

8/29/2008

## **English Department Program Review**

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## 1. Overview

### A. Description of Program

The English Department is the largest department within the Humanities Division, and the largest department on the El Camino campus. Basic skills and transfer-level courses serve the majority of ECC's students, regardless of major. In Fall 2007 the department has 33 full time faculty, and 55 part time faculty. Although we are a large department, we do not have a departmental chair. Instead, the English Department is under the purview of the Associate Dean and Dean of Humanities. Courses in the English Department are integral to most students' matriculation and transfer goals. Incoming ECC students are required to take the Accuplacer English Placement Test before enrolling in any English courses. The results of this computerized adaptive placement test are used by students, counselors, and faculty members to place students in the English courses best fitting their skill levels. Many English courses have composition prerequisites or recommended preparations, so our composition classes can be seen as a gateway to the other courses in the department, as well as to courses campus wide.

The range of courses offered by the English Department reflects both the breadth of English as a discipline and the needs of the ECC community. These courses can be grouped into four programs: Basic Skills, Transfer-level Composition, Literature and English 4, and Creative Writing. These four programs share students and faculty; in addition, some English faculty members also teach reading courses, although our Reading program is considered by the Humanities Division to be a separate department. The crossover between the various English programs may lead to confusion; therefore, the English Department Program Review Committee feels that the most helpful program review will look at each of the four categories as discrete programs, and then determine how well the English Department functions as a whole. Descriptions of the four programs follow:

The Basic Skills Program includes those composition courses that are below transfer level. Approximately 80% of all incoming ECC students test into our basic skills classes. If students' scores on the Accuplacer English Placement Test are at the basic skills level, students are recommended to take either composition or reading courses, or both, before they can enroll in our transfer-level freshman composition course, English 1A. Our basic skills courses are offered for credit/no credit only, and are not transferable, but the highest level course is degree applicable.

In the past several years, the department had offered two classes below transfer level: English B and English A. We now have a new course, English C, currently taught at ECC's Compton Educational Center. The course was approved in Fall 2006 and is the lowest level of non-ESL composition offered through ECC. The course was designed specifically for students in the Compton campus community, and has not yet been offered on the main ECC campus. The current program review will help us decide if and when to offer this course on the ECC campus, and if so, how many course sections of English C are needed, and whether the course's content reflects the dynamic nature of developmental pedagogy.

The Transfer-level Composition Program is an integral part of the English Department. The three courses offered through this program are transferable and often required for degrees offered through ECC and four-year schools. English 1A is the freshman composition course required for most ECC students. Students who are placed into English 1A either have completed their basic skills composition and reading courses, or have tested directly into English 1A. English 1A serves as a prerequisite for

several other courses in the department and for some other courses campus wide, principally those courses satisfying the IGETC Critical Thinking/Composition requirement. After completing English 1A, students may enroll either in English 1B (Literature and Composition) or English 1C (Critical Thinking and Composition). English 1C fulfills IGETC requirements for both composition and critical thinking.

The Literature and English 4 Program, despite its bulky name and large number of offerings listed in the catalog, is small in terms of the sections offered each semester. We include English 4 (Grammar) in this program because the course is an elective. The literature courses offered at El Camino are a reflection of students' needs and faculty interest. Although faculty may design and offer any courses that are approved by the College Curriculum Committee, students tend to matriculate into those literature courses that fill major requirements. The more popular literature courses, English 15A/B, English 27, and English 40A/B all tend to be prerequisites for more advanced courses within certain majors. Students often fulfill these literature requirements before transferring to a four-year school. Other ECC literature courses are transferable as electives, and enrollment depends upon a student's interest or chosen major. In practice, literature electives that do not fill tend not to be rescheduled.

The Creative Writing Program at ECC consists of five courses: two levels of poetry writing (English 24A/B); two levels of fiction writing (English 25A, 32abc); and one class in screenwriting (English 38). The creative writing courses, particularly the fiction-writing courses, are popular with a certain population of students and are transferable electives.

## **B. Status of Previous Recommendations**

The last English Department program review was conducted in 1993, and pedagogical concerns within our programs have changed quite a bit since that time. The 1993 program review noted three main areas of concern:

- Improved instructional resources and facilities;
- Stronger opportunities for faculty (both full and part time) to exchange pedagogical ideas and address instructional concerns through informal workshops, flex activities, and department meetings; and
- More accurate placement of second language students into English or ESL classes.

The first concern has been addressed by the campus bond initiative that funded construction of a new Humanities building, into which the Humanities Division moved prior to the 2008 Spring semester. Funding was provided to fully equip 8 computer labs; in addition all classrooms include equipment necessary to current pedagogy, including document cameras, computers, LCD projectors, and DVD players.

Certainly we have addressed the second concern by providing on-campus learning opportunities to both part- and full-time faculty, through consistent brown bags, weekend On Course seminars, and flex activities. Also, a new Humanities Division mentoring program pairs full-time faculty with part-time faculty, and establishes relationships and information exchange. To provide comprehensive learning opportunities to faculty, increased funds for off-campus conferences and meetings have become available at the college-wide level; however, these funds are targeted at conferences focused on

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retention, technology and basic skills. Current division conference funds are severely limited and do not allow full funding of any major off-campus professional activities other than those related to basic skills.

The third concern is the accuracy of students' placement in English and ESL classes. Since the last program review, the English placement instrument has been revalidated by an outside consultant. However, faculty concerns continue, especially regarding appropriate placement of ESL students into non-ESL English courses through this instrument. In the current program review, the English Department Program Review Committee specifically targets the accuracy of the Accuplacer test without a written testing component; the level of understanding displayed by incoming students about the test's importance; and the level of students' satisfaction with their course placement.

## II. Program Statistics

### A. Demand: FTES by Course/Program

Instructions: Analyze the FTES by Course/Program using 1<sup>st</sup> census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

	FTES/ # of sections F2004	FTES/ # of sections F2005	FTES/ # of sections F2006
Eng B	83.343 / 18	97.569 / 20	88.660 / 19
Eng A	216.980 / 43	225.602 / 45	228.044 / 46
Eng 1A	312.012 / 70	315.830 / 72	305.081 / 72
Eng 1B	39.020 / 12	37.216 / 12	38.162 / 13
Eng 1C	96.504 / 30	95.301 / 29	91.926 / 29
Eng 4	6.515 / 2	3.109 / 1	5.775 / 2
Eng 12	3.080 / 1	3.611 / 1	2.655 / 1
Eng 15A	4.461 / 1	6.585 / 2	3.824 / 1
Eng 15B	3.399 / 1	5.310 / 2	5.204 / 2
Eng 21	3.611 / 1	2.018 / 1	2.337 / 1
Eng 23	4.142 / 1		
Eng 24A	2.442 / 1	5.310 / 2	3.292 / 1
Eng 25A	7.328 / 2	5.842 / 2	3.717 / 1
Eng 27	12.678 / 4	8.284 / 3	7.541 / 3
Eng 31	4.886 / 1	4.992 / 1	3.717 / 1
Eng 32abc	2.018 / 1		
Eng 34			1.504 / 1
Eng 35	2.655 / 1	2.974 / 1	1.806 / 1
Eng 38	2.230 / 1		
Eng 39		2.868 / 1	
Eng 40A			4.036 / 1
Eng 41A		1.381 / 1	1.806 / 1
Eng 46	1.806 / 1		
<b>Total Basic Skills</b>	<b>300.323 / 61</b>	<b>323.171 / 65</b>	<b>316.704 / 65</b>
<b>Total Trans Comp</b>	<b>447.536 / 112</b>	<b>448.346 / 113</b>	<b>435.169 / 114</b>
<b>Total Eng Lit+Eng 4</b>	<b>44.153 / 14</b>	<b>36.140 / 14</b>	<b>37.550 / 15</b>
<b>Total Creative Wri</b>	<b>14.019 / 5</b>	<b>11.152 / 4</b>	<b>7.009 / 2</b>
<b>Total Eng</b>	<b>1090.027 / 248</b>	<b>1122.795 / 256</b>	<b>1108.116 / 258</b>

1. Given the data, can you recognize any trends in course demand in any of the Program's courses?

- Basic Skills Program: Demand for Eng B has remained somewhat steady, while demand for Eng A is increasing. The demand for basic skills courses remains high.

