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Instructional Program Review

Program Name: **English & Literature**

Program Contact: **CSM English**

Academic Year: **2013-2014**

Status: **Submitted**

1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [Institutional Program Planning](#) as appropriate.

The English department plays an essential role in supporting and promoting the College Mission. The program improves student success and promotes academic excellence by providing high quality, integrated reading/writing composition courses—basic skills through transfer—and a small selection of literature courses to support students transferring and taking English AA or AA-T degrees. (The English AA-T degree was approved in September 2013 and is now available with 2013-2014 Catalog Rights.) Members of the department also strongly uphold the College Diversity Statement through participation in many programs and activities consistently to help create a dynamic work environment that encourages multiple perspectives and the free exchange of ideas. The English department directly supports *Institutional Priorities* 1, 2, 3, and 5. As the program review below reports, department faculty monitor student success at every level and promote students' progress in all courses, basic skills through transfer. The department assesses its course and program SLOs regularly to ensure continual improvement and high-quality course programming. In addition, English department collaborative projects or initiatives over the past two years have both promoted the College's Institutional Priorities and implemented the *5 in 5 College Strategies*:

5 in 5 College Strategies, Basic Skills

Strategy 1: *Begin providing early intervention in high schools.* The department is continuing to meet with English faculty from Hillsdale High School in order to better prepare their students, many of whom attend CSM after high school. As a result of these meetings, CSM's English department will host a spring conference in April during which Hillsdale faculty will observe CSM English classes in the morning and meet with CSM faculty in the afternoon to ask follow up questions about our methods and pedagogy as well as inform us about the new Common Core standards for K-12 education. Meetings and classroom visits will continue in the future.

Strategy 2: *Implement an intrusive core of support services.* As a result of teaching circle that met throughout Spring and Fall 2013, members of the department have created a new learning community, Students for Success, which will combine six developmental English classes with counseling and other support services. Students in these courses will work on projects designed to improve their awareness of and access to all college support services and will meet regularly with an assigned full-time counselor. The department also participates in the Puente and Umoja learning communities described below: both involve close collaboration between department faculty and counselors to ensure students make use of counseling and other support services.

Strategy 4: *Establish transition/bridge programs and services.* English has participated in Pathway to College, providing one English instructor for a summer bridge program focusing on basic skills students. A part-time faculty member has also begun a new program, Project Change, a collaborative year—long bridge program providing outreach and mentorship to students in transition from Hillcrest Juvenile Hall to CSM. The project is designed to ensure these students make a successful transition into higher education and fulfill their educational goals. Students will enroll in Pathway to College, which will jump-start their fall semester, providing extra help with English and mathematics, placement testing, and early registration. Additionally, students will be matched with both peer and faculty/staff mentors from across the disciplines for the full academic year; mentors provide academic guidance and support. Student Support Services counselors and staff are also available to ensure students receive all services for which they are eligible. Project Change collaborates with CSM faculty and staff across the disciplines, Student Support Services, the Learning Center, Gateway Community School, and the local non-profit organization Each One Reach One.

5 in 5 College Strategies, Transfer

Strategy 2: Implement an honors program. One English faculty member has coordinated the college Honors Project; five full-time and four adjunct department faculty are actively involved in the project.

Strategy 4: Establish “themed” experiences/ integrated learning communities. The English department has developed the following “themed,” integrated learning communities as a result of department discussions over the past year. Three of the programs listed below (Students for Success, Umoja, and Writing for Change) are new programs. The others listed below (and described in less detail) are ongoing programs.

1. *Students for Success.* This learning community, scheduled to begin in Fall 2014, will connect six sections of pre-transfer English (English 848, Introduction to Composition and Reading, and English 838, Intensive Introduction to Composition and Reading) with counseling and other student support services through assignments and projects focusing on planning future classes, graduating, and/or transferring. Students enrolled in these sections will work with an assigned counselor, participate in events such as visits to four-year college campuses, and engage in discussions with guest speakers focusing the course themes. In addition, all course reading and writing assignments will focus on these goals.

