

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as well as three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

There is no budget for the English Department other than Full-Time, Half-Time, and Adjunct pay along with other operating expenses such as copier paper, toner, CANVAS, and Turnitin.com. B. Sanchez and L. Pinkard are full time faculty who teach other courses in the English Department. B. Carson is half time faculty. K. Cox is an adjunct.

DEV English Assessment Data AY 2017

Number of Faculty:

0 full time

4 part time (B. Carson, K. Cox, B. Sanchez, L. Pinkard)

Enrollment & Student credit hours by Faculty type:

Full time: 0 total credit hours taught, with 0 total student enrollments

Part time: 38 credit hours taught, 126 total student enrollments

Average Class size:

12.78 students in Face-to-Face classes

11 students in online classes

12.6 students across all DEV English courses

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. (See *Appendix 2 for ICC SLO's and Resource C- for more information.*)

Narrative:

The following data is a broad overview of the students served. As English Skills is currently only taught by one faculty member, there is no need for a blind grading of a shared assignment by multiple teachers. While this sort of grading exercise for consistency has occurred for Comp I, it has not been conducted with Comp Prep and should be done in the future.

DEV English Assessment Data AY 2017

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0 full time

4 part time (B. Carson, K. Cox, B. Sanchez, L. Pinkard)

Enrollment & Student credit hours by Faculty type:

Full time: 0 total credit hours taught, with 0 total student enrollments

Part time: 38 credit hours taught, 126 total student enrollments

Average Class size:

12.78 students in Face-to-Face classes

11 students in online classes

12.6 students across all DEV English courses

Completion rates:

96.52% face-to-face

81.82% online

95.24% all DEV English courses

Pass rates (C or better):

61.74% face-to-face

36.36% online

59.52% all DEV English courses

4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (See *Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk(*). Upload meeting minutes from the previous spring and fall semesters.

Narrative:

N/A

4.2: SPECIALIZED ACCREDITATION

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

N/A

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

After a visit to the Great Plains Conference on Acceleration in February 2017, a decision was made to make minor adjustments for scoring placements, along with other multiple measures, into English Skills, Comp Prep, and Comp I with Supplement in order to continue to move students more quickly through the developmental track while still creating the time and practice necessary to strengthen the skills necessary for sourcing credible information, for the critical thinking process, and presentation of ideas in various formal writing formats for application in both the academic and professional worlds. Many students arrive through our doors in need of this time. Students in need of English Skills who make great progress may make the jump over Comp Prep to Comp I with Supplement. Students who make progress, but who still desire more support or who are planning to take another intensive course in another content area may opt to take the English Skills to Comp Prep path before Comp I with or without Supplement.

Parties involved with this decision making process were Kara Wheeler, Taylor Crawshaw, Brittany Thornton, Brenda Sanchez, Heather Mydosh, LaTonya Pinkard, Bridget Carson, and Jason Pete (no longer employed at ICC). There is no specific standing advisory board in such a small and agile institution.

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (See *Resource C*)

Narrative:

There are very few easily untangled trends in data in Developmental English. The students in need of greater support of practice in critical reading, information management, and formal writing skills vary widely. ESL learners tend to be practicing vocabulary, word order, and fundamental grammar, but are proficient in other mechanics. Non-Standard English speakers tend to struggle with helping verbs, number agreement, and punctuation and capitalization along with vocabulary above an eighth grade level. Students with diagnosed learning disabilities or students who are working on skills that indicate undiagnosed learning disabilities are sometimes working on discerning order at the symbol level or managing white space on the page. The time demands outside the classroom and the emotional receptivity of students in developmental classes to the capacity to improve is often the gateway to achieving the progress of which they are capable. However, these students are also the least likely to offer feedback in a measureable format, and are the most likely to give up having encountered any technological obstruction or constructive criticism that is not framed explicitly both about their work, not themselves, and as an opportunity for growth, not evidence of their incapacity. What we do know from both our data and national data as a whole is that the longer a learner is in the developmental track, either because it is long or because the learner does not demonstrate proficiency in the first semester, or succumbs to financial or emotional endurance challenges, the less likely the learner is to continue pursuing a degree or certificate program. I don't think adjustments that we could make in textbook choices, shared assignments, or criteria have nearly as much to do with improving our students' pass rates out of developmental courses and through the Comp sequence as our attitude of persistent and specific encouragement and empowerment of student progress that we support by treating the relationship with the student as foundational to generating motivation for the student to do the work that leads to proficiency.

