1.SVCC Cross-Disciplinary (Developmental ELA) Program Review Template

This program review template will be used to review the following program and courses.

Program (degree and related certificates): Developmental English Language Arts
Related program courses that are part of the data set: ELA 095, ELA 099, ELA 090

Remedial ELA Program Objectives

Prompts: 1. What are the objectives/goals of this program or programs? 2. To what extent are these objectives being achieved? 3. How does the program contribute to other fields and the mission of the college? 4. Describe any quality improvements or modifications made since the last review period.

Response to prompts (respond to all prompts):

1. Developmental ELA courses assist students in other fields by providing the foundation in writing and reading that is necessary for academic success.

2. Persistence rates (Tables 4A & 4B):

   ELA 090: 67.6%; ELA 099: 60.6%; ELA 095: 61.0%
   All college programs: 63.9%
   ELA persistence rates are very close to the overall persistence rates for all college programs.

   Retention rates (tables 5A & 5B):

   Fall to spring retention:
   All ELA courses: 72.5%
   College average 79.2%

   Fall to fall retention:
   All ELA courses: 48.2%
   College average: 61.2%

3. The Developmental ELA program insures that students who do not meet the criteria for placement into college-credit courses are still able to enroll in the college and pursue an education. Developmental ELA courses make it possible for all students to pursue a transfer degree or certification that will lead to gainful employment. In this way, the program fulfills Sauk's mission of engaging the community in lifelong learning and economic development.

4. At the last review period, 2014, the Developmental English sequence consisted of two three-credit hour writing courses, ENG 091 and ENG 099. There were also two developmental reading courses of three credit hours each, RDG 095 and RDG 098. In 2014, the developmental writing and reading classes were integrated into two ELA courses of four credit hours each. ELA 095 integrated ENG 091 and RDG 095, and ELA 099 integrated ENG 099 and RDG 098. Thus, the ELA sequence went from a maximum of 12 credit hours to a maximum of eight credit hours.

- Reading and writing are not two distinct processes; they complement and reinforce each other. Therefore, from a student learning perspective, integrating reading and writing is a much more effective approach.

- From a financial perspective, students save a maximum of four credit hours.

- From a retention perspective, a shortened developmental sequence leads to increased completion and success rates.

Two other quality modifications have been made to Developmental ELA since the last review period:
1. Developmental English used to share a department with developmental math and Adult Education. Now, Developmental Math is part of the mathematics department and Developmental ELA is part of the English department.

2. There is a Developmental Education standing committee. This committee includes members from all the different areas of the college that come into contact with developmental students: developmental ELA and developmental math faculty, Student Services, Financial Aid, Academic Advising, Learning Commons, Tutoring, and Disability Support.

Therefore, changes and modifications to the Developmental ELA program are now the result of a collaborative process between all areas of the college that affect developmental students.

Developmental ELA Program Need

Prompts:
1. Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and support academic programs.

Response to prompts (respond to all prompts): In your narrative, please refer to the data sets or evidence you have chosen to support your case.

- ELA courses are offered on both mornings and afternoons on Mondays and Wednesdays and also on Tuesdays and Thursdays every semester. A combined ELA 095/099 class is offered at night and during the summer term.

- All courses across all disciplines are required to include an ELA rigor level in their outlines:
  An ELA rigor level of 1 means that all students can take that course regardless of ELA level; ELA rigor level 2A means that students who enroll in that course need to have placed in ELA 095 or higher and are concurrently enrolled in ELA 095. Rigor level 2B means that students who enroll in that course need to have placed in ELA 099 or higher and are concurrently enrolled in ELA 099. Rigor level 3 means that course should be taken by students who place in ENG 101 or higher.

- The ELA program meets the needs of students across all programs by ensuring that they are not placed into a course for which they are not academically prepared.

Developmental ELA Program Cost Effectiveness

Prompts:
1. What are the costs associated with this program?
2. How is the college paying for this program and its costs (e.g. grants, etc.)?
3. If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.
4. Based upon this review, what steps are being taken to offer curricula more cost-effectively?
5. Are there needs for additional resources? If so, what are they?