2. *Writing For Change:* This new learning community hard-links the Alcohol and Other Drug Certificate Program Introduction course (SOCS 301) with English 848. The course, taught by part-time members of the English and sociology departments, will align vocational with academic courses and help encourage students to make a successful transition into general education. A part-time member of the English department created the new class during the 2013 academic year.

3. *Umoja:* A full-time member of the English department will teach the first section of this new program in the Fall 2014 semester. Umoja is based on the same model as the highly successful Puente program, with a 50% dedicated counselor working to ensure student success. The course combines English and ethnic studies classes and focuses on the African American student population.

4. *Writing in the End Zone* is an ongoing developmental through transfer English and football learning community taught by full-time faculty.

4. *The Puente Project* is an ongoing developmental through transfer English and Counseling learning community taught by full-time faculty.

Strategy 5: Implement additional model transfer programs (e.g. Puente, MESA). As noted above, English has implemented the Puente Project in collaboration with Counseling, dedicating one full-time faculty member, with three faculty in support and scheduled to rotate into the program in order to provide longevity. The department is also implementing Umoja, a learning community similar to the Puente model. The first Umoja section, with one dedicated full-time faculty member in collaboration with a full-time ethnic studies professor and a counselor will begin in Fall 2014.

In addition to the courses and programs described above, the department has been actively involved in a number of professional development activities. A member of the department serves on the professional development committee, while another is professional enrichment co-coordinator. The professional enrichment coordinators seek to revitalize professional development through workshops, speakers, a new faculty professional development program, Reading Apprenticeship, and Habits of Mind. In addition to these professional development roles, several full and part-time department faculty have been active in the Reading Apprenticeship English Faculty Inquiry Group, which aims to increase student success in college-level reading. Faculty collaborate, sharing reading strategies and materials, to gain new perspectives on reading instruction. Full time faculty also participate in the Committee on Instruction, Academic Senate, the scholarship screening committee, the Library Advisory Committee, and many others.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

A. Discuss Student Learning Outcomes Assessment

A note on assessment methods: A major challenge in our work with SLOs has been assessment: much of the time that we would like to spend discussing course content, or the reasons for student success or failure, has instead been spent on discussion of evaluation methods, experiments with multiple means of scoring, or fine-tuning the language of the SLOs. Over the past eight years, the department has held numerous meetings and retreats focused solely on SLOs. A sample includes the following: numerous group holistic scoring sessions, focusing on randomly selected essays from different courses (with different essay assignments); a group holistic scoring of the

same assignment from the same course; a group assessment of a single SLO from a range of essays from one course; a meeting focused on revising the language of the SLOs for a single course; a day long retreat meeting focused on revision of SLOs for a number of courses. In addition to being time consuming, these meetings have not resulted in any consensus about a reliable method for assessment.

Currently, our assessment method involves a “homework” assignment at the end of the Spring term. In this method, faculty are asked to score randomly selected essays from all classes. Department members then discuss the results at the Fall retreat session. This method has a number of advantages when compared to group sessions: more members of the department can participate (since all faculty members may score essays and attend the retreat during a time when they are not teaching or in meetings) and we are able to read a much larger number of essays. However, there are shortcomings to this method as well: research in composition has shown that evaluation is rarely effective without controls (such as norming sessions and group discussion of results immediately following scoring) that can only take place in group meetings. Our SLO evaluations may not reflect what our students can do so much as what faculty can do to assess SLOs with limited time and information.

