Department/Program Title: English Department   **Date submitted:** March 30, 2014

1. Planning Group (include PT& FT faculty, staff, stakeholders)
David Clay, Salumeh Eslamieh, Susan Gangel, Lisa Palmer, Elizabeth Terzakis, Yolanda Valenzuela, Kiran Malavade, Duncan Lawson, Jeanette Lehn, Lucia Olson, and Julie Wilson.

2. Writing Team and Contact Person: See 'planning group,' above.

3. Program Information

    A. Program Personnel

FT Faculty: David Clay, Salumeh Eslamieh, Susan Gangel, Lisa Palmer, Elizabeth Terzakis, Yolanda Valenzuela, Anniqua Rana (ENG/ESL), Jeanne Grosse (ENG/ESL)

 PT Faculty Natalia Ades, Rene Anderson-Watkins, Emily Benson, Maureen Bragger, Richard Compean, Sally Freyberg, Margaret Hanzimanolis, Mark Harrison, Duncan Lawson, Jeanette Lehn, Doniella Maher, Kiran Malavade, Joan McQuade, Robin Meyerowitz, Michael Nagler, Lucia Olson, Dave Parrent, Samantha Rajaram, Sam Rohde, Richard Schimpf, Elizabeth Schuler, Beth Sheofsky, Jill Sumstad, Paulette Vashio, Julie Wilson

FTE FT Classified None.
PT Classified (hrs/wk) None.
Volunteers None.
Student Workers None.

B. Program mission and vision

We teach people to read, write, and think critically, facilitating their success in coursework across the curriculum and helping them to attain communication skills that will contribute to their growth as individuals and as citizens.

C. Expected Program Student Learning Outcomes
 Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder
 and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and
 password http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment

tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools.
1.   Students demonstrate the ability to compose an MLA-formatted essay with a sophisticated thesis statement, compelling analysis, and justified textual references.
a.   Faculty will assess a selection of randomly chosen essays from English 110, from the previous semester, for evidence of success on this PLO.
2.   Students demonstrate critical thinking, inquiry or research-based analysis, and information literacy.
a.   Faculty will assess a selection of randomly chosen essays from English 110, from the previous semester, for evidence of success on this PLO.
3.   Students will write an essay that interprets literature, discusses literary features, and analyzes literature from various critical approaches.
a.   Faculty will assess a selection of randomly chosen essays from English 110, from the previous semester, for evidence of success on this PLO.

Note: We assessed PLO 1 on Friday, March 7, 2014. Results are discussed in #7, below.

4. Response to Previous Annual Program Plan & Review
    Tool: http://sharepoint.smccd.edu/SiteDirectory/canio/ipc
We discussed your comments. We are pursuing additional collaboration with other departments and students services, as noted below (Writing Café, learning communities, collaboration with counselors). Also, we undertook a norming activity of English 110 students (close to graduation) this semester and agree that the outcomes were productive. We will continue norming each year, to allow for the greatest possible participation, especially among adjuncts.

5. Curricular Offerings *(current state of curriculum and SLOAC)*

    All curriculum and SLOAC updates must be completed when planning documents are due.
    SLOAC = Student Learning Outcomes Assessment Cycle
    Tools: **TracDAT folders in SLOAC** sharepoint
http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

Curriculum Committee

A. Attach the following TracDat and Curriculum data in the appendix:
● List courses, SLOs, assessment plans, and results and action plans (attach report from TracDAT folders in SLOAC sharepoint).

Please see SLO Summary March 2014 in TrakDat English "General" folder.

● List courses with COR's over 6 years old (attach documents from Curriculum Committee) None.

B. Identify Patterns of Curriculum Offerings

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

Much remains unchanged. Innovations include:

One of our recent initiatives is to coordinate with history, drama, music, and political science to rotate through the courses required for the Latin American and Latino/a Studies degree. We are now offering Literature 372 in the fall, Literature 373 in the spring. Also, we're making sure that they are not offered during the same time as the other courses required for the major. We are working on bringing Literature 371 into the rotation, which is challenging because we need to have 20+ students enrolled per section.

As of fall 2013, we added Creative Writing 164, Creative Non-Fiction, which offers another option for our creative writing students.

We now offer English 827, a 7-unit accelerated reading/writing course at the 826 level as well as 847, a 5-unit accelerated reading/writing course at the 836 level.