Available Data Sources: Table 3A, Table 3B

Response to prompts (respond to all prompts). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

- The costs of this program average approximately $100,000 per year for a five-year total of $425,922 (cost data from 2014 not included). The largest percentage of the cost is associated with instructional salaries and benefits. The cost of these courses is more than covered by tuition, fees, and apportionment, as evidenced by the $176,000 net income generated by the program in the same five-year period. The program had a positive net income every fiscal year during those five years.

- The department believes the program is as cost-effective as possible. The small budget for materials and supplies are being managed effectively, and the logical change from a 12-credit sequence to an 8-credit sequence, as well as the addition of the co-requisite ELA 090, saves money for both the students and the institution.
  (Tables 3A & 3B).

Developmental ELA Program Quality

Prompts: Respond to all prompts.
1. How is the college working with high schools to reduce remedial needs?

2. Are there any alternative delivery methods of this program (online, flexible-schedule, team-teaching, accelerated, etc.).
3. What innovation has been implemented or brought to this program?
4. To what extent is the program integrated with other instructional programs and services?
5. Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?
6. How well are completers of remedial/developmental courses doing in related college-level courses? (see additional data table provided)
7. What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?
8. Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.
9. What professional development or training is offered to instructors and/or staff to ensure quality programming?

Available Data Sources: Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Table 6, Assessment Data Base, College Dashboard, Graduate follow-up data, program surveys, focus groups, interviews, etc.

Response to prompt (respond to all prompts). In your narrative, please refer to the data sets or evidence you have chosen to support your case.

1. Through PASS, Partnership Advocating Student Success, the college works closely with area high schools to identify and strengthen areas that may result in the need for remediation.

2. ELA 095 and ELA 099 are integrated writing and reading courses, so they are accelerated alternatives to separate developmental writing and reading courses. They are not offered online. To be successful in online courses, students need to possess a degree of motivation, confidence, and work ethic that is often lacking in developmental students.

   ELA 090 is offered online since it is a support course for ENG 101 and ENG 101 is offered as an online course.

3. The co-requisite model has been implemented in the developmental sequence. The top tier of ELA 099 students, that is students with an ACT English score of 19-21 or an Accuplacer score of 5, can enroll in ENG 101 with ELA 090 as a one-credit-hour co-requisite support course.

4. The ELA Developmental program is integrated well with all other instructional programs. All course outlines are required to specify the ELA rigor level that is required for success in each course. This insures that developmental students will not enroll in a course for which they may not have the proper foundation.

5. N/A

6. Success in ENG 101 academic years 2016-2018:

FY 16-18	# of credits	A-C	D, F, W
Students who tested directly into ENG 101	2763	84.5%	15.5%
Students who tested directly into ENG 101+	1347	59.7%	40.3%
Students who completed ELA 099 and then enrolled in ENG 101+	1026	61.4%	38.6%

The table above suggests that ELA 099 may be contributing to students' success in ENG 101+. A required ACT score of 22 in English may be the reason for the high success rates in ENG 101. (table fy2016-fy2018)

Besides ENG 101, we also looked at the performance of students who took ELA 099 in two other courses: PSY 103 and HUM 210. These courses were selected because of their intensive writing requirements.

Since fall 2015, a total of 380 students who completed ELA 099 enrolled in either PSY 103 or HUM 210:

CLASS	A	B	C	D	F	W
PSY 103	50	53	61	33	17	9
HUM 210	3	18	15	2	2	6

A total of 223 students who completed ELA 099 took PSY 103, and 164 or 73.5% were successful (A-C).
A total of 46 students who completed ELA 099 took HUM 210, and 36 or 78.2% were successful (A-C).
Data provided by Tony Boone.

Although we cannot assume a direct cause and effect relationship between ELA 099 and success in PSY 103 and/or HUM 210, a high percentage of students who completed ELA 099 and took these courses were successful.

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7. As detailed in question #3 above, the top tier of ELA 099 students (ACT scores 19-21) can enroll in ENG 101 with a one-hour co-requisite support course.

