This Annual update is due on March 25th of each year that your three year Program review and planning document is not due. Please email a copy of this to your Division dean, the VP of Instruction and the Academic Senate President.

1. What is the name of your Department and/or Division?

Department of English
Language Arts Division

2. List the names of everyone who participated in developing this annual update.

James Carranza, Teeka James

3. Based on the elements in your Annual Update Data Sheet (Provided by IRP to your dean) and goals stated in your most recent Program Review, please identify any key successes and challenges.

Successes
From 2005 to 2008, our LOAD has increased 19 points, from 341 to 360, which is the direct result of responsive enrollment management. In contrast to last year, ENGL has improved its per cent of target LOAD from 87% to 93% of capacity. The Department is very satisfied with its increased efficiency.

The past perception of the English department's "productivity" or LOAD (WSCH/FTEF) generally has been that it is far below the "break even point" or "magic number" of 525. Maximum ENGL LOAD (non-literature courses) for variable three-, four-, and five-unit courses with an enrollment limitation of 26 is, on average, 390. It should be understood that a LOAD of 525 is only appropriate for use in measuring the LOAD of a 3 unit course with an enrollment limitation of 35 students. Course LOAD should be calculated according to appropriate course units and contractual enrollment limitations as they vary course to course across disciplines.

Hour-by-arrangement (HBA) is another factor to take into consideration for it can skew LOAD data. For example, if HBA hours are collected but not funneled directly into student instruction and support, LOADs will exceed the maximum LOAD of 390, such as in the case of our sister colleges, who report LOADs of 480 to 520.

Our department has done an exceptional job of managing HBA by using its HBA-generated units to provide the highest quality instructional support to every student enrolled in an English course at CSM. A maximum LOAD of 390 indicates all course sections are filled to capacity and that HBA-generated funds are being used responsibly. In this context, our department's goal is to reach that maximum.

The English department is significantly more efficient than the Language Arts Division (93% as opposed to 75%) and hovers just below the college average of 98%. Virtually all English course offerings are pre-transfer or transfer composition courses. In addition, in the 2008/2009 academic year, we offered four literature courses and our series of creative writing courses (grouped in single sections).

Literature has been low enrolled in the past, some classes running with fewer than twenty students. In response, the department created and publicized a four-semester class rotation. Last semester (fall 2008) our

LOAD for literature classes was approximately 490, a marked increase. We hope the increased marketing, the predictable schedule, and the absence of yearly repeating courses will boost enrollment so CSM can continue to offer courses in literature.

Department retention rates are lower than the all-College average (77% as opposed to 84%) because English faculty routinely encourage students to withdraw from courses that they are not passing. Retention might better be understood as a withdrawal rate, not as an indicator of student support or service. Students are considered "retained" even if they fail courses or take incompletes. We contend that assigning students F's, but considering them "retained," is hardly an accurate measure of service.

All students seeking to transfer or take a degree enroll in one or more of the Department's courses. About 50% percent of students at CSM are placed into ENGL 838/848, the course one level below transfer, and about 25% are placed into ENGL 828, the course two levels below transfer. Coupled with the rigor rightly associated with English courses, the Department's success rate of 62%, while below the College's rate of 70%, is encouraging.

Year: 07/08	ENGL & LIT	ENGL COMP	LA DIVISION	ALL COLLEGE
LOAD (wsch/ftef)	360	363	394	512
LOAD (% of target)	*not possible*	93.08%	75.05%	97.52%
RETENTION %	77	77	79	84
SUCCESS %	62	62	63	70
Demographic	Success %			
ASIAN	69	68	69	75
BLACK	56	56	50	62
HISPANIC	54	54	55	63
NATIVE AMERICAN	42	42	44	60
PACIFIC ISLANDER	59	59	59	63
WHITE	65	66	65	73

After four years of Writing in the End Zone (WEZ), African-American male students succeed far more often in their English composition classes; in fact, there has been a 20% increase for African-Americans as a whole. The English department attributes this striking difference to its collaboration with the CSM football coaching staff and its collaborative work with faculty across disciplines, in student services, and in the Writing Center and English 800 Lab. And, currently, faculty teaching WEZ are helping to create a Math in the End Zone, modeled after WEZ, to help Math address its low success rate of 36% for African-American students. Four years ago the English department success rate was nearly identical.