- Transfer-level Composition: Transfer-level Composition is the largest program, and the demand for transfer-level composition courses (Eng 1A, 1B, 1C) remains steady. Of these courses, Eng 1A has undergone the greatest growth in terms of sections offered.
- Literature: The demand for literature courses and Eng 4 has decreased, but the number of offerings has not.
- Creative Writing: The number of sections of Creative Writing courses varies depending on course offered, scheduling and staffing availability.

## 2. What are you doing to respond to trends?

- Course sections of English A and 1A have been increased in accordance with increased enrollment.
- Eng B class sections have had a consistent enrollment pattern, and offerings have remained fairly static.
- The sections of creative writing courses are adjusted in accordance with demand and staffing availability.

## 3. Should a recommendation be written addressing the data? Yes No

- An initial study of the literature offerings in terms of frequency, times and days was undertaken in 2005. This study yielded a number of recommendations for making the literature program more productive. It is therefore recommended that the results of this study be revisited and recommendations be implemented in conjunction with the committee members, the Dean and the Associate Dean.

### B. Offerings: Fill Rate\*

Instructions: Review and analyze the **fill rate data** (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three year cycle and answer the following questions:

\* Percent of fill of each class at census.

#### Average fill rate of courses in program:

	Average Fill Rate F2004	Average Fill Rate F2005	Average Fill Rate F2006
Eng B	92.06%	97.00%	92.78%
Eng A	100.33%	99.68%	98.75%
Eng 1A	105.11%	103.22%	100.42%
Eng 1B	119.16%	113.64%	107.49%
Eng 1C	117.36%	119.84%	116.31%
Eng 4	62.86%	60.00%	55.71%
Eng 12	82.86%	97.14%	71.43%
Eng 15A	140.00%	103.33%	120.00%
Eng 15B	106.67%	83.33%	81.67%
Eng 21	77.27%	43.18%	50.00%

	Average Fill Rate F2004	Average Fill Rate F2005	Average Fill Rate F2006
Eng 23	88.64%		
Eng 24A	65.71%	71.43%	88.57%
Eng 25A	98.57%	78.57%	100.00%
Eng 27	67.61%	59.09%	53.79%
Eng 31	104.55%	106.82%	79.55%
Eng 32abc	76.00%		
Eng 34			31.82%
Eng 35	56.82%	63.64%	38.64%
Eng 38	60.00%		
Eng 39		61.36%	
Eng 40A			86.36%
Eng 41A		37.14%	48.57%
Eng 46	38.64%		
<b>Avg Basic Skills</b>	<b>97.89%</b>	<b>99.30%</b>	<b>96.88%</b>
<b>Avg Trans Comp</b>	<b>109.48%</b>	<b>108.11%</b>	<b>104.84%</b>
<b>Avg Eng Lit+Eng 4</b>	<b>57.41%</b>	<b>68.60%</b>	<b>61.79%</b>
<b>Avg Creative Wri</b>	<b>77.58%</b>	<b>75.00%</b>	<b>94.29%</b>
<b>Avg Total Eng</b>	<b>101.55%</b>	<b>100.77%</b>	<b>97.88%</b>

**Total Annual Program Participation, All English Sections (excluding Distance Ed)  
3-Year Trend:**

	2004-05	2005-06	2006-07	3-year Avg
Annual Seat Count	17938	17835	16249	17341

**Total Annual Program Participation, Basic Skills English Courses**

**3-Year Trend:**

	2004-05	2005-06	2006-07	3-year Avg
Annual Seat Count	3596	3754	3698	3683

**Total Annual Program Participation, Transfer-level Composition Courses (excluding Distance Ed)**

**3-Year Trend:**

	2004-05	2005-06	2006-07	3-year Avg
Annual Seat Count	6884	6669	6496	6674

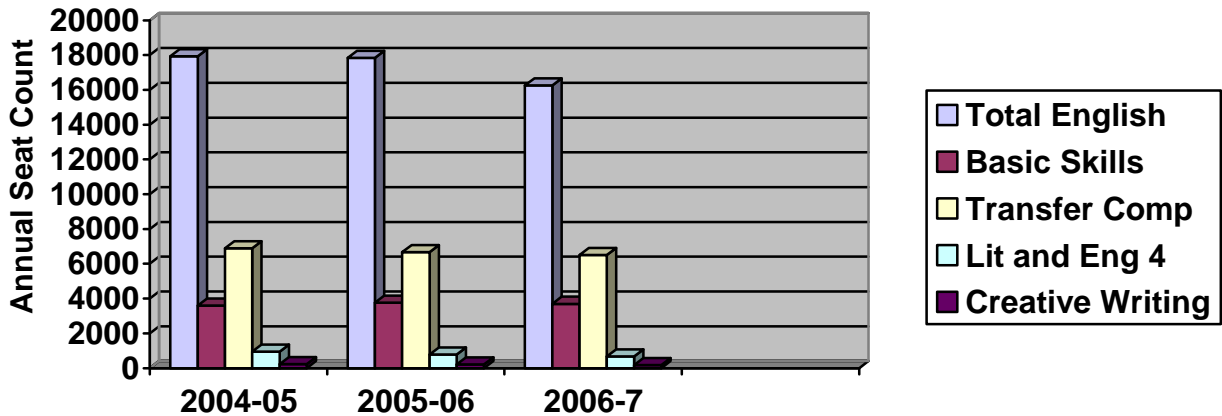
**Total Annual Program Participation, Literature Courses (excluding Distance Ed)  
3-Year Trend:**

	2004-05	2005-06	2006-07	3-year Avg
Annual Seat Count	949	784	676	803

**Total Annual Program Participation, Creative Writing Courses  
3-Year Trend**

	2004-05	2005-06	2006-07	3-year Avg
Annual Seat Count	235	210	171	205

**Total Annual Program Participation  
(Seat Count excluding Dist Ed)**



**Online Offerings:** Departmental Statistics on Distance Ed offerings in English are available only for Fall 2005 and Fall 2006. These offerings have historically been scheduled under the supervision of the Learning Resources Unit even though they are English Courses. Consequently, the statistics are not included with the other English Department statistics (above) and have only recently been kept by the Humanities Division.

**Average fill rate of Distance Ed (Online) courses in program:**

	Average Fill Rate F2004	Average Fill Rate F2005	Average Fill Rate F2006
Eng 1A	Not Available	91.67%	91.67%
Eng 1B	Not Available	126.92%	134.62%
Eng 1C	Not Available	115.38%	138.46%
Eng 27	Not Available	93.18%	113.64%
Eng 28	Not Available	97.73%	70.45%
<b>Avg Total Online Eng</b>	<b>Not Available</b>	<b>101.00%</b>	<b>107.52%</b>