In short, our current method does not seem very reliable. Some of the results discussed below are completely different than those found in earlier assessments: the majority of ENGL 165 students, for example, have traditionally met most SLOs, but, with this method of assessment, the majority failed to meet any SLOs. Although SLOs should not be confused with pass rates, it is striking that these results are also far out of line with the pass rates for the course. We could make a number of alarming inferences from these results: that the student population is suddenly much weaker, or that faculty teaching the course have completely neglected their work since the last SLO assessment. However, what has changed is not the student population or faculty teaching the courses: all that has changed is the means of assessment, and the current method seems much less reliable than methods we have used in the past.

Because hope springs eternal, or perhaps because perversity feeds on itself, faculty will again devote the Fall 2015 retreat to reviewing and refining our current assessment methods.

Results of the 2013 SLO assessments: Using the “homework” method described above, at the end of the Spring 2013 semester, faculty collected a total of 113 essays from a range of all English composition courses except ENGL 828 (between 8 and 30 essays from each course) and evaluated the student learning outcomes demonstrated in each. The results were collected and analyzed at the annual faculty retreat on September 27, 2013.

Summary of 2013 SLO evaluation:

- Overall, success rates ranged from 25% to 86%. (One outlier is discussed below.)

Analysis: As described below, this range sometimes reflects what faculty see in our classrooms. When it does not, closer examination often reveals that the discrepancies between faculty expectations and student performance may be a result of the SLO assessment methods rather than valid information about student learning.

- In pre-transfer courses, (ENGL 838, 848) SLO success rates ranged from 37.5% to 77.4%.

Analysis: Here the results suggest a radical difference between the ENGL 838 and 848 courses. While we would expect students in 838 to succeed at lower rates, the difference in results is extreme. With one exception (a single SLO measuring reading, which is difficult to assess in the context of essay assignments), 838 students passed at only roughly half the rate of 848 students. For example, for the SLO “proofread effectively for basic grammar and usage errors,” only 33.3% of students in 838 passed, as opposed to 70.9% of 848 students. It would be easy to infer that students in 838 may need more help with writing skills than they are currently receiving. However, these results may just as likely be due to the relatively low number of essays faculty read for 838 versus 848 (8 and 31, respectively), or it may reflect very different assignments used in these courses.

- In English 100 and 100/102, success rates ranged from 46.6 to 86.9%.

Analysis: Here, again, the scores are more puzzling than enlightening. Although 100/102 is a course for students who placed lower than the regular ENGL 100 courses, the highest pass rate (86.9%) is from the 100/102 courses, for the SLO “demonstrate an understanding of purpose and audience in reading and writing.” The 100/102 sections seemed much stronger than the 100 sections in other areas as well: for the SLO “exhibit the ability to analyze and respond critically to college-level texts, 82.6% of the 100/102 students were successful, while only 46.6% of 100 students were. Unlike the 838/848 assessment, the number of essays examined does not seem to be a factor—23 essays for 100/102 and 30 for 100. One could reach any number of conclusions from these results: perhaps students in 100/102 benefit greatly from the extra two units of classroom time—many department faculty feel that the three units of time for ENGL 100 is insufficient. However, these results are the opposite of the findings for 838/848 sections, where students in the lower-placed 838 perform at far lower levels despite an added unit of classroom time. It is also possible that the assignments for these courses produced very different results (assignments are not controlled in our current assessment methods) or that faculty teaching the 100/102 are more experienced. Without more information, any conclusion reached via these SLOs should be tentative at best.

- In ENGL 110, success rates ranged from 30.7% to 46.1%

Analysis : These results are troubling, but they are not entirely surprising given faculty concerns about student performance in this class. As noted below, much of the work department members have put into course revisions as been driven by faculty concern about the weak

performance of students in our more advanced classes. However, the results may also reflect a smaller number of essays collected during these sessions: only 13 essays may not give enough information about how students are performing.

- In ENGL 165, success rates ranged from 12.5 to 37.5%, with one outlier discussed below.

