

This Annual update is due on March 25<sup>th</sup> 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.

Jon Kitamura, Tim Maxwell

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**

2009-2010 ENGLISH and LITERATURE LOAD is 453.

From 2007 to 2010, our LOAD has increased 90 points, from 363 to 453, which is the direct result of responsive enrollment management. The target LOAD English composition courses, which have contractual enrollment caps of 26 per section, is 390.

AY 09-10 ENGL LOAD (453) is 36 points over AY 2008-2009 ENGL LOAD (417), an 8.6% increase.

ENGL LOAD of 453 indicates English is over 100% productive, 16% over to be precise. The Department is very satisfied with its increased efficiency.

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. In 2009-10 our LOAD for literature classes was 443, a slight decrease from 2008-09, yet 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. Data show that our enrollment in literature courses has increased (from 117 in 2007-08 to 177 students in 2009-10); simultaneously, student success has also increased from 67% (2008-09) to 73% (2009-10).

Department retention rates have increased from 78% (2008-09) to 81% (2009-10) and are much closer to the all-College average of 85%.

Students seeking to transfer or take a degree enroll in one or more of the Department's courses. About 53.7% of students at CSM are placed into ENGL 838/848, the course one level below transfer, and 14.9% are placed into ENGL 828, the course two levels below transfer. Given the rigor rightly associated with English courses, the Department's success rate of 65% (a 3% increase from 2008-09), while below the College's rate of 70%, is encouraging.

As previously indicated, target LOAD for variable unit English courses with enrollment limitations of 26 students is 390. The following indicates that English is 16% above this target LOAD while student success rates have remained the same.

Year: 09/10	ENGL & LIT	ENGL COMP	LA DIVISION	ALL COLLEGE
LOAD (wsch/ftef)	453	453	492	590
RETENTION %	81	82	80	85
SUCCESS %	65	65	64	70
Demographic	Success %			
ASIAN	74	73	72	75
BLACK	55	54	59	61
FILIPINO	68	68	67	70
HISPANIC	58	58	59	64
NATIVE AMERICAN	47	43	52	66
PACIFIC ISLANDER	54	54	52	59
WHITE	68	68	66	72

### Distance Education

The English Department remains committed to offering instruction in an online format in an academically responsible way. In the Fall 2009 semester, we offered one section of ENGL 110 online. Current data indicate that students enrolled in online English courses have a lower success rate (54.2%) than students enrolled in the traditional format (73.8%). While there is no current data for Spring 2010, we did offer two sections online—one section of ENGL 100 and one section of English 110. The English Department is actively pursuing strategies to increase the success rates in online classes, and the Writing Center is planning to implement video chat to conduct online tutoring, beginning in Fall 2011. A full-time faculty member, Madeleine Murphy, is currently serving on SMCCD's Distance Education Committee.

*Writing in the End Zone I, II, and III* is an English department initiative (2004 to present), which has been particularly effective in supporting success and retention of male African-American and Pacific Islander students. Data indicate that African-American male students enrolled in *Writing in the End Zone* (WEZ) succeed far more often in their English composition classes. 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.

Overall our English composition program has demonstrated a strong commitment to addressing students' diverse needs, all without additional compensation or reassigned time:

- Three full-time English faculty serve on the Basic Skills Committee, one as Co-Chair.
- Faculty continue to collaborate in learning communities to provide students with enriching learning opportunities. *Writing in the End Zone* (WEZ) is in its sixth year and has expanded to include a fourth English instructor and a second football coach. *Voices of a Stranger* is a newly created learning community which incorporates panels/guest speakers to discuss a variety of topics, including issues of race, addiction, war, and incarceration. This learning community is also expanding in Fall 2011 to include one more English instructor/section of ENGL 110.
- 6 English faculty participated in a two semester Basic Skills Committee project, *Interdisciplinary Faculty Inquiry Groups*, in which teams of instructors across the disciplines—24 in all—discussed academic challenges students face, researched methods to address these challenges, and designed and implemented teaching strategies to assist students in meeting these obstacles.
- The Writing Center and English 800 Lab remains committed to providing all students with instructional support in English. Through one-on-one instructional tutoring in English and ESL, as well as workshops for students, the Writing Center continues to provide essential support to CSM's students.
- The Writing Center and 800 Lab Quiet Rooms provide a space for students to complete assignments in an environment that is less distracting than many other computer labs.