   The integration of developmental writing and reading courses has shortened the developmental sequence so it can be completed in one year.

8. The developmental ELA sequence is as follows:

   ELA 095

   ↓

   ELA 099

   ↓
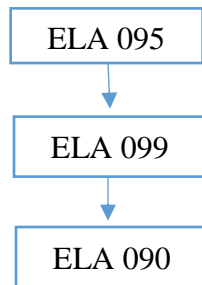
   ELA 090

Students may enter the developmental sequence in ELA 095, ELA 099, or ELA 090. The placement requirements are as follows:

- ELA 095 - 4 credit hours: Students with an ACT English score of 0-15 or Accuplacer score of 1-2

- ELA 099 – 4 credit hours: Students with an ACT English score of 16-18 or Accuplacer score of 3-4, or students who have successfully completed ELA 095.

- ELA 090 – 1 credit hour: Students with an ACT English score of 19-21 or Accuplacer score of 5, or students enrolling in ENG 101 after completing ELA 099.
  This lecture course provides supplemental, individualized, direct instructional support for writing projects undertaken in English 101.

9. Currently, no specific professional development or training is offered to instructors. One full-time instructor has credentials in post-secondary literacy.

Focused Questions from the Administrative Review Team (ART)

Question 1. Currently, ENG 101+ success rates are lower than the rates for students who take ENG 101 without a concurrent ELA course. Is the department exploring methods to close the success gap?

Response to question 1 (please refer to any data sets or evidence to support your case):
. This discrepancy between the success rates of those students who are placed into ENG 101+ versus those who are placed into ENG 101without a concurrent ELA course is the result of ENG 101+ students having lower ACT scores. This clearly demonstrates that students who score below ACT 22 obviously require additional support, which is why we offer ELA 090.

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Question 2.
Response to question 2 (please refer to any data sets or evidence to support your case):

Question 3.
Response to question 3 (please refer to any data sets or evidence to support your case):

Question 4.
Response to question 4 (please refer to any data sets or evidence to support your case):

Question 5.
Response to question 5 (please refer to any data sets or evidence to support your case):

Responses to Program Challenges. Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program's challenges and the proposed response below. These responses will be added to the Operational Planning matrix found below.
Challenge: The most serious challenge to the ELA program is the number of students in the classroom. To continue to provide the high-quality individual attention this group of students requires to be successful, the classroom cap of 15 students in ELA 095 and ELA 099 is imperative. Additionally, ELA 090 is a one-hour co-requisite support course for students who place directly into ENG 101+ or for students who enroll in ENG 101 from the developmental sequence. The course consists of mini lectures on elements of the writing process and/or grammar, practice exercises, and at least three one-on-one conferences with each student over the course of the semester. In only fifty minutes a week, there simply is not enough time to effectively address all the issues impeding students' success in ENG 101 and allot sufficient time for effective individual conferences. Instructors are using their office hours or email for conferences which should be done in class. Response: Keep the ELA 095 and 099 classes at fifteen (15) students. Limit the number of students to twelve (12) in ELA 090. Additionally, an LMS-based curriculum that's self-paced for students would increase the time instructors have for one-an-one conferences. A full-time instructor could receive release time or a stipend to develop such a curriculum.

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Challenge:

Poor reading comprehension skills continue to be a hindrance to student success as evidenced by data collected by institutional assessment. In order to shorten the developmental sequence, developmental reading and writing courses were integrated in 2014. While this integration has many benefits as previously described, it has resulted in decreased reading instruction as most of the class time is taken up by the writing curriculum.

Response:

A credit-bearing reading course as an option to College Success Skills. A proposed outline and syllabus for such a course have been reviewed by the Developmental Education Committee and by the English department faculty, and the recommendation is to offer a two-credit-hour course, Critical Reading Skills for College.

Challenge:

Currently, all the ELA courses are Pass/Fail, and we have found that this poses a motivational challenge for many students. These students are satisfied with earning the minimum required for passing since a higher grade will not make a difference. For this reason, they make minimal effort in class.