1. Given the data, is the program in a growth mode?  Yes  No

2. What adjustments are indicated?

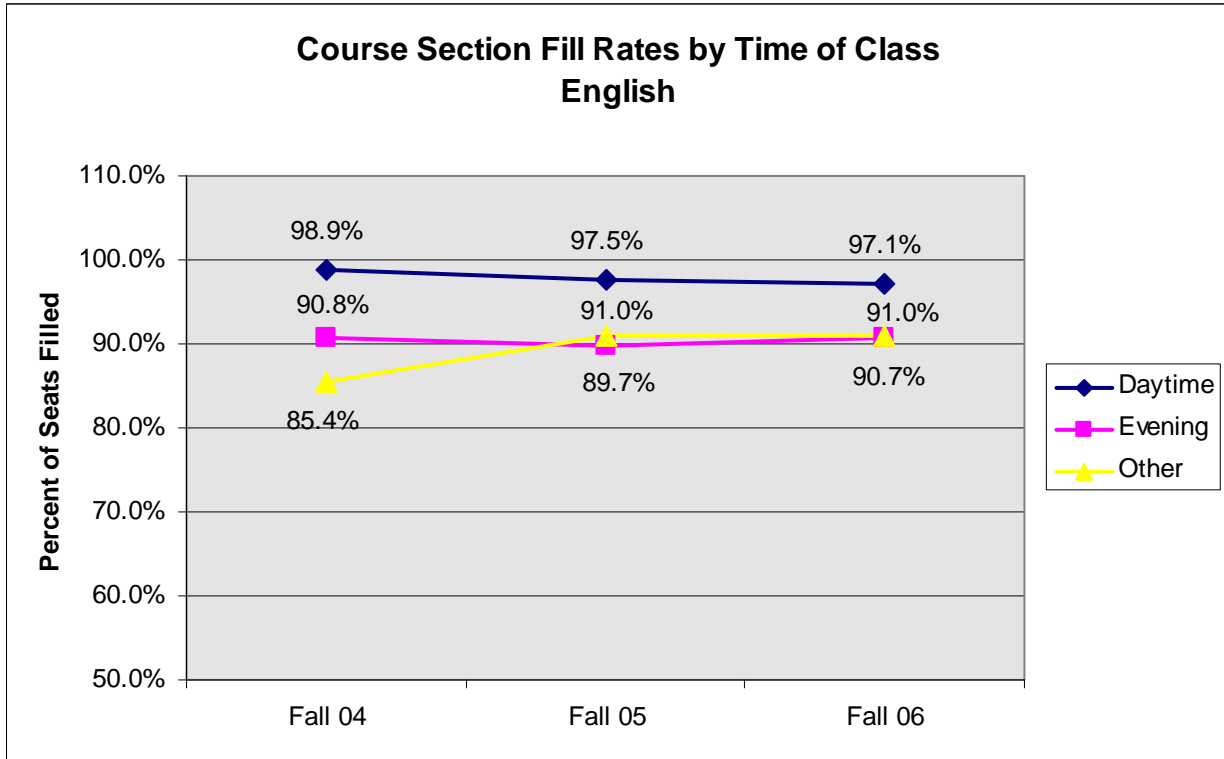
Adjustments have been made and should continue to be made to bring the offerings in line with shifts in student demand, needs and interests. Online offerings for Eng 1B and 1C were increased for Fall 2007 to respond to demand.

3. Should a recommendation be written that addresses the data?  Yes  No

**C. Scheduling: Student Satisfaction with Scheduling**

**Course Fill Rate for All English Sections  
Daytime vs. Evening Sections**

	Fall 04	Fall 05	Fall 06
Daytime	98.9%	97.5%	97.1%
Evening	90.8%	89.7%	90.7%
Other	85.4%	91.0%	91.0%



Instructions: Complete the chart below. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

#### Course Start Times for Fall 2007

Course	During the early morning before 10 am	During the late am/early pm 10am -1:55 pm	During the late afternoon 2 pm -4:25 pm	During the evening 4:30 & later	During the weekend	Via satellite site	Via Online
<b>Basic Skills Courses</b>							
English B	6	7	5	2			
English A	16	18	8	7			
<b>Transfer-level Composition</b>							
English 1A	27	25	12	9	1		5
English 1B	5	2	3	3			1
English 1C	12	7	3	7			4
<b>Literature Courses and English 4</b>							
English 4		1		1			
English 12	1						
English 15A	1						
English 15B		1					

Course	During the early morning before 10 am	During the late am/early pm 10am –1:55 pm	During the late afternoon 2 pm -4:25 pm	During the evening 4:30 & later	During the weekend	Via satellite site	Via Online
English 21				1			
English 27		1	1	1			1
English 31	1						
English 35				1			
English 39				1			
English 40A		1					
English 41A			1				
<b>Creative Writing Courses</b>							
English 24A		1					
English 25A	1			1			
English 38				1			

**1. What (if anything) is indicated by the student satisfaction with scheduling?**

- 75.52% of students surveyed indicated they favor more classes in the early and late morning.
- 15.63% of students indicated they favor more online courses.
- 15.10 % indicated that might take a Friday once-a-week course.
- 20.31% of students surveyed indicated they would take an evening course.
- 8.33% of students surveyed indicated they would be interested in taking a hybrid course (51% on campus, 49% online).

**2. Are there time periods of high student demand which are not being addressed?**

X  Yes   No

The period of highest student demand—morning courses—corresponds to the period with the highest course offerings. However, the number of courses that can be offered at this time is limited by the facilities available, and is at maximum capacity. Consequently, the department should look at additional alternatives for offerings that correspond with student demand.

**3. Should a recommendation be written addressing this area?  X  Yes   No**

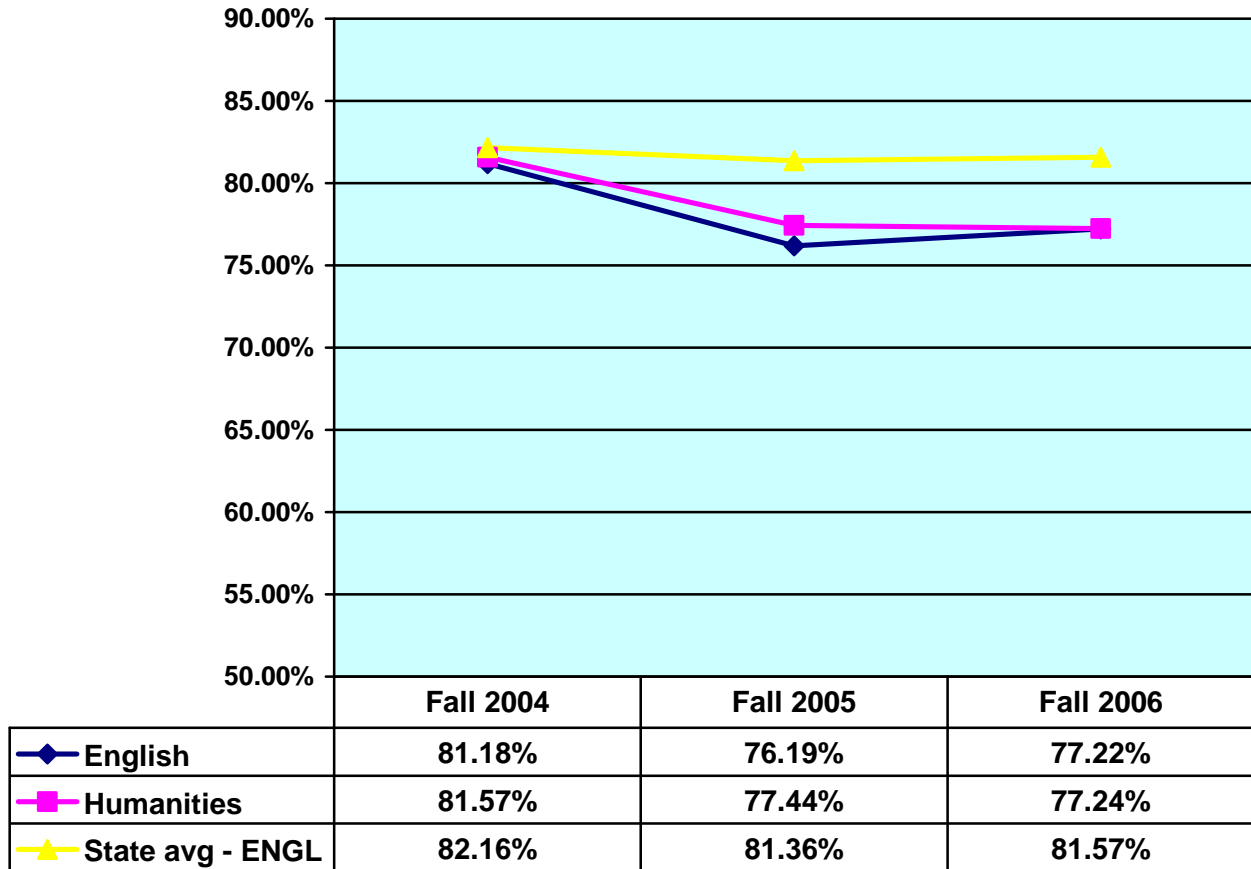
- It is recommended that the department continue to explore the feasibility of offering one day a week courses in an area of high demand, like English 1C, in the morning.