## Challenges

FTEF of full-time English faculty has decreased from 24.67 in AY 2007-08 to 20.43 in AY 2009-10.

English remains short on full-time faculty. Our department is increasingly reliant upon part-time faculty to teach courses. And at the same time fewer full-time faculty manage and perform departmental administrative tasks while also fulfilling division and college-wide shared governance duties.

- Two serve on Academic Senate.
- Two more serve on the Union Executive Committee.
- One is on Accreditation Oversight.
- One is on the Professional Development Committee.

Full-time faculty are in the process of reassessing and prioritizing our professional duties and responsibilities.

One unfortunate and ill documented result of fewer full-time faculty in English 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 teaching students, managing the department, participating in shared governance, and implementing the various student-centered professional development projects full-time faculty lead within the department (e.g. teaching circles, workshops, retreats, mentoring).

Latino students continue to under-perform, succeeding at a rate of only 58%. While the department has invested in two specially trained faculty members and has many others who are interested, the Puente Project continues to linger in our memories 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. The English department originally hired two Puente instructors in response to college need, yet we regret that the college has been unable to support Puente, which provides essential support to one of our lowest performing student populations.

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 reasons.

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.

ENGL 850 and ESL 850 (semester-long individualized instruction offered through the Writing Center) provide students not enrolled in HBA-bearing ENGL courses access to Writing Center and 800 Lab resources, for which they would otherwise not be eligible. These Writing Center and 800 Lab .5 to 3 unit courses are particularly useful for providing low-achieving students across all demographics individualized, professional instruction/tutoring services. For AY 2009-10, 89 students were enrolled in ENGL 850; a total of 135 students took ESL 850. While English faculty continue to see the value of serving ESL 850 students at the present time, we are concerned that, as a result of seeing such large numbers of them, we may be under serving our ENGL students. It has become increasingly difficult for students to get an appointment, often forcing them to schedule visits a week or more in advance. These long waiting times may be causing an increase of missed or canceled appointments as well.

*Writing in the End Zone I, II, and III* is an English department initiative (2004 to present), which has been particularly effective in supporting success, persistence, and retention of male African-American and Pacific Islander students. After six years of *Writing in the End Zone*, data for this program indicate that these students

succeed far more often in their English composition classes. And there is anecdotal evidence to suggest that they are also succeeding at a higher rate in their non-English courses. We attribute the success of the WEZ project to its collaboration with the CSM football coaching staff, its collaborative work with faculty across disciplines and services, and individualized tutoring services and computer resources available in the English Writing Center/800 Lab.

Acknowledging that we risk losing some of our academically strongest students to our sister colleges who have active Honors Programs, English is committed to participating in a new and revitalized CSM Honors Program, and we welcome the reinstatement of adequate resources to support faculty coordination. Currently, English department faculty continue to support students' efforts to achieve beyond the regular course curriculum at all levels in various ways, including by volunteering to teach sections of ENGL 690: Independent Study, or by dedicating themselves to the significant (either compensated or entirely uncompensated) commitment of being a faculty advisor to one or the other of CSM's two dynamic and increasingly active honors societies.

Three English faculty serve on CSM's Basic Skills Committee, one as Co-Chair.

English fully recognizes how essential it is to continue to address student equity in hiring and evaluation of full-time and adjunct colleagues, developing curriculum and modifying course outlines, designing and participating in student success projects or initiatives, collaborating with Student Services colleagues and those from other disciplines within Instruction. Full-time and adjunct faculty evaluations are performed with professional rigor to ensure the highest quality educational services to all students. While this creates increased administrative workload for full-time faculty in the form of repeat evaluations, and ongoing discussion, planning, and assessment of the evaluation process, the English Department is deeply committed to providing students quality instruction at all levels and across all demographics.