Year: 07/08	English Composition	Mathematics
RETENTION %	77	75
SUCCESS %	62	65
Demographic Success %		
BLACK	56	36

Overall our English composition program has demonstrated a strong commitment to addressing students' diverse needs. We were granted a full-time position in spring 2007 and successfully filled it with an experienced, CSM adjunct with expertise in creative writing, honors program development and administration, basic skills and general composition, technology, and literature. This hire also added to the gender diversity of our department, so we now stand at eleven female and five male full-time faculty.

Professor Roberta Reynolds was honored by the Board of Supervisors of San Mateo for her service in education to the community.

Challenges
Latino students continue to under-perform, succeeding at a rate of only 54%. While the department has

invested in two specially trained faculty members and many others who are interested, the Puente Project continues to linger in our memories, on (permanent?) hiatus for the lack of institutional support to hire or identify a full-time counselor to co-administer this statewide student success program, which is partially funded by the University of California.

Though the department is interested in participating in an Honors Program and offers two designated Honors courses at the College—Honors English 100 and Honors English 110—the greatly reduced resources available to support faculty to coordinate and administer a true Honors Program have been eliminated. (Yet English department faculty continue to support students' efforts to achieve beyond the regular course curriculum at all levels in various ways, one of which is by volunteering to teach sections of ENGL 690: Independent Study, for which they are not paid.)

The English department has hired two Puente instructors in response to college need and English has recently hired one instructor to address the need for an Honors program. Yet in both instances the college has neglected to follow through on its commitment to support either program.

4. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reason.

Previously Identified goals:

Goal 1: Maintain productivity through enrollment management. On track. No update needed.

Goal 2: Address the challenges and opportunities of diversity. On track. Continued innovation necessary.

We have addressed the challenges and opportunities of diversity through our involvement and leadership in learning communities, such as Writing in the End Zone, All Good in Da 'Hood, Rising Scholars, and How Sports Explain the World. These hard-linked and confluence model learning communities, which focus on developmental education, continue to attract English faculty participation and enjoy wide department support. We will continue to seek collaborative opportunities with colleagues in counseling and DSPS/EOPS as well as in departments outside of our division.

Goal 3: Increase student success by exploring and developing teaching methodologies and curricula. On track. Continued innovation necessary.

Our overall student success rate has increased by one percent since the 2005-2006 school year. Our rate, 62% last year, is one percentage point below our division's combined success rate for the same period. However, the success rate for African-American students in English (56%) is six points higher than that for the division as a whole, and their withdrawal rate is two points lower (21%). The above discussion of the Core Program and Student Success Indicators provides a full discussion.

Because of reduced funding and the difficulty in generating sustained interest for and involvement of faculty, the Writing Across the Curriculum program, which was directed by English department faculty, will be ending one semester ahead of schedule. While we remain pedagogically supportive and interested in WAC as a department, it is not possible to continue our efforts in growing this program at this time. Though the future of some programs, such as WAC, learning communities, and the SoTL center are uncertain, the English department continues to be interested in cross-disciplinary teaching and learning and clearly recognizes the benefits of integrated learning for students.

Faculty in English pursue professional development opportunities regularly. For instance, this year many faculty attended the Conference on College Composition and Communication, the field's oldest and largest, nationally recognized conference, in San Francisco. And currently twenty-two faculty members—ten adjunct and twelve full-time—are collaborating in "teaching circles," small, course-specific groupings of faculty with

the purpose of creating and sharing curriculum and innovative teaching strategies in support of developmental education.

In the Writing Center, faculty have created new supplemental learning assistance workshops for students who are writing their personal statements for college transfer, and grammar and usage workshops for ESL students. English department faculty have also reached out to the Fire Science department and the Nursing School to better address the needs of these particular occupational student cohorts.

Faculty continue to use technology to enhance their students' learning; the computer assisted classroom is booked to capacity with courses meeting in it both occasionally and regularly. The Department also offers one section of each of its transfer courses online so as to meet the needs of students who are unable to attend class regularly or who prefer a distance-education format.

5. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

Last semester one full-time faculty member was on sabbatical studying classics at UC Berkeley in order to revise curriculum. Next fall, one full-time faculty member will pursue work in integrative learning, while on sabbatical, and in the spring 2010 semester one full-time faculty member will be on leave with banked units and will be writing a novel, and another will be on sabbatical and will be writing a transfer-level sentence combining book, a much needed addition to the field.

6. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

The State may revise the parameters for the use of Hour-by-Arrangement, funds which currently fully fund, our two student-support facilities: the Writing Center and the English 800 Lab. We are confident that we can modify or adjust our Writing Center services so that they can continue to function as they now do. Students not only utilize Center resources—from reference books and media resources to computers for research—but also benefit from supplemental learning assistance with faculty members. We will address this possible future challenge as we have addressed past challenges: through hard work, collaboration, research, and action.