- Hybrid courses are a new area, unfamiliar to students, and so it is to be expected they did not receive much support on the student survey; however, these courses would allow the college to offer more morning classes to fit student demand. It is therefore recommended that the English Department continue to pursue more effective ways of offering the hybrid courses, so that two morning courses might be offered in the same on-campus facility. In order to implement this recommendation, the department would need to work with Distance Education and I&T to get Hybrid courses clearly identified in the Class Schedule—particularly the online searchable class schedule which more and more students are relying on for information, but which does not currently identify these courses accurately.

**D. Retention and Success**

<b>Retention Rates</b>			
<b>Fall 2004 to Fall 2006</b>			
	Fall 2004	Fall 2005	Fall 2006
English	81.18%	76.19%	77.22%
Humanities	81.57%	77.44%	77.24%
State avg - ENGL	82.16%	81.36%	81.57%
<b>Success Rates</b>			
<b>Fall 2004 to Fall 2006</b>			
	Fall 2004	Fall 2005	Fall 2006
English	65.43%	62.86%	63.27%
Humanities	65.28%	63.42%	62.67%
State avg - ENGL	64.72%	63.05%	63.13%

**Retention  
Fall 2004 - Fall 2005**



**Comparison of Fall Semesters by Course, Year and Number of Sections**

Year, Course, #Sections			Success Rate		Retention Rate
			Only Completers	All Students	
<b>Transfer-Level Composition</b>					
2004	English 1A		81.2%	63.6%	79.6%
2005			82.3%	62.1%	76.3%
2006			82.8%	62.3%	76.4%
2004	English 1B		89.6%	77.7%	87.6%
2005			86.5%	67.5%	78.9%
2006			89.2%	69.2%	78.1%
2004	English 1C		89.7%	73.9%	83.8%
2005			92.6%	71.0%	79.0%
2006			86.7%	68.5%	79.9%

Year, Course, #Sections			Success Rate		Retention Rate
			Only Completers	All Students	
<b>Basic Skills</b>					
2004	English B		63.6%	51.4%	80.8%
2005			74.2%	53.0%	71.5%
2006			75.1%	54.9%	73.1%
2004	English A		78.7%	62.6%	79.5%
2005			77.4%	55.8%	72.2%
2006			75.5%	57.2%	75.8%
<b>Literature Electives and English 4</b>					
2004	English 4		76.0%	43.2%	56.8%
2005			92.3%	57.1%	61.9%
2006			69%	50%	72.5%
2004	English 12		93.1%	93.1%	100.0%
2005			90.6%	85.3%	94.1%
2006			100.0%	96.7%	96.7%
2004	English 15A		97.1%	80.5%	82.9%
2005			95.7%	72.6%	79.0%
2006			73.1%	52.8%	72.2%
2004	English 15B		96.7%	90.6%	93.8%
2005			90.0%	70.6%	78.4%
2006			86.5%	65.3%	77.6%
2004	English 21		79.3%	65.7%	82.9%
2005			88.2%	78.9%	89.5%
2006			100.0%	85.7%	85.7%
2004	English 23		100.0%	85.7%	85.7%
2005			0.0%	0.0%	0.0%
2006			0.0%	0.0%	0.0%
2004	English 27		90.7%	77.9%	85.8%
2005			80.7%	59.7%	73.9%
2006			87.9%	66.1%	75.2%
2004	English 28		0.0%	0.0%	0.0%
2005			67.6%	54.8%	83.3%
2006			72.0%	58.1%	80.6%
2004	English 31		80.0%	44.4%	55.6%
2005			62.5%	31.9%	53.2%
2006			87.5%	60.0%	68.6%
2004	English 34		0.0%	0.0%	0.0%
2005			0.0%	0.0%	0.0%
2006			100.0%	57.1%	57.1%
2004	English 35		100.0%	72.7%	72.7%
2005			95.0%	67.9%	71.4%

Year, Course, #Sections			Success Rate		Retention Rate
			Only Completers	All Students	
2006			81.8%	52.9%	64.7%
2004	English 39		0.0%	0.0%	0.0%
2005			100.0%	59.3%	59.3%
2006			0.0%	0.0%	0.0%
2004	English 40A		0.0%	0.0%	0.0%
2005			0.0%	0.0%	0.0%
2006			92.9%	68.4%	76.3%
2004	English 41A		0.0%	0.0%	0.0%
2005			83.3%	76.9%	92.3%
2006			100.0%	82.4%	82.4%
2004	English 46		86.7%	76.5%	88.2%
2005			0.0%	0.0%	0.0%
2006			0.0%	0.0%	0.0%
<b>Creative Writing Electives</b>					
2004	English 24A		92.9%	65.0%	70.0%
2005			84.6%	66.0%	78.0%
2006			92.3%	77.4%	83.9%
2004	English 25A		90.2%	82.1%	91.0%
2005			87.2%	61.8%	70.9%
2006			59.4%	52.8%	88.9%
2004	English 32abc		94.1%	88.9%	94.4%
2005			0.0%	0.0%	0.0%
2006			0.0%	0.0%	0.0%
2004	English 38		84.6%	55.0%	65.0%
2005			0.0%	0.0%	0.0%
2006			0.0%	0.0%	0.0%

## 1. Retention

### a. Given the data, what trends are observed?

Given this data, no trends are observable. The data would have to be broken down by program and correlated with additional information, such as Honors, First-Year Experience, Learning Communities, Puente, online offerings, time of day, days of the week, etc., to see if retention is better for these particular programs/venues. Also, factors like student placement scores and prerequisite completion affect these statistics but are not available in the data.

**Literature Electives and English 4:** Retention rates are extremely variable, depending on the course and semester. Without further data, no trends can be observed.

**b. Should a recommendation be written addressing the data?  Yes \_\_\_ No**

- It is recommended that the department study the correlation of special programs, like Honors, First-Year Experience, Learning Communities, and Puente, to see if they result in greater retention.
- It is recommended that the department study retention rates of online courses in conjunction with figures statewide and with on-campus offerings.
- It is recommended that times/days of offerings as well as available placement scores and their correlation with student success be studied in order to see if these impact student retention.

**2. Success Rate**

**a. What Trends are observed?**

**Basic Skills:** The success rate for students who complete these courses is around 70-75%, which is consistent with the CR/NC policy that allows students to repeat the courses to gain competency.

**Transfer-level Composition:** Success rates for *course completers* are relatively high, in the 80<sup>th</sup> percentiles, with success improving at the level of the second semester courses, Eng. 1B and Eng. 1C. The success rate for *all students*, which falls in the 60<sup>th</sup>-70<sup>th</sup> percentiles, may correlate with the letter grade policy, and issues of preparedness and student expectations based on prerequisite non-graded courses. At this level, students who are not doing well tend to drop the courses, a practice that is reflected in the success statistics.

**Literature Electives and English 4:** Success rates for completers are quite variable depending on the course and semester.

**b. Should a recommendation be written addressing the data?  Yes \_\_\_ No**

- It is recommended that the department study the correlation of special programs, like Honors, First-Year Experience, Learning Communities, and Puente, to see if they result in greater student success.
- It is recommended that the department study student success rates of online courses in conjunction with figures statewide, with other campus-wide online offerings, and with on-campus offerings.
- It is recommended that times/days of offerings and their correlation with student success be studied in order to see if these impact student success.

