Program Plan Evaluation: **English**   **2021-2022 Program Plan**

Criteria for Program Planning and Evaluation	Evaluation Comment / Rationalization Notes	Evaluation
A. Extent to which the program advances the district/college mission:		high ☒ medium ☐ low ☐
B. Extent to which the program addresses district/college strategic goals and objectives:		high ☒ medium ☐ low ☐
C. Extent to which the program duplicates programs offered elsewhere in the district or service area and the extent to which it provides services that are unique to the service area.	unique ☐ not unique ☒	does not duplicate ☒ duplicates ☐ not applicable ☐
D. Analysis of the ratio of weekly student contact hours to full-time equivalent faculty (WSCH: FTEF "productivity"), factoring in fluctuations in program productivity caused by manipulations of enrollment caps.	<table><tr><th>TERM</th><th>#CRNS</th><th>FTEF</th><th>525</th><th>%525</th></tr><tr><td>Fall 2018</td><td>141</td><td>34.4338</td><td>421.59</td><td>80.3%</td></tr><tr><td>Fall 2019</td><td>143</td><td>35.001</td><td>416.4</td><td>79.3%</td></tr><tr><td>Fall 2020</td><td>140</td><td>33.4228</td><td>403.42</td><td>76.8%</td></tr></table>	at or above 525 ☐ below 525 ☒ not applicable ☐
E. Student demand	<table><tr><th>ACADEMIC YEAR</th><th>#MAJORS</th><th>CENSUS ENROLLMENT</th></tr><tr><td>2018-19</td><td>575</td><td>7559</td></tr><tr><td>2019-20</td><td>481</td><td>7285</td></tr><tr><td>2020-21</td><td>455</td><td>7451</td></tr></table>	high demand ☒ medium demand ☐ low demand ☐
F. Extent to which program addresses needs identified as part of environmental scanning, as appropriate to mission.		high ☒ medium ☐ low ☐

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G. For career/technical programs, evidence of employer demand for program completers, such as job placement, updating of skills, minutes of advisory committee meetings, etc.						yes ☒ no ☐ not applicable ☐

H. Extent of course completion, number of degrees and certificates conferred and transfer rates.	ACADEMIC YEAR	#MAJORS	#DEGREES	#CERTS	#PAs	%COURSE SUCCESS	Comments: not applicable ☐
	2018-19	575	25	0	0	74.1%	
	2019-20	481	36	0	0	73.4%	
	2020-21	455	26	0	0	72.2%	

I. Currency of program curriculum in relation to employer demand and transfer institution requirements	Last date of curriculum review:	yes ☐ no ☐ not applicable ☐

Recommended course of action:

No action needed ☐

Strengthen the program ☒

Reduce the program ☐

Review for discontinuance ☐

Comments from the VP/plans for improvement:

Strengths: Strengths:
--Strong faculty highly active in professional development and college service.
--Full range of classes across all days (including Saturdays), times, and modes of delivery.
--Summer Bridge Programs, targeted to low-GPA and ESL students.
--Self-Placement allows students to choose their own entry-level English class.
--Compliance with AB 705. In fall 2020 we began offering a one-hour noncredit corequisite class (Engl M91AS) attached to selected sections of English 1A to be recommended to low-GPA students.
--Embedded tutors in M91AS and selected sections of Engl 1A and ESL allow for extra support for students.
--Guided Pathways. English was among the earliest programs to develop two-year pathways to the AA.
--PACE program. English has contributed sections of 1A, 1B, and 1C to the PACE program.
--Dual Enrollment. English offers classes at Westlake HIgh School. Planning and organization for the Dual Enrollment program has become much more thorough and helpful as of 2020-21.

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Weaknesses: --Success rates for African-American and Hispanic students are disproportionately low, especially in online courses. .--Success and retention rates in online classes lag behind on ground rates, and the push to continue adding more and more DE classes means that more and newer instructors are teaching these classes. The closing of campus because of Covid meant that all faculty were suddenly forced to convert their classes to online; the upside of this move was that a number of faculty attended certification or recertification courses for Canvas and thus refined their online teaching skills, including a unit on culturally responsive teaching.

Opportunities: --Individual and group tutoring, and now online tutoring, through the Writing Center, have a positive effect on student success. Continued SEA funding is needed to maintain and expand tutoring hours and support services.
--Guided Pathways will encourage more students to take Engl 1A in their first year. This may increase students' success in other disciplines as well and thereby raise success rates for the college as a whole.
--ESL: Negotiations are currently underway to add lower levels to the noncredit program through an outside provider (FIELD), who will recruit more students, use their own instructors, and adapt their curriculum (currently at use in other community colleges) to Moorpark's standards.

Threats: --English has excellent adjunct faculty, but the community college system continues to rely on part-time instructors, who are rarely able to attend faculty meetings and best practices workshops, serve on committees and attend campus events.
--Lack of sufficient classroom space limits our ability to offer classes at times students wish to enroll. (In 2020-21, fully online instruction renders this problem irrelevant.)
--Scarcity of healthy food choices and safe gathering spaces for students undermines morale and motivation.

Program response:

Next date of Program Evaluation meeting: Return in 3 years

_____	05/09/2022	_____	5/24/22
Amanuel Gebru, Vice President, Student Support	Date	Program Chair/Faculty	Date
_____	5/24/22		
Dean	Date		