Two faculty have participated in CSM Counseling Partners, collaborating with Counseling in its effort to reach out to all students, across demographics.

One English faculty has served on CSM's Distance Education Committee and the Distance Education Advisory Committee (DEAC). Several English faculty have participated in the District STOT (Structured Training for Online Teaching) program.

The reduction of the DSPS budget has resulted in a dramatic decrease in the number of the students who can get assessed for learning disabilities, and this has led to an increase of students in English classes whose disabilities are insufficiently supported thus challenging the students' chances of succeeding and putting an, at times, extraordinary burden on faculty.

Because so many our students, who, especially with rising fees and a flagging economy, are suffering from financial stress, English faculty are using innovative strategies to help students afford the required reading. Strategies include directing students to on-line sources whenever possible, giving them adequate notice to purchase their books on-line, and assigning less expensive trade editions.

**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 three percent since the 2007-2008 school year. Our rate, 65% in 2009-10, is one percentage point above our division's combined success rate for the same period.

Three English faculty serve as advisors to CSM's honors societies, Phi Theta Kappa and Alpha Gamma Sigma, dedicating many hours each week to organizational development, business issues, meetings, conference attendance, mentoring, and special counseling. (The AGS advisor serves without compensation or release time.) In the absence of an Honors Program, these organizations enable the formation of highly active cohorts of academically excellent students, who are able to channel their "excess capacity" for success beyond their work in their classes into a wide range of campus and community services, leadership development, fundraising, accounting, political action, inter-collegiate relations, and other activities. Since the fall of 2009, Alpha Gamma Sigma has grown from just 12 active members to over 60. These activities not only promote students' transferability but also provide them with a sense of belonging and significant experience in real-

world writing and interpersonal communication.

Several full-time faculty have mentored graduate students from Notre Dame de Namur University and San Francisco State University, cultivating prospective adjunct faculty for future hiring and helping strengthen SFSU's already strong MA program.

Faculty in English pursue professional development opportunities regularly. For instance, in Spring 2010 many faculty attended a Basic Skills Initiative training during Spring flex day, Skip Downing's *On Course Workshop*, a one-day intensive workshop focused on designing innovative classroom activities and applying 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. In addition, through English 850, the Writing Center works with non-traditional students who come to CSM to work on creative writing, workplace writing, and other individual projects.

The Writing Center continues to play an important role in reducing the gap between native speaker and ESL courses; students in the ESL track are able to work with instructors who teach in the "native speaker" track, which is extremely important since ESL students are often nervous about changing to native speaker courses. The Writing Center also allows non-native/bilingual students who are enrolled in native speakers' courses to get help from ESL specialists.

The English department plans to cultivate meaning-centered paradigms to assess real-time mastery of learning, and will facilitate critical competencies designed to iterate interactive solutions for student success.

Basic skills students, who are often underserved, underprepared, low-income and second-language learners, benefit from the English department's Computer-Assisted Classroom (CAC) and the Quiet Room. Many basic skills composition courses are taught in CAC, which provides each student with access to technology during class. This allows students to research and compose their essays with the immediate support of an instructor and practice important critical thinking skills using technology.

In addition, the English 800 Lab and Quiet Room provide a space for all students to complete assignments in an environment that is less distracting than many other computer labs. In the Quiet Room, which is adjacent to the English 800 Lab and the Writing Center, students can also do their English homework—as well as research, write and print their essays—with support from English instructors in the centers. Student assistants and instructional aides are always available to help with technical problems, and English/ESL faculty are available for tutoring/consultation appointments.

The Writing Center and English 800 Lab continue to adapt to the needs of our students. Since Fall 2008, faculty and Writing Center staff have developed new tutorials and revised existing ones; provided in-person Writing Center orientations for all students enrolled in English Composition courses; successfully implemented new Drop-in hours available to all CSM students, not just those enrolled in English Composition courses.

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.).