In yet another verse to our record-breaking hit song, "Where Have All the Teachers Gone?", we encounter the critical mass of an understaffed program that is overwhelmingly reliant on part-time teachers. Our ratio of full-time to part-time faculty is the inverse of what the State recommends, 25/75. Last spring, we lost two full-time faculty to retirement. In 2007 -2008, Full-time FTEF was 24.67 while Part-time FTEF was 20.7, for a total of 48.57 FTEF. In other words, almost twice as many part-time faculty teach in the English department than do full-time faculty. Since we have only been able to offer two of our part-time teachers full time jobs in the last four years, other community colleges are hiring away many whom we wish could join us full time. One unfortunate and ill-documented result is the seemingly never-ending screening, interviewing, hiring, mentoring, and evaluating of new part-time teachers, who cycle in and out of the department. This drains energy away from the teaching of our students and the various student-centered projects full-time faculty lead.

7. Student Learning Outcome and Assessment focus for this year:

   a. Academic areas: Identify at least one course SLO in on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

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We have developed SLOs for all courses offered through the Department of English. We have assessed all SLOs for the core courses in our composition program: ENGL 828, 838/848, 100, 101, 165, and 110. We collected the data to assess LIT 201 and 823 during the fall 2008 semester and will analyze it during the spring 2009 semester. The other SLOs for literature courses will be assessed when the courses are taught (collecting data in one semester, analyzing it the next).

For each course, we have assessed our SLOs by collecting randomly selected, representative essays from each section of the course offered during a single semester and then scoring the essays holistically in pairs using the SLOs as the scoring rubric. This method has worked well for most SLOs in our courses though we may consider developing a less time-consuming and labor intensive assessment protocol.

Across the composition courses, the SLOs that the students have met at the lowest rates are those indicating mastery of 1) sentence fluency and 2) grammar and usage. In part, when analyzing the data, the Department found that faculty hold a range of opinions about what constitutes having "mastered" the sentence-level concerns described as "fluency" and "grammar and usage" at distinct course levels. In response, the Department has scheduled a day-long retreat in order to rethink these two learning outcomes and the way they have been assessed.

      b.   Student services areas: TBD

n/a

8. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** *(Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

    a.   In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

        Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
We request two replacement full-time, tenure-track faculty positions to account for two recent retirements from our Department.	English department faculty will continue to • Offer students a program that is rigorous, relevant, and coherent • Collaborate with colleagues in other divisions (student services, athletics, ethnic studies) • Evaluate part-time faculty in a timely fashion • Engage in scholarship and professional development • Present our work at conferences • Exercise our contractual rights to sabbaticals and banked leaves	English faculty will be forced to cease • Collaborating with colleagues • Serving on committees • Evaluating part-time faculty • Engaging in scholarship and professional development • Presenting our work at conferences • Exercising our contractual rights to sabbatical and banked leaves • Being cheerful and cooperative human beings. Faculty will be forced to engage only

	Serve on College and District committees. **At least one or more English department faculty actively serve on one or more of the following committees**: BSI, Learning Communities, Academic Senate, Committee On Instruction, College Council, Library Committee, AFT Faculty Union, DEAC, DIAG, Club Advising, Accreditation Oversight Committee, District Shared Governance Council, IPC committees (enrollment management, diversity, distance education), high school outreach, emergency workgroups (e.g. Program Review summer 2008), CPII Design/Build, Communication workgroup, smoking policy task force, The President's Task Force. • Be cheerful, cooperative human beings.	in the work of • Teaching our students • Maintaining our program's existing order. *Note: Since English course SLOs assess the "product" of student learning, the essay, our full-time faculty request is predicated mainly on our desire as a department to meet the needs of students and to create the foundations for student success in general.

Classified Positions Requested	**Expected Outcomes if Granted and Expected Impact if Not Granted**	**If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.**
None at this time	n/a	n/a

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	**Expected Outcomes if Granted and Expected Impact if Not Granted**	**If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.**
None at this time **Item:** **Number:** **Vendor:** **Unit price:** **Total Cost:** **Status*:** Maintenance		

* Status = New, Upgrade, Replacement, Maintenance or Repair.

James Carranza and Teeka   March 25, 2009
Primary faculty contacts   *Date*

Daniel Keller, Anne Stafford, Joyce Heyman   March 25, 2009
Additional faculty   *Date*

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Additional faculty   *Date*