**III. Curriculum**

**A. Course and Content**

**1. Courses Not Offered**

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Instructions: Indicate the total number of courses in the program and list all courses in the program that are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

**Total Number of Courses in English Department by Program and Courses Offered:**

<b>Program</b>	<b>Number of Courses in Catalog</b>	<b>Number of Discrete Courses Offered in Past Three Years</b>
Basic Skills	3	2
Transfer-level Composition	3	3
Literature & English 4	30	21
Creative Writing	7	5

**Last Offering of Each English Course Listed in Catalog, by Program:**

<b>Courses in the Catalog</b>	<b>Last Time Offered</b>	<b>Not Offered in Last 3 Years</b>
<b>Basic Skills</b>		
English C Basic English Skills	Not yet offered (new course)	X
English B Introduction to the Composing Process	Fall 2007	
English A Writing the College Essay	Fall 2007	
<b>Transfer-level Composition</b>		
English 1A Reading and Composition	Fall 2007	
English 1B Literature and Composition	Fall 2007	
English 1C Critical Thinking and Composition	Fall 2007	
<b>Literature</b>		
English 4 Grammar	Fall 2007	
English 10 Introduction to Poetry	No data available	X
English 11 Introduction to Drama	No data available	X
English 12 Introduction to Fiction	Fall 2007	
English 15A Survey of English Literature	Fall 2007	
English 15B Survey of English Literature	Fall 2007	
English 18 Survey of Women Writers	Fall 2002	X
English 20 Shakespeare's Plays—Tragedies	Spring 2006	

<b>Courses in the Catalog</b>	<b>Last Time Offered</b>	<b>Not Offered in Last 3 Years</b>
English 21 Shakespeare's Plays— Comedies and Histories	Fall 2007	
English 22 Suspense Literature	Offered Spring 2005 and Fall 2006; did not make	X
English 23 Twentieth Century Literature	Fall 2004	
English 26 The Literature of Science Fiction	Spring 2006	
English 27 Children's Literature	Fall 2007	
English 28 Images of Women in Literature	Fall 2006 (Online)	
English 29 The Short Novel	Spring 2006	
English 30 The English Bible as Literature	Spring 2007	
English 31 Mythology and Folklore	Fall 2007	
English 33 Autobiographical Literature: Writing the Memoir	Fall 2007	
English 34 The Short Story	Fall 2006	
English 35 World Literature, 2500BC to 1650AD	Fall 2007	
English 36 World Literature, 1650 to Present	Spring 2007	
English 39 Literature and Film	Fall 2007	
English 40A American Literature	Fall 2007	
English 40B American Literature	Spring 2007	
English 41A Survey of Film: 1895-1950	Fall 2007	
English 41B Survey of Film: 1950-Present	Spring 2007	
English 42 Chicano/Latino Literature	Spring 2003	X
English 43 African American Literature	No data available	X
English 44 Literature of American Ethnic Groups	No data available	X
English 46 Literature and Sexual Identity	Fall 2003	X
English 47 California Literature	Offered 2004; did not make	X
<b>Creative Writing</b>		
English 24A Creative Writing: Introduction to Poetry	Fall 2007	
English 24B Creative Writing: Workshop in Poetry	Spring 2005	

Courses in the Catalog	Last Time Offered	Not Offered in Last 3 Years
English 25A Creative Writing: Introduction to the Craft of Fiction	Fall 2007	
English 32abc Creative Writing: A Workshop in Fiction	Spring 2005	
English 38 Screenwriting Workshop	Fall 2007	
English 72 Technical Report Writing	No data available	X
English 98abcd College Literary Magazine Editing and Publishing	Spring 2007	

a. **Given the data, are there courses that should be inactivated?** \_\_\_ Yes  X  No

b. **If there are courses not offered in the last three years that you do not wish to inactivate, what reasons are there to keep them active?**

Because of the challenge of reactivating courses and the importance of maintaining diverse offerings to accommodate our diverse student population, no classes should be inactivated at this time. According to the faculty survey, for each of these courses, at least 28% of the faculty and sometimes as much as 58% of the faculty feel the course should be offered in the near future. According to the student survey conducted in Fall 2007, for each course that has not been offered in the last three years, at least 4% of the students surveyed wanted to take the course. In addition, for English 10: Introduction to Poetry and English 42: Chicano/Latino Literature, student interest is very strong with 18% of the students desiring an English 10 course and 14% expressing interest in English 42.

c. **Should a recommendation be written addressing the data?**  X  Yes \_\_\_ No

- In response to student interest, it is recommended that consideration be given to offering English 10 again in the near future.
- The recent approval of English 48: Modern Literature of Latin America clearly responds to student demand for Latino literature, and it is recommended that, if this student demand continues, this class be offered regularly.

**2. Course Revisions and Additions**

Instructions: Utilize the Course Review Chart from the Curriculum Office to answer the questions below:

Course	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
<b>Basic Skills</b>									
English C									
English B	X								
English A	X								
<b>Transfer-level Composition</b>									
English 1A	X		X					X	

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Course	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
English 1B	X								
English 1C	X								X
<b>Literature and English 4</b>									
English 4 Grammar				X					
English 10 Introduction to Poetry					X			X	
English 11 Introduction to Drama									
English 12 Introduction to Fiction						X			
English 15A Survey of English Literature	X								
English 15B Survey of English Literature	X								
English 18 Survey of Women Writers					X				
English 20 Shakespeare's Plays—Tragedies			X						
English 21 Shakespeare's Plays— Comedies and Histories			X						
English 22 Suspense Literature							X		
English 23 Twentieth Century Literature						X			
English 26 The Literature of Science Fiction						X			
English 27 Children's Literature				X					
English 28 Images of Women in Literature					X				
English 29 The Short Novel						X			
English 30 The English Bible as Literature				X					
English 31 Mythology and Folklore					X				
English 33 Autobiographical Literature: Writing the Memoir			X						

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Course	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
English 34 The Short Story						X			
English 35 World Literature, 2500BC to 1650AD			X						
English 36 World Literature, 1650 to Present			X						
English 39 Literature and Film						X			
English 40A American Literature									
English 40B American Literature					X				
English 41A Survey of Film: 1895- 1950			X						
English 41B Survey of Film: 1950- Present			X						
English 42 Chicano/Latino Literature									
English 43 African American Literature								X	
English 44 The Literature of American Ethnic Groups								X	
English 46 Literature and Sexual Identity				X					
English 47 California Literature					X				
<b>CREATIVE WRITING</b>									
English 24A Creative Writing: Introduction to Poetry			X						
English 24B Creative Writing: Workshop in Poetry					X				
English 25A Creative Writing: Introduction to the Craft of Fiction			X						
English 32abc Creative Writing: A Workshop in Fiction	X								
English 38 Screenwriting Workshop					X				

Course	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
English 72 Technical Report Writing	X							X	
English 98abcd College Literary Magazine Editing and Publishing							X		

**a. Are there course outlines that should be revised?  X  Yes   No**

- One hundred percent of faculty surveyed “follow exactly” or “use as a guide” approved course outlines in designing their course syllabi. In addition, 40% of the faculty surveyed feel these course outlines need to be revised to reflect current pedagogy.
- The course outlines for English A, English B and English 1B have not been reviewed since the 1998-99 academic year. Moreover, 9% of faculty are “somewhat dissatisfied” and 42% are only “somewhat satisfied” with the course outlines for these courses. Also, with the creation of English C, the department needs to insure that the progression of the developmental writing sequence is consistent.
- In addition, though the course outline for English 1A was reviewed in 2000-2001, half of the faculty is only “somewhat satisfied” with the 1A course outline, and there is disagreement as to whether that course outline should continue to require two book-length works.

**b. Are there courses inconsistent with current practice in the field?  X  Yes   No**

Because of changes in pedagogy for teaching basic skills courses, the current courses in this program are not consistent with current practice. Further, the addition of technology as a major component both of delivery and course content is not reflected in the current course outlines for basic skills or transfer-level composition courses.

**c. Should new courses be added to the program?  X  Yes   No**

New courses should be added to the program in response to faculty and student interest.

**d. Are adjustments necessary to the conditions of enrollment (Prerequisite, Co-requisite, Recommended Preparation, and Enrollment Limitations) for specific course to increase student success?  X  Yes   No   Uncertain –comment**

- Only 35% of the students surveyed describe their preparation for college-level writing as “very prepared.” Eighty-five percent of these students selected their first ECC writing class based on the English Placement Test and 17% of those students feel that their placement test did not place them in the right writing class. In addition, 83% of faculty responded that the English Placement Test determines students’ placement only “somewhat accurately,” and 67% of the faculty feel that a student written component

within the English Placement Test would more accurately determine students' placement in composition courses.

