.42
ENGL 087	27.15	27.58	38.56	35.52	34.70	19.62	2.99	2.99	3.68	3.45	3.22	2.53	9.08	9.22	10.48	10.30	10.78	7.75
ENGL 088	59.10	51.69	58.02	58.29	51.86	35.65	2.99	3.22	2.99	3.45	2.76	2.30	19.77	16.05	19.40	16.90	18.79	15.50
ENGL 089	80.93	66.66	78.17	69.26	65.68	54.98	3.91	3.68	3.68	3.68	3.45	3.45	20.70	18.11	21.24	18.82	19.04	15.94
ENGL 096	19.03	18.30	20.77	19.86	15.74	13.16	2.60	2.40	2.80	3.68	2.53	2.30	7.32	7.63	7.42	5.40	6.22	5.72
ENGL 097	27.24	22.22	27.47	27.66	21.70	19.14	2.60	2.40	2.80	2.80	2.20	2.00	10.48	9.26	9.81	9.88	9.86	9.57
ENGL 098	36.51	37.47	32.41	38.88	34.13	33.95	2.00	2.40	2.00	2.40	2.00	2.00	18.26	15.61	16.21	16.20	17.07	16.98
ENGL 099	44.38	47.92	41.88	51.53	36.00	47.31	2.6	2.80	2.60	3.00	2.20	3.00	17.07	17.11	16.11	17.18	16.36	15.77

BASIC SKILLS ENGLISH COURSES – COMPLETION & SUCCESS RATES

Course	Completion Rate						Success Rate					
	F09	S 10	F 10	S 11	F 11	S 12	F09	S 10	F 10	S 11	F 11	S 12
ENGL 010					88.00%	83.00%					69.00%	51.00%
ENGL 051	65%	72%	63%	76%	57%	81%	41%	52%	49%	50%	43%	62%
ENGL 052	17%	40%	35%				8%	20%	6%			
ENGL 059	71%	84%	75%	85%	92%	80%	44%	35%	44%	51%	75%	50%
ENGL 060	80%		92%		85%		65%		67%		65%	
ENGL 086	72%	71%	80%	79%	86%	89%	54%	57%	60%	58%	57%	60%
ENGL 087												
ENGL 088	73%	70%	80%	80%	89%	88%	60%	50%	57%	63%	63%	68%
ENGL 089	82%	74%	81%	80%	86%	86%	70%	57%	68%	53%	62%	60%
ENGL 096	83%	82%	85%	77%	87%	86%	66%	64%	65%	68%	67%	65%
ENGL 097												
ENGL 098	83%	77%	73%	81%	89%	91%	59%	63%	49%	62%	77%	76%
ENGL 099	66%	79%	76%	87%	83%	81%	44%	45%	39%	68%	52%	50%

Course	Completion Rate						Success Rate					
	F09	S 10	F 10	S 11	F 11	S 12	F09	S 10	F 10	S 11	F 11	S 12
ENGL 010					88.00%	83.00%					69.00%	51.00%
ENGL 051	65%	72%	63%	76%	57%	81%	41%	52%	49%	50%	43%	62%
ENGL 052	17%	40%	35%				8%	20%	6%			
ENGL 059	71%	84%	75%	85%	92%	80%	44%	35%	44%	51%	75%	50%
ENGL 060	80%		92%		85%		65%		67%		65%	
ENGL 086	72%	71%	80%	79%	86%	89%	54%	57%	60%	58%	57%	60%
ENGL 087												
ENGL 088	73%	70%	80%	80%	89%	88%	60%	50%	57%	63%	63%	68%
ENGL 089	82%	74%	81%	80%	86%	86%	70%	57%	68%	53%	62%	60%
ENGL 096	83%	82%	85%	77%	87%	86%	66%	64%	65%	68%	67%	65%
ENGL 097												
ENGL 098	83%	77%	73%	81%	89%	91%	59%	63%	49%	62%	77%	76%
ENGL 099	66%	79%	76%	87%	83%	81%	44%	45%	39%	68%	52%	50%

