

# Program Review Comprehensive Report



## Program Review - Instructional: English

**Mission:** Program: The Associate in Arts in English for Transfer degree is a curricular pattern designed specifically to transfer students as English majors with junior status to the CSU system. Though the Associate in Arts in English for Transfer also provides broad general preparation for English majors entering any four-year university, students must consult the specific requirements of any non-CSU campus to which they are applying. Students earning the Associate in Arts in English for Transfer will analyze, interpret, and synthesize diverse texts in order to construct well-supported academic arguments and literary analyses, and they will encounter interpretive questions to which there are multiple plausible answers. Students earning this degree will also have exposure to a variety of literary genres and periods and will be able to illustrate a basic understanding of the ways that literature can embody cultural, intellectual, and artistic trends.

**General Education:** Students who complete English 1A will provide (1) a basic competence with the English language in its written and spoken form; and support the General Education Outcome: Critical Thinking Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others; and, Information Competency & Technology Literacy Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.

## Supplemental Reports and Attachments

### 2014 - 2017

**Comments or Notes:** NCB ENTERED

**Attachments:**

- [2014-17\\_ENGLISH\\_PLO\\_INSTRUCTIONAL.pdf](#)
- [2014-17\\_ENGLISH\\_SLO\\_DISCIPLINE.pdf](#)
- [2014-17\\_INSTRUCTION\\_ENGLISH\\_ResourceRequests.xlsx](#)
- [2014\\_17\\_ENGLISH\\_CurriculumRPT.pdf](#)
- [2014\\_17\\_ENGLISH\\_SuccessEfficiencyRetentionRPT.pdf](#)

### 2014 - 2017

**Comments or Notes:** Official Documents/Reports from NCD

**Attachments:**

- [2014-2017 English - Program PLO Report.pdf](#)
- [2014-2017 English - Success, Efficiency, and Retention.pdf](#)
- [2014-2017 English - Curriculum Review.pdf](#)

### 2018 - 2021

**Comments or Notes:** Resource Requests for 2018-2021 cycle

**Attachments:**

- [English Faculty Request.pdf](#)
- [IDS.pdf](#)
- [AB 705 Coordinator.pdf](#)

### 2014 - 2017

**Comments or Notes:** Current Human Resource List

**Attachments:**

[Current Human Resource Status English.docx](#)

## 2014 - 2017

**Comments or Notes:** Resource Request

**Attachments:**

[Resource Request Adjunct Office.pdf](#)

[2014 English Request.pdf](#)

## 2014 - 2017

**Comments or Notes:** Data Reports from Impact

**Attachments:**

[Assessment\\_Program Trends and Updates 2017.pdf](#)

[CSU and UC.pdf](#)

[Efficiency English 2012-2017.pdf](#)

[CURR.pdf](#)

[English Retention 2012-2017.pdf](#)

[Students in Program of Study.pdf](#)

## 2014 - 2017

**Comments or Notes:** Assessment Reports

**Attachments:**

[Assessment\\_Course Four Column Part II.pdf](#)

[Assessment\\_Course Four Column part 1.pdf](#)

# Program Trends and Updates

## 2014 - 2017

### **Program Update Section**

**Has your unit shifted departments in the PAST 4 years?:** no

**Do you anticipate your unit will shift departments in the NEXT 4 years?:** perhaps with the shift to schools

**New certificates programs created by your unit in the PAST 4 years?:** no

**New certificate programs anticipated by your unit in the NEXT 4 years?:** no

**Substantial modifications made to certificates/degrees in the PAST 4 years.:** MMAP placement

**Substantial modifications anticipated to certificates/degrees in the NEXT 4 years.:** AB 705

**Activities in other units that impacted your unit in the PAST 4 years.:** BSSOT Grant—This has been helpful in establishing particular goals for our basic skills students, coursework and rotation. However, while the additional resources are good, the organization and facilitation of this has taken resources in itself. We now dedicate .2000 for facilitation and take that person out of the classroom. Overall, it we hope to see improvements in success and retention, but we need to weigh those types of hidden costs.

Acceleration and Summer Advantage have created an increased demand for college-level English classes (ENG 1A & ENG 1B)

MMAP assessment will increase the need for college-level dramatically. We have already begun to see a shift in number of course offerings necessary. More research is necessary to create trend maps and flow patterns.

There will be a significant reduction in success in our basic skills courses. ENG 60A and ENG 60B will not be offered, nor will ENG 70 in fall. This may impact students moving through the pipeline until full implementation of AB 705.