- Overwhelmingly, faculty feel a reduced class size is optimal for student success. In a developmental writing class, 56% of faculty surveyed responded the optimal class size is 15-20 students and 40% of faculty felt the optimal class size is 20-25 students. As to the optimal class size for transfer-level writing classes, 36% responded 15-20 students, 46% responded 20-25 students, and 10% responded 25-30 students.

**e. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed? (if not applicable, skip to #7)**

A.A. Degree in English (no review date records are available)

**f. Are these degree and/or certificate requirements inconsistent with current practice?**

Yes     No

**g. Is there a need to create or delete a degree and/or certificate?  Yes  No**

**h. Should any recommendations be written that address the above responses?  Yes  No**

- It is recommended that the department review and revise the course outlines for English B, English A and English 1A to reflect changes in pedagogy and technology and to insure smooth sequencing of the writing courses.
- It is recommended that the department consider the practicality and effectiveness of a written component to the English Placement Test.
- It is recommended that the department study the correlation of student retention and success with the class size cap. Based on the results of this study, the department may wish to consider either enforcing the caps on class size or reducing class size for developmental and transfer level writing.
- It is recommended that the department review and revise the A.A. Degree in English to be consistent with current practice and transfer requirements.
- It is recommended that the department develop a Certificate in Creative Writing.

**B. Articulation**

Instructions: Using the California Articulation Number (CAN) Guide, answer the following questions:

- 1) **Should any of your courses not currently included in the CAN Guide be articulated?**  
N/A According to Articulation Officer Lori Suekawa, ECC lists CAN numbers in the catalog but only for a limited time because CAN no longer exists.
- 2) **What problems, if any, are there in articulating courses?** N/A
- 3) **Should a recommendation be written addressing above responses?  Yes  No**

## C. Instruction and Assessment

### 1. Active Learning

#### a. What learning methods are incorporated inside and outside the classroom in the program to promote student success?

- The English Department faculty use a variety of teaching and learning methods to promote student success. The most commonly used method is lecture, used by 92.31 % of the faculty, or 60 out of 65 teachers responding to the survey. The next two most commonly used methods are small groups of students engaged in collaborative learning activities--87.69% of teachers or 57 of 65 use this method--and individual conferences, used by 52 of 65 teachers, or 80% of the faculty. Lecture allows the instructors to effectively convey broad swaths of material to the class as a whole, and individual conferencing permits instructors to fine tune the students' understanding of the readings, grammar, and interpretation and analysis in their written work. Small group work asks students under the umbrella of instructor supervision to tackle problems related to the readings or the writing assignments.
- Other instructional methods that call for more student independence and initiative are Socratic discussion, peer review, and individual activities. The Socratic is employed by 70.77% or 46 of 65 faculty members and peer review is used by 72.31% or 47 of 65 teachers. Forty-eight of 65 instructors or 73.85% of faculty also use individual activities. Socratic discussion allows students to demonstrate personal responsibility by preparing for and administering the discussion of a text. Peer review empowers the students by giving them responsibility for editing and developing a fellow student's essay. Individual activities ask students to work independently and to demonstrate individual accountability. All methods seek to remove the instructor and to engage the student as writer, thinker, and editor.
- A number of teachers made use of our available technology by incorporating online learning, PowerPoint presentations, and clicker response methods into their classrooms. Online learning--which includes testing, exercises, tutorials, etc.--is used by 44.62% of the faculty or 29 of 65 teachers. PowerPoint presentation is used by 23.08% or 15 of 65 faculty members. One faculty member uses the clicker response system. Each method seeks to engage students, either as a class or as individuals.
- Thirty-two percent of our faculty or 21 of 65 instructors use problem-based learning. Seventeen of 65 teachers or 26% of faculty employ On Course learning methods. Ten instructors or 15.38% of faculty are involved in linked courses or learning communities. Four others or 6.15% use service learning. All of these methods seek to place the course material in the context of a larger environment, either an academic one or a personal one.

#### b. Should a recommendation be written addressing above response? Yes \_\_\_ No

- Faculty have expressed an interest in learning more about PowerPoint presentation (41.07% of faculty), the clicker response system (32.14%), linked courses and learning communities (35.71%), problem based learning (30.36%), Socratic discussion (17.86%), and online learning

(33.93%). Therefore, it is recommended that a series of brown bags, each session offering information about a single method, should be scheduled each academic year.

## **2. Assessment**

### **a. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?**

#### **Courses**

- The English Department uses multiple measures to determine our students' success in our courses. Virtually all of the department's instructors, 95.38% or 62 of 65 teachers, use the students' written work as a tool for evaluation. Student essays are evaluated on several fronts: organization and development of ideas, mastery of grammar and punctuation, fluidity of prose style, and correct use of MLA format and documentation. As drafting and rewriting of a required number of essays form the bulk of each composition course and occupy a prominent place in the literature and creative writing courses, it makes sense that these essays are the most important segment of the evaluation process.
- Fifty-four of the 65 teachers surveyed or 83.08% also use midterm exams or finals as a way to test for reading comprehension, grammar skills, or proficiency in timed essay writing. Another assessment tool used is quizzes, employed by 49 of 65 instructors or 75.38% of faculty; these quizzes check grammar and punctuation skills, ask students to identify or explicate short passages from an assigned reading, require a short answer response to objective questions, or provide practice in MLA documentation.
- Socratic discussion is an increasingly popular instructional tool, used by 39 of 65 teachers or 60% of faculty. The Socratic not only ensures that students have read the material assigned but also that students have prepared a comprehensive oral response to a variety of questions about that material.
- Several other methods include oral presentations, used by 35 of 65 instructors or 53.85% of faculty; a daily or weekly check of students' understanding, used by 31 of 65 instructors or 31% of faculty; a mid-semester student survey, employed by 11 of 65 instructors or 16.92% of faculty; and an end-of-semester survey, used by 19 of 65 or 29.23% of faculty. Four out of 65 instructors or 6.15% of faculty use other methods of evaluation. Oral presentations provide students with the opportunity to prepare an organized presentation of material and to hone their public speaking skills. The weekly, mid-semester, or end-of-semester checks promise that student progress will be monitored and keep students motivated not to fall behind in the heavy course work.

#### **Program**

The English Department is so large, consisting of 33 full time and 55 part time instructors, that comprehensive program assessment is not really possible in department meetings or through informal discussion, although these means are used by the department. The formal assessment

process, with its research surveys and analysis of statistics, is the primary tool of assessment.

**b. How do you use the results of the above evaluation to improve student learning and the quality of the program?**

- The analysis here confirms anecdotal data--that 64.62% of faculty members believe the English program as a whole would benefit from having a department chair or program coordinators in Literature, Creative Writing, and Composition to keep tabs on curriculum review, to monitor consistency of course material and growth of the individual programs, and to oversee the mentoring of new and part-time faculty. Appointing program coordinators is one way to break down our unwieldy department into manageable units; appointing a department chair would aid in coordinating offerings and staff outreach among all programs.
- The analysis also shows that though our instructors use a full range of teaching techniques and assessment tools in the classroom, this cannot compensate for the fact that our composition classes, particularly our developmental composition classes, are so large. The size of the class makes it difficult to remediate the variety of problems the students enter with or to retain those students who most need to be there. Almost all the faculty, 96.92% , believe a developmental class should contain 15-25 students--ours currently close at 35 students--and that while the classroom tutors provided once day/week are helpful, they cannot compensate for a class size larger than optimal. Only 15.38% or ten of 65 faculty, feel our current transfer-level writing classes were appropriately enrolled at 30 students; even those classes, faculty feel, should be capped at 25 students, with 36.92% or 24 of 65 teachers recommending a cap of 20. And only one faculty member felt 30-35 students was an appropriate enrollment for English 1A--though this is the actual number of students in most ECC sections.
- The survey also showed that a significant number of teachers are unfamiliar with the Student Learning Outcomes (SLOs) for the classes they teach (42.62%) and with the details of the English Placement Test (47.62%).
- Faculty are overwhelmingly in favor of a student-written component being added to the Student Placement Test to help with more accurate placement--67.19% of faculty would favor this, with another 23.44% saying maybe. The faculty also appear to be split in their satisfaction with the course outlines for our composition classes, with only 20.31% very satisfied with English A and English B, 28.13% very satisfied with English 1A, and 29.23% very satisfied with English 1B. The two book-length works requirement in English 1A is another area of contention. Only half or 47.69% of faculty believe we should keep the requirement, with 15.38% responding maybe, and 26.15% responding that the requirement should be abolished.

