

Annual
Program
Of
Developmental
English
For
2019-2020

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Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty Full Time 1; Part Time 1; Total 2
- Student Credit Hours by Faculty Type Full 30; Part Time 3
- Enrollment by Faculty Type Full Time 80; Part Time 14
- Faculty Name by Type Full Time B. Carson; Part Time K. Cox
- Average Class Size 9.4, Completion 7.9, and Attrition 1.5
- Course Completion 65, Success and Attrition by Distance Learning 4 v Face-to-Face 11
- Number of Degrees/Certificates Awarded N/A
- Number of Graduates Transferring (if available from IR) N/A
- Number of Graduates Working in Related Field (technical programs only) N/A
- Expenditures and Revenues Salary and Adjunct Pay

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Narrative:

There is no budget line for Developmental English. The course utilizes the CANVAS Learning Management System and the Turnitin LTI. One Full Time Faculty Contract; Standard Adjunct Pay.

3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

The overarching themes of Assessment for both the English Skills and Comp Prep courses in the Fall of 2019 and the Spring of 2020 are supporting persistence through ungraded and low point exercises and assignments and designing coursework as accessible as possible to students with limited technology access or mastery. The Learning Outcomes for Composition Preparation were approved for changes starting in the Summer of 2020. The number of practice assignments both for learning the LMS and course content in English Skills. Comp Prep will reduce the number of large-scale projects and increase the number of practice assignments both for the LMS and course content. Both courses will focus on limited streaming contact to limit computing need and attempt to develop additional practices to support good computing and writing hygiene.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

N/A

4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

N/A

4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

N/A

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how "internationalized" is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment

- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment

- Other, as applicable

- Accreditation Fee Request

- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative:

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

After reviewing the report for Developmental English prepared by Bridget Carson I agree with the findings. These courses are vital for student success at ICC and we have a tremendously successful pass rate. I have no changes currently to the Development English courses. Mark Allen, VPAA, 2/10/2021

PRC: There is only one paragraph of information presented. The data for the program is not included in the report, section 1.2. Section 5.1 is also missing. The pass rate was lower this last year, more than likely due to remote learning. I do agree this is a vital program for the students at ICC.

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.