

# English

## 2019 Program Review

### MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

### Program Analysis

#### Internal Strengths

##### **1. What strengths does the analysis of student data reveal?**

Overall performance in the English department has increased, with student success rates raised from 68% to 70% from 2016 to 2018. Over the past nine years the department has achieved marked improvements in equity. All categories of students have improved. Examples of some of these improvements in success rates are as follows: Male African American/Black: 35.11% to 43.51% Female African American/Black: 47.48% to 59.09% Male Hispanic: 53.79% to 58.12% Female Hispanic: 54.81% to 60.85% According to data from the California Community College launchboard, the MJC English department had an 83% term to term retention rate from 2016-2017, which is a rate that has been relatively consistent from previous years. Since we began implementing strategies to accommodate the AB 705 needs, which included the inactivation of the 49/50 sequence, we have seen a steady rise in completion rates among transfer-level students. There were 2126 actual completions in 2016-2017 (pre-AB 705), but that number rose to 2502 in 2017-2018 (post-AB 705), then up to 2696 in 2018-2019 according to the Office of Institutional Effectiveness.

##### **2. Are there specific aspects of the program that are exemplary or could serve as a model?**

Celebration of the Humanities features and rewards excellent student work. Equity training and professional development encourages ongoing growth in equity. Acceleration training and development of completed model courses facilitates AB 705 compliance and allows students to complete or transfer more quickly. The Civic Engagement Project hosts guest speakers and films screening, fostering community and discussion. Visiting author series brings new literary voices and helps students focus on the writing process. The Latinx

Comix Festival (formally Latino Comics Expo) was the highest attended event in MJC history, which shows our commitment as a Hispanic-serving institution.

Our faculty are very involved with campus-wide initiatives, institutional work groups, and governance bodies, such as Guided Pathways, Campus Curriculum, and many more. These faculty bring back valuable information on how we can holistically serve our students.

### **3. What do others see as the program's strengths?**

According to a survey distributed to the Literature and Language Arts division, which includes Library, Foreign Languages, ELL, Reading, and ASL: The department makes a strong push for equity and equity training among faculty (Equity retreats, data analysis and goal setting, collaborative semester long equity projects). The department offers cutting edge pedagogy for community college (Reading apprenticeship, Acceleration, and other innovative pedagogical training in light of AB 705). The department offers course release, currently accumulating up to the value of two FTEF, to serve on a variety of institutional work groups and governance bodies. The program engages with community including faculty readings, film series, major nights, Latinx Comix Festival (formally Latino Comics Expo), and Celebration of the Humanities. Classes are offered at various times and online. The program offers creative and varied classes that meet transfer requirements. The program emphasizes collaboration and utilization of Library & Learning Center. The program focuses on adjunct mentoring. The department retains a strong group commitment to improving teaching methods and philosophies. Faculty publish a great deal of creative, non-fiction, and academic writing in local and national journals. Faculty frequently give public readings of their creative work. Faculty participate in the African American/Black-serving UMOJA program.

### **4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?**

According to the National Association of Colleges and Employers: Employers value candidates who can communicate effectively. Hence, creating professional-looking written work is one of the PLOs of our ENGL AA-T program. According to outcomes assessments on eLumen, 87% of our students are meeting this outcome. English majors study and critically examine a variety of literature from various genres, periods, and cultures. This strengthens their critical reading and critical thinking abilities, which provide a foundation for students who want to enter law school, medical school, or other professional programs. According to outcomes assessments on eLumen, about 88% of our students are meeting this outcome. According to the University of Nebraska, Omaha: producing clear works of writing that have an evident purpose and speak to an audience is a necessary skill that's required in work, academia, and life. According to SLO data, about 87% of our students are meeting this outcome. The study and interpretation of a variety of literature brings about an appreciation of diversity, helps build the quality of empathy for others, enriches language skills, and helps one become a lifelong reader (thus also a lifelong learner) who can adapt to a variety of professions. SLO data shows that about 89% of our students are learning the skills outlined by the program. According to Stanford University, relevant careers for English majors can include diverse jobs (from Teacher/Professor to Administrative

Assistant, from Market Research Analyst to Public Relations Specialist) that rely on exceptional verbal and written communication skills as well as strong critical and analytical thinking. These are the required learning outcomes for our English coursework thus our program is better preparing them for their future careers.

## Internal Weaknesses

### **5. What gaps are observed by reviewing the student data?**

Our majors have a very high rate of meeting PLOs. Yet, there is still an equity gap. While 91.48% of white students have met the PLOs, 82.14% of African American/Black students and 84.8% of Hispanic students have met these PLOS.

### **6. What disproportionate gaps need to be addressed?**

According to data from the California Community College Launchboard, the MJC English department has an equity gap with students who identify as Two or More Races. The course success rate for these students was 72% in 2015-2016 but dropped to 53% in 2016-2017. This represents a trend in the wrong direction.

### **7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)**

According to MJC's Research Office (Jenni Abbott and Amanda Cannon), from 2015-2018, 791 students declared an English Program major at some point, and 10 English AA and 63 AATs were awarded. Therefore, an area where the program could improve would be to increase the completion rate and thereby the number of degrees awarded. The department does not have consistent data on the exact number of English majors since 241 was the number listed for 2017-2018 according to the MJC Research Office, but it was 371 for 2017-2018 according to LaunchBoard. The department lacks adequate marketing and visibility to retain our English majors. The department According to data from the CSU and UC reporting system, 75 English majors transferred from MJC directly into an English Department at a CSU, and 10 to a UC from 2015-2018. However, this falls short of the number of students who were English majors. The department has not implemented enough creative and systematic ways to create community, mentoring, and communication for English majors (beyond majors night). The department does not have enough continuity in literature scheduling/offerings, including additional literature courses with minority emphasis. The department does not offer enough practical skills for English majors, such as grant writing and copy editing. The department lacks a sufficient number of ZTC courses to address student financial issues. With the new legislation of AB 705 which implements a new funding formula and requires English completion in one year, the department needs to further develop learning communities and innovative instruction to supplement courses. Since the department began piloting accelerated classes we have seen growth in student success, but there has also been a widening gap in equity with success rates falling for African American/Black and Hispanic students. Thus additional equity measures are also needed to enhance these courses. The department needs to develop a community of practice to increase retention and success of online courses.