**c. Should a recommendation be written addressing this area?  Yes \_\_\_ No**

- It is recommended that the department review course objectives in all composition classes.
- It is recommended that the department consider the appointment of an English Department Coordinator—or at the very least, a Composition Coordinator, given the size and diversity of the programs involved.
- It is recommended that the department assess the correlation between class size and student success.

- It is recommended that the department distribute copies of Student Learning Outcomes (SLOs) and information about the English Placement Test to all faculty members and that these items be reviewed at department meetings.

#### IV. Program Requirements

##### A. Instructional Support

##### 1. Identify key instructional support areas used by the program.

###### Libraries & Programs:

X	Library	X	Special Resource Center		Basic Skills Study Center	X	Library Orientation
	Music Library	X	Puente Program	X	Honors Transfer Program		Other (Please list.)
	Learning Resource Center Media Materials Collection	X	Assessment/Testing Office	X	Counseling	X	Learning Communities
	EOP&S/CalWORKS		Transfer Center	X	First Year Experience		

###### Computer Labs & Tutoring:

X	LMTC Computer Commons		SRC High Technology Center		Other Computer Lab: Please list.	X	Writing Center
	CAI MAC Lab	X	Writing Lab		Reading labs for classes	X	LRC Tutorial Program
	CAI Windows Lab		Math & Science Lab		Drop-in Reading Lab		Math Tutoring
	TOP Lab		Keyboarding Center	X	Classroom Tutors for basic skills classes	X	SRC Tutorial Program
	Hawthorne BTC					X	EOP&S Tutoring
	Inglewood Center						

###### Faculty Support Services:

	Graphic Arts	X	Copy Center	X	Distance Education		Other (Please list.)
	Media Services AV Production	X	Tech Services Help Desk		Teleconferences	X	Special Resource Center
	Media Services AV Equipment Distribution		Support Staff		Webconferences	X	Essay Readers
	ECC Vehicles		ECC hosted Websites	X	Staff Development		Course Management System
X	ECC E-mail/Portal						

##### 2. Do you have some instructional support needs that are not being met? Yes No

- Only 5% of the English faculty feel that the EPT “very accurately” determines students’ placement in composition courses, and 67.19% of the English faculty feel that a student-writing component within the EPT would more accurately determine students’ placement in the

composition sequence and would more accurately channel ESL students to the ESL Department. This concern is reflected by the students, 17.35% of whom feel they were misplaced in their composition course by the current placement instrument. In addition, 22.87% of the students surveyed indicated they were not made aware that their English course level would be based on the results of the placement exam.

- Additionally, the English faculty feel that, given the size of the department, there is a need for more coordination of programs and courses, more oversight of program integrity, and better communication among department members. In fact, 64.62% of English faculty surveyed favor the appointment of an English Department Chair or English Program Coordinators (Composition Program, Literature Program, Creative Writing Program, etc.) from within the faculty to report to the Dean and/or Associate Dean on a regular basis.

**3. Should a recommendation be written to address your needs?  Yes  No**

- It is recommended that the English Department and the Testing Office effect greater collaboration about the English Placement Test, and that they explore available placement instruments and pilot an English placement test with a writing component.
- It is recommended that the department consider the appointment of individual Program Coordinators, an English Department Coordinator, or at the very least, a Composition Coordinator. This type of department support staffing would free up the Dean and Associate Dean by troubleshooting small issues within the various programs, assisting with scheduling, overseeing the standardization of part-time faculty's course materials, and centralizing communication within each program.

**B. Facilities and Equipment**

**1. Does the program make effective use of its facilities and equipment?  Yes  No**

**2. Are adequate facilities, equipment, and supplies available for the program?  Yes  No**

- 93% of the faculty think the self-serve copier(s) available to the department are not meeting the needs of the faculty, and 44.83% think the media carts are not meeting the needs of the faculty. Not only are there a limited number of media carts, but they are so poorly constructed that equipment regularly falls off the carts while in transport, with resulting damage to the equipment.
- Many of the faculty believe that the composition classes are more effective if taught with computer-classroom components (58.33% think English B is more effective, 73.33% think English A would be more effective, and 43.33% think English 1A is more effective). When the survey was conducted, we lacked the facilities to accommodate more than just a few English composition sections in computer labs even for one class meeting a week. However, the new Humanities building, which opened in Spring 2008, contains 8 computer labs for instructional use.

**3. Are the facilities and equipment adequately maintained?  Yes  No**

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Equipment (self-serve copiers, media carts, ECC Portal) is often broken, inoperable, or not properly maintained. In the past, systems like the LINK system in the computer labs were routinely out of order; overhead projectors were commonly so covered with chalk dust or dirt as to make them useless. Screens in many classrooms had to be tied to chairs to keep them open for films or PowerPoint presentations. Whiteboards were not regularly cleaned or replaced when necessary. A major concern is that equipment in the new building will not be regularly maintained and will be allowed to deteriorate.

**4. Should a recommendation be written addressing the data?  Yes  No**

- It is recommended that the maintenance of equipment should be done on a continual basis so equipment is always available for faculty use. There should be a budget allowance set aside for equipment maintenance and someone charged with regular inspection.

**C. Staffing**

Instructions: Analyze the data on **FTEF, adjunct FTEF, and the FT/PT ratio** for the most recent fall semester and answer the following questions:

Fall 2006

FTEF (full-time equivalent faculty): 47.795

Number of full-time FTEF: 26.564

Number of adjunct FTEF: 21.231

FT/PT load ratio: 55.58/44.42

Fall 2005

FTEF (full-time equivalent faculty): 47.344

Number of full-time FTEF: 28.813

Number of adjunct FTEF: 18.531

FT/PT load ratio: 60.86/39.14

Fall 2004

FTEF (full-time equivalent faculty): 45.924

Number of full-time FTEF: 27.945

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Number of adjunct FTEF: 17.979

FT/PT load ratio: 60.85/39.15

**1. How do the program numbers compare to a like semester (Fall to Fall) three years ago or the previous program review?**

Each year since 2005, the department has hired an increasing the number of part-time instructors while the number of full-time instructors has decreased. If the recommended ratio is 75% full-time instructors to 25% part-time instructors, we are moving away from the optimum ratio.

**2. What do the program data indicate? Comment on any trends or unusual data.**

The data indicate that we are not replacing full-time faculty who retire or leave the department in order to maintain the needed staffing, and we are relying increasingly on the part-time faculty to fill the gap.

**3. How does the current FT/PT ratio benefit or harm the program?**

Harm: With the part-time faculty increasing, there is the concern that the standardization of course materials gets overlooked, thereby creating a lack of continuity within the department pedagogy. There are also fewer full-time faculty to fill committee positions both within the department and campus wide.

**4. Do you have a faculty-mentoring program?  X  Yes   No**

Full-time faculty members volunteer to mentor new hires in the department and to mentor part-time instructors. The amount of contact is variable and depends on the needs and personalities of the people involved.

**5. How does faculty maintain currency in their field?**

90% of faculty attend workshops and/or presentations for professional growth. 48.28% of faculty attend conferences as attendees and/or publish or do research within the discipline. Additionally, 70% of faculty keep current by reading professional journals, and 43.64% are active in professional organizations. In addition, a number of instructors are enrolled in university coursework.