**Activities in other units that impacted your unit in the NEXT 4 years.:** AB 705

MMAP

Summer Advantage reorganization has the potential to change the enrollments in English. We still have the guarantee of an English class, but it remains to be seen if there will be any significant change in enrollments or success. Summer Advantage has been a significant force in English. There is the potential to move Summer Advantage back to a "bootcamp" type program to ready students for transfer.

### **Previous Program Review Resource Requests**

**Resource Requests Received:** n/a

**How did the resources received impact student learning?:** n/a

**If you requested resources but did not receive them, how did that impact student learning?:** Every year we ask for an associate faculty office space. Our faculty cannot create meaningful relationships with our students at picnic tables.

### **Program Data Highlights Section**

**COR Review:** Our COR are up to date and are in the process of getting objectives listed with SLOs.

**Program Metric Highlights:** We have been able to offer four literature/ADT core courses consistently for the last two years. We have seen an increase in students declaring English as their program of study.

**Assessment Report Highlights:** English 1A assessment. Phase one (entry skills) was completed. Final assessment report is in progress.

English 70 assessment.

#### **Attachments:**

[CURR.pdf](#)

[Students in Program of Study.pdf](#)

[ADT ENG.pdf](#)

[Efficiency English 2012-2017.pdf](#)

[Success 2012-2017.pdf](#)

[English Retention 2012-2017.pdf](#)

## **Program Goal: Assessment Rotation Implementation**

Establish Course Level College-based Assessments and a Rotation for Continued Dialogue and Implementation

**Goal Status:** In Progress

**Goal Year(s):** 2014 - 2017

**Start Date:** 04/03/2017

**Completion Date:** 04/01/2020

**How do your goals support the Educational Master Plan?:** Strategic Goal 1: Increase Student Achievement and Success, and Goal 5: Strengthen Student Learning

--The goal of assessment is more effective instruction so that students can achieve the SLOs

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).

### **Activities**

**2017 - 2018 - 1A Assessment Project (Active)**

**Target:** Identify Student preparedness baseline with full implementation of MMAP

**Lead:** Nicole Capps and Kris Anderson

## **Program Goal: AB705 Discipline Facilitator**

As a result of recognizing the need for a discipline leader focused on pedagogy, assessment, and district wide curriculum who will facilitate regular meetings and projects specifically related to discipline needs.

The discipline continues to work on defining the role of a Norco College Discipline Facilitator as it pertains to the district discipline, the college, and our colleagues at the other two campuses.

**Goal Status:** In Progress

**Goal Year(s):** 2014 - 2017, 2018 - 2021

**Start Date:** 04/03/2017

**Completion Date:** 04/01/2020

**How do your goals support the Educational Master Plan?:** Strategic Goal 7: Strengthen Our Commitment to Our Employees --A facilitator supports the work

of faculty through coordination of discipline efforts and bringing to the discipline important college, district, and statewide developments

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 1 Objective 4: , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 1 Objective 8: , Goal 1 Objective 9: , Goal 1 Objective 10:

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**2017 - 2018** - Request made in Program Review for Discipline Facilitator: Role and responsibilities defined. (Active)

**Target:** Outline role and responsibilities of Discipline Facilitator

**Lead:** Melissa Bader

**Attachments:**

[AB 705 Coordinator.pdf](#)

## Program Goal: Assess Course Rotation

Assess and revise course rotation for ADT. Verify with ASSIST courses for CSU and UCs.

**Goal Status:** In Progress

**Goal Year(s):** 2018 - 2021

**Start Date:** 04/16/2018

**How do your goals support the Educational Master Plan?:** Goal 1 Objective 1 and 2

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher), Goal 1 Objective 2: Improve transfer rate by 10% over 5 years.

## Program Goal: Connect & Celebrate English Majors

Provide better connections and celebrations for English majors at Norco College.

**Goal Status:** In Progress

**Goal Year(s):** 2018 - 2021

**Start Date:** 05/01/2018

**Completion Date:** 06/07/2019

**How do your goals support the Educational Master Plan?:** Increase the number of students declaring a major and increase the number of completions.

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 1 Objective 4: , Goal 1 Objective 5: , Goal 1 Objective 6: , Goal 1 Objective 7: , Goal 1 Objective 8: , Goal 1 Objective 9: , Goal 1 Objective 10: