The Data for 2014/15 for the English department continues to show an accommodation of student growth for course offerings by time of day. In comparison to 2013/14, there appears to be a continued growth trend in courses offered in the morning, afternoon and evening. Additionally, afternoon courses show an even higher growth rate, which continues to suggest overall growth in our English program.

However, Hybrid and Distance Ed course offerings are down in contrast to a peak in courses realized in 2013/14. Although this trend is in keeping with college wide overall data trends for Hybrid and Distance Ed courses, it might be worth considering other strategies to better accommodate future students with a desire for English courses offered in other modalities of instruction. As per the previous recommendation, students might be better served by more training of online faculty and more varied course offerings. (See previous mention of distance and hybrid trends in Location Trend Analysis.)

7. Long-range Planning

Provide any additional information that hasn’t been addressed elsewhere in this program review, such as opportunities or threats to your program or an analysis of important subgroups of the population you serve.

All students at the college must pass through the English sequence, creating a continual bottleneck of unmet needs. Further, looking at both student success and student equity data has led to many discussions on how to increase our classroom and overall English Composition completion rates. The department is actively engaged in rethinking our program in many ways and has engaged in the following:

New Curriculum Ideas:

1. Development of Accelerated courses
   a. ENGL 45 Developmental Accelerated Model to begin in fall 2016
   b. ENGL 101 Plus Accelerated Co-requisite Model to begin in fall 2017
   c. Continued use of compressed course offerings (until gradually replaced with acceleration)

2. Guided Pathways Discussion
   a. Development of a two-year English A.A. pathway
   b. Interest in a college-wide discussion specifying pathways

3. Changing Assessment for Transfer-Level Readiness
   a. In the past year, the English dept. has opened up a series of varied assessment tools that now allow students to bypass the Accuplacer test and enter directly into ENGL 101
   b. Interest in exploring changes to cut scores and/or using high school GPAs as assessment

4. Creating Linked Classes
   a. Interest in linking ENGL 45 with FTIC courses
   b. Interest in linking non-credit Library Learning Modules with ENGL 101 or 50

5. Working with Support Services
   a. Exploring more Supplemental Instruction and/or embedded tutors in our basic skills courses
   b. Creating stronger relationships with our Counseling Liaisons and Success Specialists

6. Professional Development
   a. Year-Long Project on Classroom Management and Student Success
   b. Faculty read A Faculty Guide to Disruptive and Dangerous Student Behavior, and time at monthly division meetings was spent in discussion or with training (Guests: Lloyd Jackson, Lonita Cordova, Francisco Banelos and Laura Yager). The result has been about a 40% drop in student complaints and conduct reports.
   c. Norming Sessions have Returned (to assure grading accuracy across the department)
   d. Strong Adjunct Mentoring and Support Committee
   e. Over 43 new adjunct have been hired in the past 2 ½ years (across the division), resulting in the need for strong, detailed orientations each semester and a mentoring program

7. Student Equity and Basic Skills Conference and Retreat Opportunities
   a. Over half of the English dept. attended the Great Teachers’ Retreat in Asilomar in August 2015, resulting in a gestalt shift in the department.
   b. Many English faculty have attended a series of conference and training opportunities,
including CAP Acceleration Training Institute and day-long seminars, Achieving the Dream, Online Conference in San Diego, and FTIC in Florida.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.:

Given the above, we expect the following to occur in the next several years:

1. Exciting opportunities for increased success of our basic skills students through a variety of curriculum modalities—esp. acceleration. We know this model to be successful and expect increase success rates in the next several years.

2. Increased success through exploration of new assessment tools, including the CAI and experimentation with GPAs and cut scores.

3. Increased full-time English staffing due to college needs. The college has begun to recognize the need for more full-time faculty in the needed areas of English and Math, giving the department new opportunities to hire faculty with different ideas and experiences in the new curriculum modalities being piloted elsewhere.

4. Continuing professional development opportunities, including another year-long project focused on a reading/book to stir discussion on student success and attendance to the next Great Teachers’ Retreat.

5. A need to do more student outreach to build the English major, and protect some of our valued Literature courses.

8. Resource Requests

<table>
<thead>
<tr>
<th>Name</th>
<th>Resource Type</th>
<th>Sub Type</th>
<th>Budget Object Code</th>
<th>Level</th>
<th>Est. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Instructor</td>
<td>Personnel</td>
<td>Full-Time Tenure Track</td>
<td>Instruc-Reg(classroom faculty)</td>
<td>Mission Critical</td>
<td>$100,000 Annual</td>
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<tr>
<td>23 inch monitors for computers</td>
<td>Technology-Hardware</td>
<td>Equipment&gt;=5K</td>
<td>Desired</td>
<td>$5000 One-time</td>
<td></td>
</tr>
</tbody>
</table>

9. Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your dean or manager and the Instruction Council (or any other appropriate campus governance body).

English continues to be a highly functional department, in terms academic and cultural events. Not only do we continue to be an intellectual beacon on campus and in the community, but we are also in the process of radically revising our pedagogy and curriculum for basic skills courses. For instance, faculty serve on committees such as PSEC and CEP; individuals host community events like poetry slams. In terms of interdepartmental collaborations, faculty advise on Writing Center endeavors and host and attend Great Teachers Read Great Books events with MJC library staff.

Faculty have also attended numerous basic skills oriented conferences and workshops, such as the Asilomar Great Teachers Retreat (2015), the California Acceleration Project Faculty Leadership Training (2015-2016), Achieving the Dream (2016), and the Central Valley Higher Education Consortium Corequisite Summit (2016). This commitment to student success and retention has resulted in a departmental paradigm shift in revamping our basic skills sequence.
We add students above-and-beyond class caps continually; we're working outside of our department consistently in shared governance positions, many of them leadership (Academic Senate, Curriculum Committee, FTIC). English is an incredibly engaged department, crucial to the success of MJC.

10. Managers Comments

**Commendations:**
The English program continues to be robust with stronger fill rates than the college overall, and increasing success rates in the past five years. The program will have a total of seven new tenure-track faculty (replacements/growth) beginning fall 2016, infusing the department with renewed energy and idea. The following are noted achievements:

- Full department engagement in student equity and success strategies, including a year-long professional development project in class management and better understanding and communication with students, and a full syllabus review in spring 2016. Over half the department attended the Great Teachers’ Retreat: Asilomar 2015.
- Curriculum innovation with the creation of ENGL 45 and 11 pilot sections in fall 2016 and the creation of an ENGL 101 Plus pilot group. Continuation of compressed composition course offerings.
- Increased professional development in Acceleration Curriculum models, Reading Apprenticeship, FTIC, and student equity.
- Agreement to decrease literature offerings to better meet the needs of students who must complete the composition sequence.
- Strong working relationship with ASMJC to bring the Visiting Authors Series to MJC, including Gary Soto in spring 2016.
- Increased norming sessions to assure proper grading across the department.

**Recommendations:**
1. Improve assessment of CLOs and PLOs to assure 100% assessment according to the matrix.
2. Create more outreach to increase English majors at MJC.
3. Create ENGL 101 Plus COR in fall 2016, and begin discussion to lower the unit value of ENGL 45.
4. Review ENGL 49 and 50 for possible reduction of units to align with state CI-Ds (when released).
5. Continue work in increasing student equity.

11. Instruction Council Comments

**Commendations:**

**Recommendations:**

12. Outcome Assessment Workgroup Comments

**Commendations:**

**Recommendations:**