We also added an online component, MyCompLab, at the 826 and 836 levels, to provide grammar and writing support.

As of fall 2014, we are increasing the number of English 827 sections from 2 to 3, and we are experimenting with offering 2 sections of English 827 at the same time, on alternate days.

We are also brainstorming strategies for revising English 100 to offer new ways of configuring it.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and
     any other relevant data.
 Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html
Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:
          Describe trends in the measured parameters.
          Reflect and analyze causes of trends.

English data: Enrollments and number of sections have increased, so the average class size has remained constant. Our load as indicated on the chart decreased when we shifted from TBA to online reading/writing labs, but our actual workload has remained constant. In general, student performance seems constant. Student success and retention rates are fairly flat. We are working on strategies to improve both measures.

Literature data: The data shows a basic consistency in enrollments. Variations are due primarily to new course offerings, as yet unfamiliar to students. Also we need to evaluate how to boost enrollment in English 200. Finally, we are working with the other Latin American studies courses to coordinate our offerings so that courses don't overlap, which should help enrollment in our Latin American literature offerings.

Reading data: Almost 30% of the students at the basic skills level enrolled in the integrated and accelerated sections that fall under English instead of stand-alone reading courses, which explains the drop in enrollment and sections. Success and retention decreased as well, which is likely also correlated with the bifurcation of the student body. There is a decrease in concurrently enrolled basic skills students, which we will investigate.

B. Analyze evidence of Program performance. Explain how other information may impact
          Program (examples are business and employment needs, new technology, new transfer
          requirements)
          Tool: **TracDAT folders in SLOAC** sharepoint
http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

Guidelines:
          Explain how the assessment plan for Program Student Learning Outcomes (listed on
          #3c) measures quality and success of each Program.
          Summarize assessment results of Program Student Learning Outcomes.
          Describe and summarize other data that reveals Program performance.

Explain how changes in community needs, technology, and transfer requirements could affect the Program.

Since 2011-2012, we have increased the number of online sections offered, including during the Summer semester. Common Core and state imposed requirements (C-ID) might impact our curriculum design. In order to fulfil the employment needs of corporations and local business, we continue to emphasize literacy skills, critical thinking, teamwork, and innovative problem-solving strategies.

Our program student learning assessment seems to gauge student success accurately, as it measures whether or not students have learned the basic writing skills we teach. Also, our norming process is helpful in that it creates an opportunity to discuss our expectations and standards. It provides a platform for discussion about how to assess student progress.

Department-wide, we are integrating more technology into our courses, which should help prepare students for jobs in which they are expected to use computers. As of spring 2014, we have had access to an up-to-date computerized classroom (5-123), which offers an essential resource for such teaching.

C. Other Considerations

Based on discussions with the equity committee, we need to work with the research office to gather data about first-semester student placement including:
- **Trends of placement test results and course-taking patterns**
- **Success rates of students completing English/math requirements before taking other transfer courses**
- **Scheduling of impacted developmental courses**

We also need to analyze English department innovations using student data and faculty feedback:
- **lab courses replacing TBA**
- **integrated sections English 827 and English 847**

7. Action Plan
Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:
Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
Analyze and reflect on other evidence described in previous sections. Identify the next

steps, including any planned changes to curriculum or pedagogy.

    Identify questions that will serve as a focus of inquiry for next year.

    Determine the assessments; set the timeline for tabulating the data and analyzing
        results.

    Describe what you expect to learn from the assessment efforts.

At our March 2014 department meeting, we assessed our program following the norming plan we describe on the SLOAC site. The outcomes were as follows:

1. Norming session—all, 57 minutes

a. Note: allot at least 10 minutes at the end of the norming session to write down what we learned from the process, to include on our program review.

b. What we see:

    i. We require students to lay out their central argument in their introductions, but few of these essays show that.

    ii. We see much similarity in terms of thesis statements, which implies that the prompts might be too prescriptive.

    iii. We see lack of organization in most of the essays, on the paragraph level as well as the whole essay.

    iv. We need to work on outlining and logic; making sure the logic is clear.

    v. We see a weird hybrid of student with academic voice, which implies that the students aren't really understanding what they're writing.

    vi. Students are trying really hard to do what we're asking.

    vii. Perhaps the assignment is too ambitious for this level, asking students to use multiple sources as well as respond to a complex prompt.

    viii. Perhaps we need to be more clear about essay prompts to clarify how directed the thesis should be.

    ix. We have ambitious ideas and we're asking for complex thought, which is good.

    x. Perhaps using the new chapter of *They Say/I Say*, on literary analysis, will help our 110 students.