Analysis: The results of this reading also seem troubling, but, again, they may be a result of the alignment of SLOs with the specific assignment used. Only eight essays were collected (due to the small numbers of courses offered), and assignments may not have called for students to, for example, “apply specific rhetorical strategies to evaluate a variety of texts.” The SLO asking that students demonstrate an ability to “integrate textual material using standard MLA format” was an outlier, with 0% successfully meeting this SLO. However, this is likely a result of the assignment: students may not have been asked to use MLA format, or may not have believed this would affect their grade on this particular essay.

- LIT 105 (Bible as Literature) and LIT 430 (Mythology and Classical Literature) both had 100% success rates in all SLOs.

Analysis: As noted in the 2012 review, SLO assessments of these classes always indicate a very high rate of success, typically over 95%. Faculty are working to establish whether the high rate reflects SLOs that are too ambiguous for accurate measurement, or concrete enough to be easily achievable – or, indeed, whether successful literature students really do learn what we want them to learn. Where SLOs need adjustment, or the content of the courses clarified, course outlines will be revised.

Trends: Not surprisingly, trends noted in last year’s program review have continued: sentence level competence remains low in many courses. While the low scores in 110 and 165 may be in part explained by problems in the assessment methods noted above, these scores do reflect faculty concern that students are not prepared for the rigor of these courses.

Actions: Faculty have focused on two areas noted in the 2012 program review: reviewing course outlines and looking for ways that the Writing Center can better support classroom instruction. In addition, faculty continue to participate in learning communities, teaching circles, and other ongoing discussions to improve student success.

During 2013, faculty have taken the following steps:

- Distilling feedback gathered from many department meetings, the 2012 retreat, and extensive group meetings of 22 full and part-time faculty, four full-time faculty worked together to revise the composition sequence of course outlines. The review of course outlines is particularly important in addressing poor student performance in 110 and 165 noted above: if students are not well-prepared for the higher-level courses, our courses need to be better aligned with the lower-division class. The revisions reflect department standards and pedagogy as well as making clearer the specific skills that students need to learn in order to be successful in the next course. All of the composition courses—ENGL 828, 838, 848, 100, 105, 110, and 165—have now been completed and are being forwarded to COI.
- In order to make the Writing and English 800 Centers more responsive to student and instructional needs, the lead faculty of the centers administered a survey to all classroom instructors and led a retreat attended by the English Department faculty in Fall of 2013. The surveys showed that 74 percent of classroom faculty wanted more conference appointments available to students. As a result of this feedback, lead faculty have increased the number of drop-in hours (now from 12:00 to 2:20 p.m, Monday through Thursday) for students who have not been able to make appointments. Lead faculty have also concentrated the staffing of instructors in the centers during high-demand times of the day. Finally, they have refined the procedures for handling stand-by and drop-in students so that more students are being served. While in Spring of 2012 the number of drop-in conferences was 406, in Fall of 2013 the number of drop-in conferences was 1121, a 36 percent increase.

During this faculty retreat, the Mission Statement of the Writing and English 800 Centers was also revised as follows: Best practices and research show that more students succeed in course-related writing when they are provided with individualized instruction outside the classroom. Thus, the mission of the Writing and English 800 Centers is to help students at all stages of the writing process for English and ESL courses in a welcoming learning environment that respects diversity. Unique among other writing centers at community colleges and universities in California, the Writing and English 800 Centers are staffed by English and ESL faculty who help students with their writing in one-on-one conferences. Since our tutors are English and ESL faculty, integration of instruction, pedagogy and curriculum occurs in both the classroom and the centers.

Also during this retreat, faculty discussed the possibility of having peer tutors helping English students. Since we did not arrive at a consensus, future discussions were planned for English department meetings during Spring 2014, with the outcome of a ballot delineating the roles of peer tutors and determining whether a majority of English faculty favor peer tutoring.

