



SPARE – Instructional Programs (Service and Program Annual Review and Evaluation)

Program Name: English and Writing

Date Review Completed: March 2022

Update/Review Year: July 2020-June 2021

Planning Year: July 2021-June 2022

Budget Request Year: July 2022-June 2023

Student Learning Outcomes Assessment

1. List your program/discipline outcomes below, with the aggregated student achievement levels

We have adopted our discipline learning outcomes (DLOs) from OCCC's [Intended Discipline Learning Outcomes for General Education Courses \(IDLO\)](#). Our course learning outcomes (CLOs) map to DLOs from three categories from the IDLO. Those categories are

ARTS & LETTERS

1. Interpret and engage in the Arts & Letters*, making use of the creative process to enrich the quality of life, and
2. Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues,

WRITING:

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
2. Locate, evaluate, and ethically utilize information to communicate

effectively;

3. Demonstrate appropriate reasoning in response to complex issues.

INFORMATION LITERACY

1. Formulate a problem statement;

2. Determine the nature and extent of the information needed to address the problem;

3. Access relevant information effectively and efficiently;

4. Evaluate information and its source critically; and

5. Understand many of the economic, legal, and social issues surrounding the use of information.

In General, English Literature and Creative Writing courses map to the Art & Letters DLOs. Composition and technical writing courses map to the Writing and Information Literacy DLOs.

Systematic assessment of IDLOs was not implemented in 2020-21. Potential student achievement levels could be based on percentages of success in each course outcome and IDLO. For example, 80% of students achieved Competency in each outcome level, as measure by instructor-submitted course outcome assessments

2. In the last year, how has assessment of course level SLOs led to improvements in student learning and achievement?

We continue to develop a culture of assessment in our department and improve and institutionalize our assessment processes. We recognize that the current state of our assessment practices is informal and often unrecorded. In 2020-2021, this issue was compounded by the continued effects of COVID and adapting courses and teaching to an online environment and in the case of Dual Credit Courses in English and Writing, adapting courses back to teaching face to face.

However, some examples of how discussing SLOs led to improvements in student learning and achievement could be seen.

For example, in both Dual Credit ENG 104, teachers redesigned their reading and discussions, to both capture a wider variety and voices and experiences. These classes also intentionally reshaped discussions to create more opportunity to engage in local and global issues, for example issues related to social justice and antiracism, etc.

This was directly related to Arts & Letter PLO: *critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.*

Similarly, many discussions about source location, integration, and citation led to adjustments in courses within the writing sequence to emphasize the tools and skills necessary for students to achieve the Writing PLO: *Locate, evaluate, and ethically utilize information to communicate effectively*. For example, small, skills focused assignments that emphasized source integration, citation formatting and placement, were built and shared, as was a library scavenger hunt assignment that leads students through many of the Library's online resources and commonly used databases.

3. In the last year, how has assessment of program-level SLOs led to improvements in student achievement and completion?

IDLOs were not assessed in 2020-21. Though course outcomes were mapped to IDLOs.

4. (New) In the last year, how has the assessment of SLOs contributed to addressing equity gaps and improving student success rates in your program?

Student success rates during the COVID pandemic were complicated by the transition to remote instruction (complicated on both the student and faculty sides)

Departmental discussions around IDLOs were mainly embedded in either the mapping process or the discussion around our course outcomes. For example in the ENG 104 courses, the IDLO Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues, influenced changes to reading materials, pairing of readings, and discussion questions in ENG 104 and ENG 261 courses to promote more own-voice stories, and more opportunity to understand and explore a wide range of viewpoints, experiences, and disparities.

Similarly, as instructors worked to support students during the pandemic, several informal, low-stakes assignments were built to meet CLOs but also embed reflective and self-care components to help evaluate student fears and anxieties and better understand barriers affecting them and their access to education.

An example of how this approach affected the classroom is that in all classes, grading and teaching became more flexible and allowed an increased opportunity for students to achieve success in CLOs and IDLOs.