(TRANSFER LEVEL) Recent Enrollment Demand: High X – ENGL 101 Medium X – other courses Low _____

(TRANSFER LEVEL) Projection for Future Demand : Growing _____ Stable X Declining _____

(BASIC SKILLS) Recent Enrollment Demand: High X – Writing Medium to Low X – Reading

(BASIC SKILLS) Projection for Future Demand: Growing _____ Stable X Declining _____

Opportunity Analysis: (Successes, new curriculum development, alternative delivery mechanisms, interdisciplinary strategies, etc.)

Over the last year and a half, the English Department has implemented significant modifications to the basic skills sequences in writing and reading. In Fall 2011, the English Department launched an accelerated English Composition course (ENGL 010). This one-semester course has no prerequisite, and successful students are able to enroll in the first-year composition, graduation requirement (ENGL 101). In addition, the developmental writing classes (ENGL 096/097, 098, and 099) were consolidated into a two-semester sequence (ENGL 008 and 009), and the developmental reading classes (ENGL 086/087, 088, and 089) were consolidated into a two-semester sequence (ENGL 018 and 019). The Department is working with IT to gather meaningful data to assess the impact on student learning.

In Fall 2013, the English Department will launch a revised, first-year composition course. ENGL 101 (3 units) will become ENGL 110 (4 units). The 4-unit class will have a larger reading component; ENGL 110 will replace the former ENGL 089 as meeting the reading competency for graduation.

The English Department faculty has and is continuing to explore the impact on student learning by offering paired classes. Most recently, a first-year composition class (ENGL 101) was paired with a general education History class. Future pairings may include matching developmental reading and/or writing classes with 100-level general education classes. In addition, the English Department faculty would like to help improve student learning through the inclusion of embedded tutors in basic skills classes.

Summary of Program “Health” Evaluation: (Including consideration of size, scope, productivity and quality of outcomes)

The English Department provides learning experiences in writing and reading (basic skills) which are critical to success in all other degree and certificate programs. In addition, the ENGL 101 (ENGL 110) meets the general education communication requirement for graduation. For these purposes, the department is one of the larger departments on campus with the expected successes and challenges of productivity and quality of outcomes.

While the basic skills reading sequence is experiencing a significant decrease in student demand, the demand for basic skills writing courses continues to grow. Most instructors (11 out of 17) are qualified to teach both writing and reading courses. The basic skills program is healthy. However, the average retention and success numbers for a course such as ENGL 009 do not reflect the variance between individual instructors’ classes. The Fall 2012 data shows a range of success rates from 80% to 14%. The program would benefit greatly from increased funding and opportunities for professional development aimed at norming expectations and improving student learning.

The ENGL 101 course, which becomes ENGL 110 in Fall 2013, is the general education requirement for graduation. Again, the average retention and success numbers for ENGL 101 do not reflect the variance between individual instructors’ classes. The Fall 2012 data shows a range of success rates from 90% to 14%. The program would benefit greatly from increased funding and opportunities for professional development aimed at norming expectations and improving student learning.

The AA-Transfer degree in English comes online in Fall 2013. This degree will assist students when transferring to pursue baccalaureate degrees in English and related disciplines. While the number of students who have completed the AA degree in English is relatively low, the actual funding spent solely on the degree course work is insignificant. Thus, the degree program is healthy. With the advent of the new AA-Transfer degree, the program has the opportunity to increase enrollment numbers through concentrated marketing to the area high schools.

Student Learning Outcomes and Program Learning Outcomes

Student Learning Outcomes Assessment –completion

Student Learning Outcomes were assessed in each course offered in the Fall 2012 semester. The data will be analyzed, and improvements in instruction will be made, during the Spring 2013 semester. All full-time department instructors (and some part-time instructors) participated in the Fall semester meetings, discussions, and assessments.