B. Student Success Indicators

1. Review **Student Success and Core Program Indicators** and discuss any differences in student success indicators across demographic

variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

Success rates in composition courses for 2013 are very similar to those noted in the 2011-2012 review, continuing to hover in the low to mid 60s: 62.6 for 2013 as compared to 63.4% for 11-12. While this remains a little lower than the college average of 70%, the results are not surprising given that English composition courses are labor-intensive.

Retention rates in these courses remain virtually unchanged since last year's review at 79%; this also remains lower than the college average of 84.6%.

As also noted in the 2011-2012 review, success among minority students continues to be lower than other groups. African American and Hispanic students have lower completion rates and higher withdrawal rates than Asian or white groups: the withdrawal rates for Asian and White students in 2012 are 14.7 and 20.1%, respectively, while rates are 24.4 and 24.7 for African American and Hispanic students .

A small percentage of students (5.2%) place into basic skills courses in English, also unchanged since the last program review.

The higher withdrawal rates of minority students continue to be a concern. The department remains active in a number of committees and programs targeting these students, including Pathway to College, Umoja, Puente, Students for Success, Writing for Change, Writing in the End Zone, Reading Apprenticeship, and Project Change, all described elsewhere in this review. Three department members are members of the Basic Skills Initiative.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

Distance education courses in English continue to fill, though ENGL 100 and 165 appear to be more slightly more popular online than 110. In Fall 2013, the department offered two sections of ENGL 100, and one each of ENGL 110 and ENGL 165. Both sections of 100 were nearly fully enrolled (a total 48 students out of a possible 52 spaces for 100, 23 out of 26 for 165), while ENGL 110 enrolled 19 students out of 26 spaces.

Distance education courses continue to have lower retention and success rates than traditional classes:

ENGL 100, Online Mode	ENGL100, Traditional
Success: 50%	Success: 64%
Retention: 72%	Retention: 79%
ENGL 110, Online Mode	ENGL 110, Traditional
Success: 57.1%	Success: 71.5%
Retention: 66.7%	Retention: 81.7%
ENGL 165, Online Mode	ENGL 165, Traditional
Success: 34.8%	Success: 81.1%
Retention: 65.2%	Retention: 81.8%

The caveat noted in the 2013 review is still relevant here: we are looking at only a few sections taught by one teacher, so it is difficult to draw reliable inferences. However, the success rates of online classes have remained lower than those of traditional classes over time. Because of these lower rates, the department remains reluctant to offer lower-level courses online.

To support online students, the Writing Center has improved a number of programs since the previous review.

The Writing Center is aware that many students in distance education courses face serious challenges in getting to campus for in-person meetings for help with their writing. The Centers continue to explore ways to retain and serve online students; for example, in Spring 2012, the Centers introduced online essay conferencing, to improve ancillary instructional support for online students. Adjunct faculty member Joyce Heyman has continued to serve as an online tutor with two FLCs per week that allow her to work in online essays conferences using technologies such as GoogleChat, Skype, and screen-capture software.

Survey results show that students who do use this option are highly satisfied with it. For instance, in Fall of 2013 surveys, one student

reported that “the online conferences were helpful because I did not have to go to campus” while another student noted, “I wouldn’t change anything about the online conference. The way things were broken down and explained helped a lot.”

The online essay conferencing can also benefit some CSM students enrolled in traditional-delivery English courses. This option is ideal for students who have so many family and job commitments that they find it difficult to stay on campus beyond class time. Every semester, we advertise our online conferencing in mandatory student orientations and in English department memorandums and meetings. During drop-in hours, students who cannot get a conference are referred to online conferencing.

We are continuing to explore ways to encourage both online and traditional students to use the online conferencing program more frequently. We are also developing publicity materials to be sent to English online students and instructors at the beginning of each term, and we are setting up a dedicated computer station in the Centers, so students who are apprehensive about using the technology independently can access the online option, with assistance available.