Our flexibility and moves toward current best practices are in alignment with the most successful items to implement from a 2017 report from the Department of Education which can be accessed at <https://www2.ed.gov/about/offices/list/opepd/education-strategies.pdf>. Specifically, we align with the directives to, "Strategies with preliminary supporting evidence for improving the outcomes of students in developmental education and reducing their costs include 1) using multiple measures to assess postsecondary readiness and place students; 2) compressing or mainstreaming developmental education with course redesign, such as offering co-requisite college-level courses; and 3) implementing comprehensive, integrated, and long-lasting support programs." We also strive to perform,

"While some would argue that developmental education still serves its original purpose, a recent call among policymakers and educators for higher college completion rates and improved curricula has led to a reexamination of developmental education by states, institutions, and policymakers.^{5,6} Longitudinal tracking of student progression through developmental courses has drawn attention to low course and degree completion rates, particularly in math courses.^{7,8} In addition, institutions' use of a single, high-stakes test to assess readiness has come under criticism. Many stakeholders have pushed for changes in colleges' practices with respect to placement in developmental courses, including using multiple measures for assessment and placement.⁹ Other reforms to developmental education have included (but are not limited to)

- comprehensive and integrated support programs;
- contextualized instruction (e.g., aligning content with the student's major or program of study);
- early assessment programs for at-risk high school students and accelerated academic programs to help prepare high school students for the rigors of college-level course work;
- enhanced and early-alert advising;
- performance-based monetary incentives for students;
- practices to accelerate, compress, or mainstream developmental education;
- practices to modify information used to make placement decisions; and
- practices to teach metacognition, productive persistence, and college success skills.¹⁰"

Data on how many students complete Comp I in the first attempt with a C or better after having taken English Skills, Comp Prep, or English Skills followed by Comp Prep has been requested.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See *Resource D* for detailed descriptions of the vitality recommendation categories.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use

S.M.A.R.T. goal setting for this purpose. (See *Resource E* on S.M.A.R.T. goal setting; *Resource F* on Action Plans for Student Success; and *Resource C-* for more information.)

Narrative:

Developmental English classes exist because we serve students who need more practice in information gathering, assessment, and presentation to be successful as citizens, consumers, and as students in other classes. The program will continue to make adjustments to serve the specific students in the classes by continuing to place them using multiple measures and adjusting skill practice focus due to the needs in the classroom.

Future goals include:

Better tracking throughout the Developmental and Composition track including pass rates with a C or higher, comparison between student self-selection and mandatory placement in Developmental, Supplemental, and tracking TRIO and Peer Tutor use, and comparison between Online and On-ground. This would provide data both to revise teaching methods to support student success and to inform advising for individual students.

Recommendation of students using preexisting free software to support revision and editing such as Grammarly. I do not believe that purchasing supplemental software for the school rather than helping them to discover non-intuitionally based access to support is as helpful as helping them to find the resources to which they will always have access.

A pilot section of an Accelerated 8 week English Skills followed by an 8 week Comp Prep for those with a C or higher, and for those with a C or lower transfer into a regular 16 week English Skills, with tracking for both cohorts through the rest of the Comp sequence after achieving a C or better in the Sentence and Paragraph structure class followed by the Five Paragraph Essay focused class. This would parallel the current accelerated program from Elementary Algebra through Intermediate Algebra in preparation for College Algebra.

The program vitality indicator that best fit the program is Category 2: maintain Current Levels of Support/Continuous Improvement. We are in line with National Standards and Best Practices from the Department of Education including class size, accelerated programs, matriculation to college level composition sequence (rather than retention), cost per student (because there is no full time faculty associated solely with the program), and Qualitative

indicators suggest continued planned adjustments to improve student outcomes.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. (*See Resource G for more details on possible items to include.*)

Narrative:

There is no budget for the English Department other than Full-Time, Half-Time, and Adjunct pay which will be adjusted according budgetary, enrollment, and placement needs.

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

This report was compiled by Bridget Carson, who teaches both English Skills and Comp Prep. She continues to regularly communicate with other members of the English Department, Institutional Research, and the Business Office.

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean's Summative Assessment form. The Dean's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division chair: I agree with the findings of this program review. I believe the developmental English track is critical to our ability to serve our students, and I believe it is important that we continue to monitor the product we provide them. This track of courses has undergone significant change over the last few years and I appreciate Bridget's willingness to suggest the importance of relationship-building in addition to the curricular choices themselves.