In the spring 2010 semester, one full-time faculty member was on leave with banked units to continue writing a novel, and another was on sabbatical and wrote a transfer-level sentence combining book, a much needed addition to the field. In Spring 2011, one full-time faculty member is on leave with banked units and is taking three literature classes at San Francisco State University to enhance her own Literature courses at CSM.

Associated Students is now funding CSMs Creative Writing Contest; this contest no longer has to depend on outside sources for funding.

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

**Full-time/Adjunct ratio** While we are grateful that one new full-time faculty member will join us next year, one new hire hardly addresses the critical need we face for more full-time faculty. The ratio of full-time to adjunct faculty has continued to worsen, bringing us even further from the State's recommended 75/25. In the past two years, we have lost two full-time faculty to retirement, one to promotion to Dean, and another, who has moved out of state and may not be returning, to permanent reduced LOAD. Whereas in the previous year, the ratio was already dismal at 15 full-time to 21 adjunct, the English Department currently consists of 13 FT faculty (one whose LOAD is split between English and ESL) and 25 adjunct. To make matters worse, we are expected yet another retirement next fall. During the three-year period of Fall 2007 – Spring 2010, half, or more, of our courses were taught by adjunct faculty. Though adjunct faculty are paid specifically and exclusively for teaching their classes and holding office hours, they participate regularly in an impressive range of Department, Division, and College activities. Despite their dedication to their students' success, however, they are simply not able—nor should they be expected—to fully participate in the Department. This shortage of FT faculty has the following consequences:

- In some semesters, entire course levels, evening classes, and sometimes summer sessions as well are staffed exclusively by adjunct faculty.
- The increasing LOAD of administrative tasks and committee work falling to full-time faculty is a constant drain on time and energy they could be devoting directly to their students. In addition to SLO development and assessment and an expanded Program Review, English faculty have contributed extensively to the CSM's Accreditation Oversight Committee, AFT, Academic Senate, numerous task forces intended to guide new construction on campus, and ad hoc committees responding to California's budget crisis. The number of hours required for these types of tasks and responsibilities has increased while the number of full-time faculty has decreased. As a result, faculty morale has suffered. While we recognize the value of these tasks and committees, the number of hours in a day remains finite and is expected to remain so.
- Full-time English faculty regularly participate in a wide range of special projects such as BSI, Learning Communities, IFIG, honors society advising, individual sabbaticals, etc. These projects, many of which involve extensive collaboration with other faculty and student services personnel across the campus and even the District, benefit students directly and help rejuvenate faculty. For most of these projects, faculty receive little or no reassigned time. While, when they do, their workload is more manageable, they are able to teach fewer classes.

A higher full-time/adjunct faculty ratio would mean more faculty to share in administrative and committee work, and more full-time faculty in the classroom when their colleagues are working on special projects.

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

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

All SLOs in composition courses and other regularly offered courses (e.g., Creative Writing) are assessed on a regular schedule.

All literature courses offered during the period under review have been assessed as well. Others will be assessed as they are offered. (We offer these courses in a special rotation.)

How were they assessed?

Our process:

We are on a three-year cycle.

- Steps 2-4 of the cycle (data gathering and evaluation of outcomes) are held during the last weeks of each semester.
- Steps 5-6 (reviewing evidence, identifying weaknesses and implementing changes) take place during the first weeks of the following semester, at a department meeting, flex day or retreat.

Method:

Composition courses: We assess courses through group readings of randomly selected essays, which are gathered from each section of the course under review. All instructors are invited to join in a holistic reading session to assess whether the essays reflect mastery of the SLOs. The sessions begin with “norming,” in which common standards are established to clarify what is appropriate to the course level. Then, working in pairs, the group (typically between 6 and 14 teachers, depending on availability) reads between 30 and 50 papers. A group-wide discussion ensues; rates of achievement of each SLO are tallied; and weaknesses in either the SLO, the students’ performance, the assignments or the course itself are discussed. The group develops tentative recommendations which are distributed to the faculty at the follow-up SLO session early the following semester. At this follow-up session (a retreat, flex day or department meeting), the department as a whole discusses the results and adopts, modifies, or rejects the recommendations. SLO readings in the 2009-2010 academic year have often focused exclusively on those SLOs that a large percentage of students had not met in previous SLO cycles. Doing this allows the department to work in more depth on those areas that seem to need improvement.

