



**Courses**  
Fall 2020 Cr.. ▾

**SLOs & Assessments**

**Curriculum**

**Results Explorer**

**Strategic Planning**

Initiatives

# ENGLISH Program Review 2019-2025

## Program Review

English Program Review (Six-year Cycle)

Download:



Strategic Initiative Report  
Cycle Announcement

Cycle Announcement is not defined

Program Review Introduction () ⓘ

Not Reviewed

No versions created yet for this region ▾



Not Reviewed

Review

No versions created yet for this section ▾

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### Section IA: Basic Program Information - INTRODUCTORY INFORMATION 10/29/18 ()

Instructions ()

This section should be completed when submitting Program Review in Year Six.

#### Mission

Cycle Mission is not defined

Department/Program

Names/roles of those who participated in program review

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Number of faculty (full- and part-time)

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Number of staff (full- and part-time)

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Description of any grant, partnership (internal or external), and/or outreach the program is engaged in

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### Section IB: Basic Program Information - 11/2/18 ()

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Instructions ()

**This section requires you to review and discuss the three-year program and institution trend line data reports that are available in the linked folder icon. Please refer to the data categories below.**

- Units offered & related data
- Enrollment & related data (zipcode/other data points)
- Persistence (overall)
- Persistence by race/ethnicity
- Persistence by gender
- Persistence by age
- Seat Availability
- #/% of courses with wait lists
- #/% of courses with no materials cost (including textbooks, software, supplies, etc.)
- #/% of courses low-enrolled

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### Section IC: Basic Program Information - DISCUSSION 11/2/18 ()

Instructions ()  
**The Reflection & Planning Summary chronicles the Department's annual discussion related to each of the categories below:**

**What is the enrollment trend over the past three years? How does this compare to the institutional trend?**

REFLECTION & PLANNING SUMMARY:

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**How does this trend influence the master schedule and scheduling of courses?**

REFLECTION & PLANNING SUMMARY:

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**If there are particular courses that routinely have wait lists and/or are not getting sufficient enrollment (15-student minimum), how is this being addressed?**

REFLECTION & PLANNING SUMMARY:

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**What factors may be influencing the program's trends?**

REFLECTION & PLANNING SUMMARY:

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**What discussions is the department having about program cost (textbooks, material fees, etc.) that may be affecting student access?**

REFLECTION & PLANNING SUMMARY:

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**What discussions is the department having about instructional methods and experiential learning opportunities to support equitable access and success?**

REFLECTION & PLANNING SUMMARY:

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**What objectives related to these trends might the program consider?**

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What activities have been designed to achieve the objectives?

REFLECTION & PLANNING SUMMARY:

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What professional development would be most helpful to achieve the objectives?

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### Section IIA: Student Success Trends - COMPLETION DATA BY ETHNICITY 11/2/18 ()

Instructions ()

This section requires you to review and discuss the three-year program and institution trend line data reports that are available in the linked folder icon. Please refer to the data categories below.

Course completion rates, including by DE vs. in-person, and by student group (ethnicity, gender, age).

Course success rates (institution-set rate is 70%), including by DE vs. in-person, and by student group (ethnicity, gender, age)

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## Section IIB: Student Success Trends - DISCUSSION 11/2/18 ( )

Instructions ( )

The Reflection & Planning Summary chronicles the Department's annual discussion related to each of the categories below:

**Are course *completion* rates at or above the institutional average? Discuss to what this can be attributed and summarize any efforts underway or being considered.**

REFLECTION & PLANNING SUMMARY:

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**If the course *success* rates for any group of students is above that of the institution (70%), discuss to what this success can be attributed and summarize any particularly effective activities.**

REFLECTION & PLANNING SUMMARY:

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**If the course *success* rates for any group of students is below that of the institution (70%), discuss objectives aimed at addressing this.**

REFLECTION & PLANNING SUMMARY:

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## Section IIC: Student Learning Outcomes - ASSESSMENT 10/16/18 ()

Instructions ()

**Courses offered since previous program review that have been assessed (all courses offered should be assessed a minimum of once every three years).**

If courses have been offered without being assessed, why has this occurred?

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How do you assess Student Learning Outcomes (SLOs) at the course level?

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Does meaningful dialogue take place on shaping, evaluating, and assessing program SLOs? Please describe this activity.

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| See Attachments in Folder for Record of Discussions |  |  |  |  |        |  |

How has the assessment of and reflection on course-level SLOs data led to course-level changes?

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How has assessment of and reflection on SLOs contributed to achieving overall goals at the department/program level? What connections can be drawn between course-level SLO assessment and program and/or institutional SLOs?

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What SLO assessment-related work within the program has been most useful? What work should be highlighted for other areas to learn from?

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What objectives/activities will the program engage in related to improving SLO assessment?

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Section IID: CTE/Workforce Programs Only 11/2/18 ()

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Instructions ()

**CTE/Workforce Programs:**

**Please see linked folders for related data.**

**Supporting documentation/evidence can also be uploaded to the linked folder.**

What are the primary TOPS Codes for your program?

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What is the regional three-year projected occupational growth for your program? Include regional supply and demand.

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What are the top four occupations and the median salaries for the region for certificate and AS degrees completion?

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What are the top four skills needed for the high-demand occupations?

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What is being done at the program-level to assist students with job placement and workforce preparedness?

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Please show the number of EDS (economically disadvantaged students) in each program. Please provide persistence and completion rates of EDS.

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Please show evidence that the program Advisory Committee met and reviewed curriculum, certificates, SLOs, labor market and other programmatic areas to help contribute to the relevance of your program.

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If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

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Please provide annual certificate completion rates including all industry relevant third party certificates.

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Please show evidence of student skill attainment, completion, persistence, and job attainment by reviewing the CTEOS (Career Technical Education Outcomes Survey) and the Perkins (VTEA) Indicator data.

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Please show evidence of student job attainment or salary increase by students who have left the program. For assistance, refer to the CTE Outcomes Survey and the Workforce Specialist to engage CTEOS data and data from LaunchBoard.

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What objectives/activities will the program engage in related to meeting labor market need, improving student job attainment, or other workforce-related trends?

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### Section III: Optional Discipline-specific Information 9/28/18 ( )

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### Section IV (Year 6): Department Summary ( )

Instructions ( )

**Department Summary:**

Please summarize the key trends, issues, initiatives, and objectives that the department has considered during this six-year program review cycle.

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### Section V (Year 6): 360-FEEDBACK ( )

Instructions ( )

The Chair will coordinate the completion of program review and sign off on the program review submission. Once completed, the program review will route to the dean/supervising administrator. Feedback may include identification of strengths/successes of the program, any areas of concern, and possible recommendations for edits/changes. Any feedback will be provided for further discussion and consideration by the department. At the conclusion of this feedback loop the program review will be submitted to a Program Review Team (composition likely to include faculty, administrator, and staff from outside the department) for review and further feedback. Once all feedback is complete, the Program Review will route to the Planning & Resource Allocation Committee (PRAC). An annual division presentation to PRAC that incorporates objectives/activities will be prepared and presented by the dean/supervising administrator and discipline faculty.

NOTE: A separate but linked budget request process connects objectives and activities to resource needs and requests. If resources were allocated to support the objectives, an assessment of the impact of those resources should be included.

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**Administrator Feedback:**

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**Program Review Team Feedback:**

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**PRAC Feedback:**

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