5. What challenges remain to make course and program level Student Learning Outcome Assessment more effective for your program?
 - Lack of Full-time Faculty within the program
 - Difficulty getting all faculty (DC and PT especially, who have especially complicated, demanding schedules outside of teaching) together at one time
 - Fatigue from high touch, high response instruction
 - Pandemic-related challenges

- Institutionalizing a system of assessment (building the tools and processes to assess, but also being able to collect and track achievement at an individual student level) and continuing to build a culture of assessment and applying the assessment to informed continuous improvement.
- A lack of knowledge with statistics and statistic models.

Update on Program/Discipline Goals and Objectives:

1. Provide an update below on your program/discipline's progress toward achievement of short-term objectives you established in your most recent review/annual update. Are there challenges that have been encountered in accomplishing your objectives?

What are your Departmental Goals and Objectives?

- **GOAL 1: Improve Information Literacy and Citation skills**
 - Added new, low stakes, skill-focused assignments focused on citation, source evaluation, database use, and source integration
 - Met with writing faculty from Nursing program to better understand writing issues and needs of their students (and we will continue this relationship moving forward)
 - Emphasized research and citation elements in Dual Credit assignments in both high stakes and low stakes assignments, including in the ENG 104 literature classes, where, for example, In Sharpe's class, students researched forms of literary criticism, presented their findings and sources, and applied the lens to a particular story.
- **GOAL 2: Improve Close Reading Skill**

Note: Many instructors anecdotally mentioned issues related to close reading skills. This slip has been noticed in the reading of instructional materials, assignments, and texts, and may potentially be the result of increased text-based instruction/communication and issues related to distance learning during the pandemic. Those issues continue in many of our classes, and this goal will carry over into the next year as well.

- Made adjustments to existing assignments or Developed new, low stakes, assignments which emphasized close reading, analysis, subtext, and interpretation skills.
- Some elements of close reading were embedded into other assignments as well. For example "Takeaway" assignments, which ask students to reflect on their writing process and the results of their major assignments also required student to closely read instructor comments and feedback for those major assignments—asking students to reflect on the feedback as part of that process, ask questions of it, and explain how the feedback and critique might inform their future writing. This addition is meant to add a level of accountability that ensures all students read feedback closely.

2. (New) As you look toward the next year (current year, 2021-22), identify two or more short-term objectives below that will continue to promote progress toward the institution's mission of achieving equitable outcomes for students at the College? Where are the largest equity gaps in your program/discipline? Which groups are most impacted? Where in the educational pathway are the largest gaps (enrollment, retention/drop rates, success, transfer)?

Short-term Objectives for 2021-22

- Better understand placement into dual credit and equity issues as they appear in HS settings compared to college settings.
 - Continue extended add date and drop dates for dual credit – allowing semester and full-year students to add the course in the term the grade is given allows students with little prior college experience (often low-income and/or students of color) to explore college courses low-risk
 - Support students with challenges accessing technology or who had difficulty learning in a remote or asynchronous environment
3. As you look to the next year (2022-23), identify two or more short-term objectives below that will continue to promote progress toward your program/discipline's achievement of your long-term goals.
- Continue to Close Reading Skills and Information Literary focus
 - Replace the FT developmental writing faculty with FT developmental and college-level writing faculty

Requests for Resources in 2022-23

1. For any specific aspect of a goal or objective listed above that would require additional financial resources, complete the form below. If you are aware of a potential funding source other than college general funds, identify the potential source below.

Type of Resource	Requested Amount	Potential Funding Source
Full-time Writing Faculty	\$75,662 (\$50,107*1.51)	College General Fund

2. *Describe the purpose of the resource request.*

Filling the empty full-time faculty position will aid stability of instruction over academic years and allow students to form more long-term relationships with faculty. An experienced faculty member without competing interests from outside employment will create a more focused instructional environment.

3. *How does this request further college fulfillment of the college mission and its Core Theme objectives?*

- FTE, Retention, and Completion through Stability provided by FT Fac
- Recruitment promotes college commitment to equitable outcomes (Mission)