Literature courses: Achievement of SLOs is assessed through holistic essay readings, quizzes, and other projects. Typically, the SLO assessment is conducted also by the instructor teaching the class; the final exam is tailored to include questions that will permit students to show mastery of SLOs.

Other courses: Courses like “Projects in Workplace Writing,” “Grammar” or other courses are assessed on an as-offered basis by the instructor, usually through holistic readings, quizzes, and/or questionnaires. ENGL 850 (Writing Center instruction) is assessed by analysis of pre- and post-writing samples.

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, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
We request three (3) replacement full-time, tenure-track faculty positions to account for four (4)	<b>Outcomes if Granted:</b> As a core college program, English fully acknowledges the role we must	<b>Link to Department Action Steps:</b> The requested resources will increase consistency in SLO assessment and

<p>recent departures from Department and the prospect of another retirement next year.</p>	<p>play in service to college goals and action steps.</p> <p>Three positions will allow English to continue to address student equity in hiring and in specific core program innovation.</p> <p>Three positions will lessen administrative pressure on current FT faculty, allowing for enhanced innovation and participation within the department as determined by SLO assessment.</p> <p>Three positions will allow for full-time faculty to be responsive to and to participate in innovative college-wide student success and retention initiatives (as budget dictates).</p> <p>Three positions will enable full-time faculty to continue to take active roles in shared governance, representing English and Language Arts on college-wide committees.</p> <p><b>Expected Impact if Not Granted:</b> Full-time faculty will prioritize workload to focus on the quality of teaching ahead of department, division, or college-wide initiatives and administrative responsibilities.</p>	<p>overall department management, innovation, and collaboration across disciplines and Student Services.</p>
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Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <b>briefly</b> 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 instruction (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, <b>briefly</b> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
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<p><b><u>Writing Center:</u></b></p> <p><b>1. Students:</b>  Item: iMac  Number: 39  Vendor: Apple  Unit price: \$899  Total Cost: \$35,061  Status*: New</p> <p>Item: Apple Care  Number: 39  Vendor: Apple  <u>Unit price: \$119</u>  Total Cost: \$4,641  Status*: New</p> <p>Item: Dell PC  Number: 2  Vendor: Apple  <u>Unit price: \$676.06</u>  Total Cost: \$1,352.12  Status*: New</p> <p>Recycling Fee:  Number: 39  <u>Unit: \$8</u>  Total Cost: \$312</p> <hr/> <p><b>Subtotal: \$41,366</b>  (does not include sales tax)</p> <p><b>2. Administrative:</b>  Item: iMac  Number: 5  Vendor: Apple  <u>Unit price: \$1,034</u>  Total Cost: \$5,170  Status*: New</p> <p>Item: Apple Care  Number: 5  Vendor: Apple  <u>Unit price: \$119</u>  Total Cost: \$595  Status*: New</p> <p>Recycling Fee:  Number: 5  <u>Unit: \$8</u>  Total Cost: \$40</p> <hr/> <p><b>Subtotal: \$5,805</b>  (does not include sales tax)</p>	<p>New computers will allow students to continue to take composition courses in the Computer-Assisted Classroom. It will also allow them to continue to access Writing Center/English 800 Lab materials and research and compose their essays in the centers, where they have access to immediate help from English and ESL faculty as well as assistance from Instructional Aides. This is particularly important for our low-income students and basic skills students. If we do not receive updated computers on a regular replacement cycle, the old ones will die, and student success and retention may be compromised.</p>	
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\* Status = New, Upgrade, Replacement, Maintenance or Repair.

Jon Kitamura and Tim Maxwell March 25, 2011  
*Primary faculty contacts* *Date*

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James Carranza, Teeka James, Daniel Keller, Madeleine Murphy, Anne Stafford March 25, 2011  
*Additional faculty* *Date*

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*Additional faculty* *Date*

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