For next year we plan to:

1) continue norming

2) evaluate and compare the outcomes of the integrated courses as compared to the stand-alone sections

3) assess the online writing labs

8. Resource Identification

A. Faculty and Staff hiring requests

Puente Project: See Appendix below

Guidelines:

Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.

Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

B. Professional Development needs

(1) Create workshops (two per semester) via CIETL for basic skills and English 100 instructors to collaborate on effective teaching strategies for thesis development, MLA format, and research strategies. In these workshops, faculty could also clarify expectations for English 100 students, share means of assessment (rubrics, point allocation, etc.) with each other, and discuss peer editing strategies and research expectations for English 100.
(2) Create a "conversation with colleagues" through CIETL about MLA format--invite librarians to co-facilitate the discussion.
(3) Provide funding/stipends for professional development activities like the 3CSN Community of Practice in Acceleration, which includes three in-person workshops.
(4) More training in ways to encourage student retention
(5) Training in ways to increase success among various student populations (veterans, learning disabled students, African American and Pacific Islander students, etc.)
(6) Release time and training in statistical/data analysis
(7) More training on TrakDat (or for the district to adopt a more intuitive system)
(8) Workshop on best teaching practices
(9) Workshop on the online reading/writing lab, with pay for adjuncts to participate
(10) More in-depth grading/norming session
(11) Attend conferences such as AWP (Association for Writers and Writing Programs)

Guidelines:
List faculty and staff professional development activities.
Describe faculty and staff professional development plans for next year.
Explain how professional development activities improved student learning outcomes.

Proposed faculty professional development activities for 2014-15:
See "Professional development needs," above.

Explanation:
These professional development activities help us to become more proficient educators. We learn about the most recent developments in our fields, the latest teaching strategies, how to employ technology effectively for teaching reading and writing, and how to deal with current challenges in the classroom. We presume that having well-educated and up-to-date faculty correlates with student success.

C. Classroom & Instructional Equipment requests

Guidelines:

List classroom & instructional equipment requested, including item description, suggested
vendor, number of items, and total cost.

Explain how it will serve Department/Program/Division/College needs.

List the requests (item description, suggested vendor, number of items, and total cost).

List special facilities and equipment that you currently use and require.

Kudos:
- We are so happy to have our new computerized classroom.
- We also really like having the document cameras.

Requests:
- We need document cameras in all of the rooms that we use for English and reading. Please order them from the approved vendor at the agreed upon price.
- We need a roll of poster paper that all instructors can use in 3-104.
- We need more dictionaries and thesauri, preferably the American Heritage dictionary and thesaurus (two-in-one).
- We need erasers and markers.

Click here for the [complete HSI Proposal](#)

The Writing Café:

Supporting Student Writing Across the Curriculum and Beyond

Mission: to support student writing development needs by creating a welcoming (nurturing), directed, focused, connected, and helpful place in which to hold workshops, meet with students, coordinate student writing groups, and otherwise encourage student writing

Components: a dedicated space with dedicated staff; computers for student use; quiet room(s) for small group or independent writing; larger areas for collaboration and presentations; food and beverages

The Writing Café will:

1. Develop a sense of community
2. Support student creative writing (workshops, readings, collaboration)
3. Support student academic writing for courses in all fields (faculty tutors)
4. Support other writing needs (personal statements, scholarship and transfer essays)
5. Follow model of STEM center, which has math instructional aide + several other employees
6. Contain a drop-in computer lab with instructional support
7. Include space for both quiet and collective work
8. Break down illusion that writing is an isolated activity.
9. Showcase student work
a. publish and promote *Blueprint* (Cañada's current online magazine)
b. post writing in art gallery or elsewhere on campus
10. Provide flexibility: mentors hang out; anyone can go; no appointment necessary

The Writing Café will be staffed by faculty, instructional aides, and tutors who:

1. offer feedback and support for all writing, such as transfer application essays
2. train and supervise writing tutors;
3. develop programs to encourage repeat visits
4. create more Word Jams, reaching more students and helping more of them catch up quickly on remedial work
5. coordinate supplemental writing instruction (tutoring, coordination of workshops, faculty leadership of student groups)
6. offer computer literacy training and helps students organize online study groups
7. offer presentations, speakers, and films related to the writing process and special topics
8. offer other student resources such as bulletin boards for selling used textbooks and advertising scholarships and transfer opportunities

D. Office of Planning, Research & Student Success requests

Guidelines:
> List data requests for the Office of Planning, Research & Student Success.
> Explain how the requests will serve the Department/Program/Division/College needs.

Data requests:
- Success/retention data: English and Reading 826 and 836 success/retention rates as compared to our new accelerated integrated courses
- Drop-out data: how many students do we lose each semester?
- Late-add data: how many students are unable to register each semester due to oversubscribed courses?
- New/old system data: how many students did we 'capture' fall 2013 due to the dean's creation of 'shadow courses' as opposed to the old system?

All of these requests will help us to better adjust our program to accommodate student needs.

E. Facilities requests

Guidelines:
   List facilities requests.
   Explain how the requests will serve the Department/Program/Division/College needs.

We would like to have at least one more drop-in computer lab, accessible to classes at peak hours. Ideally librarians would be available to staff the lab and help reading and English students with research.
We need another new computerized classroom.
We need a great location for the writing café.

Appendix: Puente Project

Background Information: During the fall semester of 2013, I presented the Puente Program to Cañada College's Student Equity Committee as a strategy to improve the retention and success rate of Hispanic students. I believe that Cañada College, as a Hispanic Serving Institution, can better serve this large student body, which makes up 36% of our student population (but 39% of students who intend to transfer), by having Puente on campus. Puente has had much recorded success with this population for 30 years. The Student Equity Committee and I invited Ann Romero, the UC Berkeley Puente representative, to do a Puente presentation for faculty, staff, other administrative leaders and potential mentors. After the presentation, I received very strong support for Puente from all full-time English faculty, some adjunct English faculty, Student Equity Committee members, counselors, and potential mentors on campus.

Mission of Puente: The main mission of Puente at the community college level is to improve the retention of Hispanic students and increase their transfer rates to four-year colleges and universities. Puente has made this their mission because Hispanics are underrepresented at these four-year institutions. A second goal of the program is to have Puente graduates return to their communities as professionals and contribute to their communities.

Relevance to Cañada College: According to the Cañada College Student Performance and Equity Dashboard, the retention rate and success rate for Hispanics at Cañada College is one of the lowest when compared to other groups on campus. In 2011-2012, the fall-to-spring persistence rate for first-time Hispanic students was 54.4%, the fall-to-fall persistence rates for first-time Hispanic students was 41.4%, and the college success rate for first-time Hispanic students was 58.8%. According to the Student Success Scorecard, the percentage of degree and/or transfer-seeking Hispanic students tracked for six years through 2011-2012 who completed a degree, certificate or transfer-related outcomes was 35.6%. The "transfer cohort" data shows that Cañada College's transfer rate to CSUs, UCs or private colleges for Hispanic students is 30% while it is 31.5% statewide for the same Hispanic population. This data also shows that the overall transfer rate for all of Cañada College's students is 48% while it is 41.01% statewide. Research shows that at California community colleges where Puente is operational, persistence and transfer rates for Puente students were much higher. In 2008-2009, the fall-to-fall persistence rate for Hispanic Puente students was 81%. From 2005 to 2009, the overall transfer rate for Hispanic students was 56%; the transfer rate to the CSU system was 60%, to the UC system 16%, and to private and out-of-state universities 23%. The university graduation rates for the 2005 Puente transfers at the CSUs was 68% and at the UCs it was 85%.

This data suggests that Cañada College can eventually increase fall-to-fall persistence rates of Hispanics by at least 39% and increase transfer rates of Hispanics by 26% through the Puente Program. The Puente staff at UC Berkeley is currently gathering more recent data; this data shows that the Puente persistence levels appear to be increasing.