Program Learning Outcomes Assessment

Program Learning Outcomes were assessed in three courses offered in the Fall 2012 semester: ENGL 101, ENGL 201, and ENGL 224. The data will be analyzed, and improvements in instruction will be made, during the Spring 2012 semester.

Success Rate of Student Learning Outcomes

Thirteen courses reported SLO assessment data for Spring 2012.

Exemplary	32.47%	High: 48.0%	Low: 8.5%
Satisfactory	41.53%	High: 73.3%	Low: 18.0%
Unsatisfactory	26.00%	High: 57.0%	Low: 0%

Success Rate of Program Learning Outcomes (Assessments conducted during Fall 2012 semester)

PLO #1: The student will demonstrate command of rules regarding plagiarism and academic ethics.

112 students Exemplary: 32% Satisfactory: 51% Unsatisfactory: 17%

PLO #2: The student will explicate and evaluate textual material in literature and rhetoric.

19 students Exemplary: 74% Satisfactory: 5% Unsatisfactory: 21%

PLO #3: The student will produce an effective research paper using logical reasoning and analysis.

16 sections Exemplary: 26% Satisfactory: 50% Unsatisfactory: 24%

Goals of Previous Comprehensive Program Review (English Transfer)

1. Hire four additional full-time faculty members for the English Department.
Three new full-time, tenure-track instructors have been hired in the last few years.
2. Complete SLO assessments for all SLOs.
Not all student learning outcomes have been assessed for all English courses. Part of this is due to the fact that not all English courses have been offered since the last program review. Part of this is due to the fact that some student learning outcome statements have been judged to be too complex or too vague; the instructors are continuing their discussions to reframe and refine the student learning outcome statements.
3. Develop program-level SLOs.
Program learning outcomes were assessed in the Fall 2012 semester. The data is currently being reviewed.
4. Evaluate the English major with the aim of better serving our students and increasing completion rates.
The AA-English major will be eliminated with this academic year. The new AA-Transfer English degree has been approved and will begin with the 2013-14 school year.
5. Increase the success and retention rates for English 101, 111, and 201.
Efforts to increase student retention and success have been made on an instructor-by-instructor basis. No departmental effort has been attempted.
6. Review English 111 in conjunction with the re-sequencing of the basic skills program and to increase enrollment.
The English 111 course was discussed, and no significant changes were proposed.
7. Review English 101 and 201 in conjunction with the re-sequencing of the basic skills program.
This review has been delayed as a result of the reframing of ENGL 101 into a 4-unit, ENGL 110 course which will begin in Fall 2013.

Future Goals of Program

The English Department will continue to explore opportunities in

- online and hybrid class offerings,
- pairing basic skills classes with 100-level general education classes,
- evaluation of textbooks appropriate for each level of instruction, and
- funding and implementation of embedded tutors in basic skills classes.

As assessment of student learning in other disciplines continues to indicate deficiencies in student abilities in reading and writing, the English Department will assist with the evaluation and implementation (where appropriate) of prerequisites in developmental reading and writing class work.

Resource requests from annual program review

The English Department would benefit greatly from increased funding for professional development. Individual instructors would benefit, and students would consequently benefit, from professional development opportunities in effective teaching strategies, collaborative modeling, and mentoring. A first step in this direction would be to bring onto campus curriculum and instruction trainers from ICOE and/or Palomar College. Imperial County Office of Education charges \$600 for a one-day training (6 hours). For one such day of professional development, the department would need to compensate instructors at a rate of \$50/hour. There are 16 full-time and 13 part-time instructors. Compensating 29 instructors for six hours of training would cost \$8,700 (if all instructors participated). Thus, a one-day training offered on campus by ICOE could cost up to \$9,500-10,000 (including lunch).

In addition, the English Department would like to explore the potential increase in student learning through the hiring, training, and utilization of embedded reading and writing tutors in developmental classes. A first step in this direction would be a pilot program to hire tutors for work in our ENGL 010 class, Basic English Composition – Accelerated. The requested amount of \$2,250 would provide tutors for 30 hours of in-class work in three (3) classes.