Online tutoring may be a promising solution to the problem of limited faculty availability for appointments in the Centers; however, we are limited by state requirements for TBA apportionment. While we are currently increasing the availability of online tutorials and are adapting our materials for online access, the majority of appointments will need to be in person if CSM continues to follow the TBA requirements for funding the centers.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the **Student Success and Core Program Indicators** (LOAD, Full-time and Part-time FTEF, etc.)

LOAD and other program efficiency indicators have changed little, if at all, since the previous program review.

ENGLISH

LOAD: 412. Since the maximum LOAD for composition courses is about 390, given the fact that we have a contractual enrollment limitation of 26, composition courses continue to run at over 100% efficiency.

LITERATURE

LOAD: 295. The literature committee continues to manage course offerings to increase LOAD. The 2011-2012 review noted a slight decline in student enrollment in literature courses over time, with LOAD numbers reflecting this decrease. Numbers from Spring 2013 also show a slight decline. The Literature Committee will continue to make adjustments to the scheduling of courses in an effort to increase the numbers. The committee will also discuss whether declining enrollment is related to computerized prerequisite checking, which currently seems to discourage students who *do* meet prerequisites, but have taken courses at other colleges.

3. Career Technical Education

D. Additional Career Technical Education Data - CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's **Gainful Employment Disclosure Data, External Community**, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

4. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

As noted in section I, the department is continuing to meet with English faculty from Hillsdale High School in order to better prepare their students, many of whom attend CSM after high school. As a result of these meetings, Hillsdale faculty will observe CSM English classes during the Spring 2014 term. These meetings will focus on Common Core, the new K-12 composition curriculum effective 2015. Hillsdale faculty members are interested in aligning their curriculum to ours.

The English department also worked to create the English AA-T degree, which was approved in September 2013 and is now available with 2013-2014 Catalog Rights.

5. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Plan 1: Curriculum alignment

The department has completed the process of revising all composition course outlines, from basic skills through transfer, to ensure the highest level quality of instruction. After a well attended department retreat, and several discussions during department meetings and flex-day events, 22 faculty formed groups to suggest outline changes. Four full-time faculty then worked together to revise the composition sequence of course outlines. The revisions reflect department standards and pedagogy as well as making clearer the specific skills that students need to learn in order to be successful in the next course. All of the composition courses—ENGL 828, 838, 848, 100, 105, 110, and 165—have now been completed and have been forwarded to the Committee on Instruction.

Plan 2: Literature course scheduling

The literature committee has met and will continue to meet to plan the 2014-2015 scheduling rotation. One outcome of earlier meetings was the creating of a new course, Women in Literature, which was approved by COI in Fall 2013. While the department would like to create more new courses, our central concern is the viability of our literature classes: members of the department will survey students in current literature courses to see if new courses (such as science fiction or Latino literature) are popular with students. If so, the department will write course outlines for these in the coming year.

Plan 3: Explore ways to improve student success and persistence rates; address attrition for all students, successful and unsuccessful

English department members have collaborated within and outside the department to create three new learning communities—Students for Success, Writing for Change, and Umoja—described in section I. All of these have involved consulting with programs and colleagues in other disciplines. For example, Students for Success combines English with counseling; Umoja combines colleagues in counseling and ethnic studies with English; Writing for Change combines English and sociology. Umoja directly addresses the persistence of students of color; Writing for Change and Students for Success will include elements designed for these students as well. Many of these courses will seek to address attrition by working with students beyond a single semester: Umoja, for example, is a long-term program similar to the successful Puente model.

Plan 4: Mentoring of new faculty and graduate students

Members of our department have continued to work with new adjunct faculty to assist them in making the transition to CSM. Many adjunct faculty have praised CSM as a particularly warm, welcoming environment when compared to other community colleges. We have continued to work with graduate students from Norte Dame de Namur and San Francisco State, mentoring graduate student interns who are interested in teaching composition at the community college.