## **8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?**

In 2012-2013 white students had a 83% retention rate and a 68% success rate. African American/Black students had a 75% retention rate and a 57% success rate. Hispanic students had a 81% retention rate and a 63% success rate. 2017-2018 white students had a 83% retention rate and a 66% success rate. African American/Black students had a 74% retention rate and a 53% success rate, Hispanic students had a 81% retention rate and a 61% success rate. While statistics pertaining to English majors only are not available, this data is indicative of a trend that pertains to majors. These statistics show a persistent equity gap that has grown slightly greater.

## **External Opportunities**

### **9. Where are potential opportunities for expansion, improvement, or new program development?**

Expand communication and advising for English majors. Continue the work of equity, particularly focusing on Hispanic and African American/Black males, which includes more participation in groups like UMOJA. Train faculty in OER to develop additional zero cost textbook courses. Commit to ongoing professional development and student-centered pedagogical training in AB 705 compliant courses, focusing on mentoring adjuncts.

### **10. What are some industry or disciplinary trends that could enhance the program?**

In the local professions assessed by the California Community College launchboard, we see a marked demand for employees with bachelors degrees. This may create more enthusiasm and participation in the program.

## **External Threats**

### **11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?**

We are unable to keep up with technological advancements that students depend on not only to succeed in their course work, but also to remain relevant to an evolving workforce. For this, we would need additional up-to-date computers and laptops. 85% of our students are low income, which limits their ability to afford required course materials, such as textbooks and technology. Only 4 out of 46 faculty computers have been updated with Windows 10.

### **12. What are some current industry or disciplinary trends that could have a negative impact on the program?**

Starting in technical writing careers requires a bachelors degree, less than 5-years of work experience, and on-the-job training according to careeronestop.org, yet our program does not offer even internships, which could assist with the work experience required in this field. Our ability to properly serve our English major students is impacted by the AB 705 requirements because of the focus on creating the new English sequence and acceleration

training. Additional faculty time and energy is required to properly develop English-major focused courses and activities.

Many of our English professors are parceled out due to the many industry changes, such as acceleration training, guided pathways, reading apprenticeship, updates to online education, curriculum, and accreditation demands. Professors are grappling with the ongoing changes related to student self-placement.

### 13. What other obstacles does the program face?

Communication and support from the counseling office needs improvement. Students who should continue in the ELIC sequence into English 100 and 101 classes are being misplaced. Councillors should be better educated about the job opportunities open to English majors. According to the California Community College launchboard, 72% of our English majors are part-time students, which means they may be burdened with many other time commitments. Infrastructure is crumbling. Desks on west campus are broken. Classrooms are in disrepair. Not all classrooms have configuration for sufficient seating or collaborative learning. There is a lack of available technology/equipment/labs. There is a lack of knowledge of how our English classes articulate to commonly transferred institutions. The department has been losing needed facilities. We have already lost the classroom annex and electronics. This affects our ability to meet our students needs during prime daytime hours.

## Goal Setting and Activities

### Goals

Program Goal	Mission Alignment	Area of Focus
1. Provide access to necessary current technology for student success.	Values	Student Support
2. Increase student access to and participation in support services and innovative, equity-minded, student-centered pedagogy, thereby decreasing equity gaps by 3%.	Equity	Professional Development
3. Increase marketing and support for the English major with a focus on equity.	Workforce Needs	Student Support

### Activities

Activities	In Support of Goal #	Outcome or Deliverable
1. Increase lab time and equipment, such as mobile computing technology for	Goal #1	Currently faculty are offered bi-weekly lab access. We seek weekly access to labs or mobile labs for student success and

students.		preparation for the workforce.
2. Train more faculty on OER and developing ZTC courses.	Goal #2	15% of program materials are free or low cost.
3. Support students entering English 100 and 101 with extra services and training.	Goal #2	Full time faculty will explore new and supplemental courses to help students succeed in English 100, and should direct pilots of those courses.
4. Increase professional development related to equity.	Goal #2	Close equity gap between Hispanic and white students by at least 2%
5. Expand marketing, communication, and the community of English majors through developing a coordinator position held by full time faculty.	Goal #3	Work on retaining 25% more English majors and expand Majors Night to include more student and counselor input, which would increase students knowledge of the value for communication skills with employers.

## Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Devel.	Stipends for OER training.	2	5000
Prof. Devel.	Stipends for Equity training	4	5000
Prof. Devel.	Stipends for innovative instruction training	4	5000
Equipment	Desks and tables	3	5000
Technology	120 Laptops and 6 security carts	1	60000
Technology	42 Computers with Windows 10	1	50400
Personnel	One additional full-time faculty member	3	100000
Personnel	Create a faculty coordinator in charge of student success, equity and online instruction (20% release)	5	8400
Facilities	Make 4-6 additional classrooms and 1-2 offices available	3	NA
Other	Annual funding to market/promotional materials	5	2000
Other	Additional support and funding for outreach program (such as Latinx Comix Festival, visiting author, and English Major nights)	5	7000
Other	Funding to support food budget for student events	5	3000