Three Major Components of Puente: The three major components of Puente are integrated instruction, counseling and mentorship. An English professor teaches an integrated reading and composition course one level below English 100 (college-level English) and English 100 within

two consecutive semesters, and a faculty member from the Counseling Department teaches a linked year-long career class. The Mentorship Program is coordinated by the English professor, Counseling professor and an office assistant hired to work 10 hours a week.

The English professor and Counseling professor will be trained at UC Berkeley during the summer for 10 days to learn how to better meet the needs of Hispanic community college students, many of whom are first-generation college students. For example, the English professor will learn how to re-design parts his/her reading and English curriculum to make it more relevant and motivational through Hispanic themes and Hispanic writers. The counselor, for example, will be trained in how to continuously update Student Educational Plans for Puente students when they are enrolled in the program and after they finish the program to better assure their transfer to a four-year college or university.

The UC Berkeley Puente staff will train the mentors on our campus so that they are ready to meet their students by mid semester in the fall. Each student will have a mentor, which means we would have 30 mentors for a cohort of 30 students. Additional cohorts of students would require additional mentors. These mentors would come from our campus and the broader community. The mentors would serve as professional role models and use their own college experience to advise their mentees. The mentors would also participate in group activities with the Puente Team from UC Berkeley and Cañada College and all 30 students. Noches de Familia (family nights) is an example of one of these activities; activity goals range from building family literacy about college expectations to building relationships between parents and mentors. Building trusting relationships between parents, mentors and professors is especially important for the female Hispanic students, who need extra encouragement to join their classmates in field trips to universities and other educational events.

In addition to the training of professors and mentors, the Puente Team at UC Berkeley will be constantly evaluating the program and collecting and analyzing data to assure the retention and success of Puente students.

Cañada College's Investment in Puente: In order for the three major components to work effectively, Cañada College would need to support the program by giving a full-time English instructor 20% release time and a full-time counselor 50% release time, by funding a 10-hour/week office assistant with strong administrative skills and by allotting a $5,000 activities budget for a cohort of 30 students.

In addition to recruiting for and sustaining the mentorship program, the English professor, counselor and office assistant will attend all the activities that students will be encouraged to attend, many of which are held after class hours. Release time and an office assistant are needed to make these time commitments possible. The UC Berkeley Puente model recommends that the English professor and counselor be full-time so they can attend activities and field trip that take place during different times of the day. Full-time Puente faculty members are also more available to students and to each other when coordinating the program.

Furthermore, Sandra Mendez and I have submitted our Hispanic-Serving-Institution (HSI) Grant proposal for Puente to Cañada College's Vice President of Instruction. In this HSI proposal we

describe our plan to increase the size of the cohort of students in the course of five years. In the first year we would start with 30 students, in the second year we would double the cohort to 60 students, in the third year we would triple the cohort to 90 students, in the fourth year we would quadruple the cohort to 120 students and in the fifth year we would stabilize the cohort to 120 students. If we do receive the H.S.I. Grant for Puente, we will be able to expand this very effective program very quickly and serve a great deal of students.

An itemized budget proposal for Puente for a five-year period has been attached.

Puente Graduates at Cañada College: We are fortunate to have two Puente graduates in Cañada College's Counseling Department: Sandra Mendez and Nadya Sigona. Sandra Mendez is very interested in being the first counselor for Puente. Based on her experience as a Puente community college student, she thinks that linking Career 137: Life and Career Planning to the reading/ English course would be ideal. Nadya Sigona is currently our Basic Skills counselor but can also be a wonderful asset to our Puente students.

We also have the opportunity to receive the support of Mission College's previous Puente English instructor, Lucia Olson, and Skyline College's previous Puente counselor, Sandra Rodriguez, who are now both faculty here at Cañada College.   Both have already met with me to offer their advice and are interested in continuing to be advisors because they believe Puente would serve Cañada College students very well.

Next Steps: Although I have received advice and other types of support from the Puente Teams at Skyline College and College of San Mateo via e-mail, Sandra Mendez and I are still planning to visit College of San Mateo's Puente Team (English Professor Jon Kitamura and Counselor Lorena Gonzalez) to learn from their recent experience in re-establishing Puente. We have also begun recruiting mentors by approaching many of our colleagues who we think would be great mentors. If Cañada College is interested and able to make an investment in the Puente Program, we will help complete the official Puente application provided by the Puente Team at UC Berkeley and will collect the required signatures.