However, mentoring of new faculty is currently less carefully planned than ideal: most full time faculty are extremely busy meeting their current requirements. Faculty mentoring should be structured more carefully. As noted in the 2013 review, reassigned time for a faculty lead might allow more careful planning of meetings with full time faculty and mentees.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements**, **Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. **[Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section.

CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

The English department is committed to maintaining high academic standards while providing both students and faculty with as much support as possible, given our limited resources. As students' needs and demographics (particularly with regard to ethnic and cultural diversity) undoubtedly will continue to change, the English department will remain proactive in its efforts to modify curriculum, work closely with the Writing and English 800 Centers to improve student engagement and success, provide faculty with professional development opportunities, and collaborate with Student Support Services, the Learning Center and the Library, colleagues across disciplines, and colleagues at local high schools. Screening committees for full and part time faculty will continue to focus on ensuring that new members of the department share our values of collaboration, diversity, and growth. In addition, English faculty have expressed interest in participating in more programs to address LBGTQ awareness.

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

Generally, the English Department values professional enrichment activities that involve:

- collaboration with faculty in other disciplines
- collaboration with student support services, particularly counseling
- emphasis on the needs of students in Basic Skills and other pre-transfer courses
- emphasis on the needs of students in traditionally underserved/underrepresented groups

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

The department will continue to participate in the Basic Skills Initiative, Reading Apprenticeship, and all of the learning communities described above. We would value more collaboration with counseling, particularly for students in developmental classes.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.

Leave sections blank if no major changes are anticipated.

Faculty

Faculty: One faculty member is currently serving as interim dean of the Language Arts division. If this position becomes permanent, the department will have 13 full-time faculty members. As noted in the previous review, five current full-time faculty members are planning to retire in the next six years. Though the author of this review is at least as tired as anyone else of hearing faculty (such as himself) complain about workload, it is still the case that our department is understaffed and we commit a ridiculous amount of time to full and part-time hiring committee work. As noted in the previous review, three to four of us each semester must screen, interview, and evaluate new

faculty, as adjuncts rotate in and out of the department—usually three to four a semester. It's a monumental waste of valuable faculty time. With adequate staffing, we could dedicate more time to furthering our department's plans in support of student success, the college mission, and institutional priorities.

Equipment and Technology

Instructional Materials

Classified Staff

Facilities

C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Plan 1

Title:

Develop new methods of SLO assessment

Description

As noted above, the department has adopted a method of SLO assessment that allows us to review more essays and encourages more faculty to participate. However, the results do not seem reliable in comparison to previous SLO assessments. The department needs to develop an assessment that is reliable but also manageable: earlier methods have proven difficult due to the logistics of scheduling so many faculty to participate in the long sessions of norming and discussion that are more in line with best practices for essay evaluation.

Action(s)	Completion Date	Measurable Outcome(s)
Research SLO assessment methods used in English departments at other colleges in the district and possibly beyond. (This depends on the participation of a faculty member willing to do the research, perhaps with reassigned time.)	Spring 2014	If a faculty member is willing to do the research (to be determined in a 2014 meeting), he or she will produce a short summary of SLO assessment methods by the Fall 2014 retreat.
Discussion of SLO assessment methods	Fall 2014	Faculty will discuss a new method at the Fall 2014 retreat and pilot it in Spring 2015. Results will be discussed in the next program review.

Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
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Plan 2

Title:

Literature Course Alignment

Description

The Literature Committee will continue to manage enrollment in literature classes to increase LOAD.

Action(s)	Completion Date	Measurable Outcome(s)
Meeting to schedule literature classes for 2015-2016	Fall 2014	New schedule of literature courses; new courses may be created and sent to the Committee on Instruction in Fall 2014
Survey students to confirm interest in new literature courses. If students are interested, implement new lit courses in mythology, science fiction, and Latino Literature	Spring 2014	Incorporate these courses into the rotation of lit classes

6. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete [Full-time Faculty Position Request Form, AY 2013-2014](#) and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
Message will be emailed to the dean	Two