Jenn Schultz, Director of Financial Aid, pointed out that using letter grades instead of Pass/Fail benefits students for financial aid purposes. "P" is considered a "C" when calculating GPA for financial aid, so students who earn As and Bs in the ELA courses are not being accorded their correct GPAs.

Response:
Use letter grades A, B, C, D, F instead of P and F in all ELA courses. The Developmental Education Committee voted unanimously in favor of using letter grades, and the English Department also approved it unanimously.

Challenge:

Another challenge to the ELA program is to locate a better software program than the one currently in use (Pearson's MyReadingLab) in ELA 095 and ELA 099. If a more effective software for further developing both reading and writing skills were available, it could also be used in ELA 090.

Response:

Seek institutional assistance to research other software packages or develop something in-house.

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Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete?
Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	X
Catalog descriptions	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	X
Course descriptions	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	X

Reviewer's Final Recommendation

Summary Rationale Please provide a brief rationale for the chosen action.	The program review team recommends: 1. No curricular changes to the Developmental ELA program at this time. 2. Institution of the responses to the four challenges discussed above.
Intended Action Steps What are the action steps resulting from this review. Please detail the timeline and/or dates for each step.	The above-mentioned responses have been added to the English department's operational plan with an implementation target date of fall 2019.

Signature/Date	Program Review Team Member	
	Odile Blazquez	Chair
	Karen Abele	Member
	Amanda Eichman	Member
	Noel Berkey	Member

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		Member

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<tr>
<td colspan="8">Program Review. Items from the program review will be entered here. After this program review is complete and approved, transfer (paste and copy) the items below to your FY 2019 Operational Plan.

* Use the origination code PR 2015.</td>
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<tr>
<th>Origi-nation Code*</th>
<th>Date Activity was Added to this OP (MM/DD/YYYY)</th>
<th>Name(s) of Individual(s) Responsible</th>
<th>Description/Purpose/ Justification of Proposed Activity</th>
<th>Goal/Desired Result from Activity (measurable and under department's control)</th>
<th>Target Completion Date for This Activity (MM/DD/YYYY)</th>
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<th>Actual Completion Date for this Activity (MM/DD/YYYY)</th>
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<td>11/16/2018</td>
<td>Odile Blazquez</td>
<td>Change evaluation method of all ELA course from Pass/Fail to letter grades</td>
<td>Increase students' motivation and classroom effort</td>
<td>Fall 2019</td>
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<td>11/16/2018</td>
<td>Karen Abele and Odile Blazquez</td>
<td>Lower the enrollment cap in ELA 090 to 12 students.</td>
<td>Allow more time in class for individual conferences with each student.</td>
<td>Fall 2019</td>
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<td>11/16/2018</td>
<td>Karen Abele and Odile Blazquez</td>
<td>Develop a 2-credit-hour critical reading skills course to offer as a CSS course.</td>
<td>This course is a response to institutional assessment data that shows persistently low scores in reading comprehension.</td>
<td>Fall 2019</td>
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<td>11/16/2018</td>
<td>Karen Abele and Odile Blazquez</td>
<td>Find an alternative to Pearson's MyReadingLab, which is not producing optimal results.</td>
<td>Improvement in students' reading comprehension skills.</td>
<td>Fall 2019</td>
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Remedial ELA

Program Review Committee & Administrative Review Teams Recommendations
The following are the recommendations from the Program Review Committee and the Administrative Review Team: - ELA instructors should continue to pursue professional development opportunities related to remedial education. - Work with the Director of Research and Planning to examine outcomes related to ELA 090. - ELA department should review state requirements related to multiple-measures. - A college-wide review of ELA levels for placement into college-level courses. - Student Success Committee to investigate and provide recommendations related to Fall-Fall retention rates for developmental students. - Work with the Director of Research and Planning to explore pass rates for ELA 095 and 099 courses that have more than 15 students.

Signature of the Program Review Committee Chair	

President's Recommendation
The following are the recommendations from the President:

President's Signature/Date	