**6. Fill in the faculty status data below and answer the questions that follow.**

**Faculty Status Data Fall 07**

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)
Melinda Barth		X (50% pre-retirement)			X
Barbara Budrovich	50% Writing Center Director				
Matthew Cheung				X (Fall 07)	
Sean Donnell	26% Union				
Elise Geraghty				X (Fall 07)	
Barbara Jaffe	Moved to Associate Dean				
Ann Kessler			X		
Cheryl Kroll	100% TEP				
Karen Larsen		X		X	
Pete Marcoux	20% Puente; 50% Academic Senate				
John Tyo		X (50% pre-retirement)			X

**a. How does this data impact the program?**

Due to reassigned time, pre-retirement, job reassignment, and leaves of full-time instructors in the department, approximately 15 sections of English need to be filled by part-time instructors, resulting in the hiring of as many as seven part-time instructors.

**b. Will this data affect the program in the future?**

The numbers of instructors with reassigned time in the department, along with upcoming retirements, will definitely affect the program, both in terms of program integrity and staffing issues.

**7. From this information, can you identify present and future staffing needs?**  X  Yes \_\_\_ No

Cheryl Kroll has had 100% reassigned time for several years, and has not made attempts to return to the department. Her position in the English Department should be considered vacant, and she should be replaced in the next hiring cycle.

Melinda Barth, John Tyo, and any other retiring English instructors will leave vacancies in the department.

**8. What is the department doing to address any future staffing needs?**

The department asks for hiring priority at almost every hiring cycle.

**9. Should a recommendation be written addressing the data?**  X  Yes \_\_\_\_\_ No

- It is recommended that the department replace retirees and the TEP counselor (Cheryl Kroll).
- Given the number of part-time composition faculty in the English Department, many of whom work without much contact with the Full-Time faculty, the establishment of a Part-Time Faculty Coordinator is recommended. This coordinator should be an experienced, tenured, Full-Time English composition instructor who is compensated either in salary or reassigned time for the extra work load. Alternately, this function could be delegated to an English Department or Composition Program Coordinator who would assume this duty in addition to others.
- It is recommended that the department continue to ask for hiring priority in each hiring cycle.

#### **D. Planning**

##### **1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful?**

Yes, faculty and other personnel have indicated their awareness of the direction of the program and changes that need to be made to accommodate external and pedagogical changes. In particular, these changes include an increasing emphasis on technology in the classroom and a growth in the basic skills student population. The mainstreaming of special needs students is another trend they have identified that affects the program.

##### **2. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years?**

- A majority of faculty acknowledge the trend of increased use of technology in classroom instruction and campus communication, and they expect this trend to continue. Faculty also anticipate an increasing demand for online instruction, distance education and hybrid classes, and more class materials to be Web oriented.
- The trend toward interdisciplinary-linked classes is expected to continue.
- Another trend noted by the faculty is the ever-increasing number of basic-skills English composition classes. Faculty notice that they are getting increasingly more students with remedial/developmental deficits in the English composition sequences, and more and more of these developmental-level students seem to be “special needs” students, i.e., students with learning or emotional disabilities. Many of these students have trouble progressing beyond basic-skills-level classes, so they often do not succeed, or they end up repeating classes without making progress. This trend seems likely to continue and even accelerate.
- Given the size of our composition program, the trend toward increased use of part-time instructors seems likely to continue.
- Implementation of Student Learning Outcomes (SLOs) for all programs is a mandated change that the department must respond to immediately. The process of assessing SLOs and making program adjustments will require an ongoing commitment over the next 5 years.

##### **3. What will the implications of these changes or trends be for the program? And how will the program need to respond?**

- Increased use of computers and other technology in the classroom, along with continued technology training for faculty, is essential to accommodate these changes effectively.
- The English Department will need more support from the Special Resource Center by having the SRC offer more student testing, provide more SRC counselors and staffing, and communicate more directly with English faculty about students in our classes.
- A writing sample component to the English Placement Test could help to identify students who are improperly placed in the English composition sequence.
- There is a need for program coordination and increased communication between full-and part-time instructors, including program goals and practices.
- The English faculty need to be proactive in identifying and implementing Student Learning Outcomes (SLOs) for the various programs in the department.

**4. Based upon the information above, how would you like the program to evolve within the next five years?**

The program needs to evolve in terms of technology, both in terms of providing equipment and of making training available to faculty. Educating faculty on strategies for meeting needs of basic skills and special needs students should be an important component of staff development. Strengthening coordination between various levels of composition instruction and between full- and part-time instructors would ensure that students in all courses are receiving consistent instruction. Implementing Student Learning Outcomes (SLOs) in a coordinated fashion would provide a systematic mechanism for ensuring and documenting program improvement.

**5. Should a recommendation be written addressing the data?  X  Yes      No**

- It is recommended that the department appoint an English Department Coordinator or Composition Program Coordinator to oversee coordination of full and part-time instruction, integration of technology in the composition classroom, staff development in areas of technology, basic skills and special needs.
- It is recommended that the department study the current placement system, both to improve student education about the purpose of the placement exam and to ascertain whether a writing sample might improve placement.
- It is recommended that the department undertake implementation of Student Learning Outcomes (SLOs) in a systematic and coordinated fashion, with faculty input and review being important components of any implementation.

## V. Conclusion

### 1. Prioritized Recommendations

1. Establish English Department Coordinator Position: Given the facts that the English Department is larger than all *divisions* on campus, that the department relies consistently on high numbers of part-time instructors, and that the department offers key prerequisites for courses campus wide, it is recommended that a 50% reassigned time English Department Coordinator position be established.

A. Responsibilities of the English Department Coordinator would include the following:

- 1) Oversee the composition program
- 2) Chair a committee to review the English placement process
- 3) Chair the literature committee
- 4) Constitute and chair the creative writing program committee
- 5) Assist with hiring of part-time instructors
- 6) Coordinate the mentor program for part-time instructors
- 7) Review the effectiveness of online offerings
- 8) Coordinate English Department Brown Bags
- 9) Oversee the revision of Course Outlines for English A, B, and 1A
- 10) Review and periodically update the list of approved texts for each course
- 11) Coordinate computer labs (software, technical assistance, class assignments) in the new Humanities building in conjunction with the Dean and Associate Dean, technical services and the Writing Center.
- 12) Oversee and coordinate the implementation of departmental Student Learning Outcomes (SLOs).

B. Estimated Cost for 50% reassigned time replacement: \$13,552 (adjunct lecturer at Step 6)  
- \$41,593 (full-time faculty at Class 4, Step 6 plus benefits).

2. Study the effectiveness of various programs in increasing student retention and success.
3. Increase the number of composition courses meeting at least one day per week in a computer lab.
4. Assess the effectiveness of the current placement system and investigate the feasibility of a written component for the English Placement Test.
5. Revise Course Outlines for English A, B, 1A.
6. Purchase one additional photocopiers for faculty use (estimated cost \$3000).
7. Increase enrollment and coordinate offerings for Literature and Creative Writing Programs.
8. Design and pilot a hybrid course program for transfer-level composition courses in conjunction with Distance Education and I&T.
9. Review and revise the A.A. Degree in English to be consistent with current practice and transfer requirements.
10. Assess the effects of scheduling, class size and special programs on student retention and success.
11. Hire more full-time faculty (estimated cost approximately \$35,000/ faculty member).
12. Identify future trends that will affect the English Department, such as increasing numbers of faculty who teach both reading and composition and increasing numbers of special needs students, and formulate actions plans to respond to these trends.
13. Develop a strategy for devising, integrating, and assessing Student Learning Outcomes (SLOs) for the various programs in the department
14. Develop a Certificate for Creative Writing.

**2. Major Needs**

- Coordination of the English Department programs and offerings
- Fully equipped and consistently maintained computer labs for composition courses
- Fully equipped and consistently maintained classrooms

- Additional photocopier for faculty use that is consistently maintained and supplied with paper and toner
- Improve student placement and increase student retention in composition courses
- Orientation and mentoring of part-time faculty
- Additional full-time faculty to replace faculty who are retiring or permanently reassigned
- Planning and Research support to assess effectiveness of current programs and identify trends
- Updating of courses and English A.A. degree
- Development of a Creative Writing Certificate
- Coordination and oversight of English Department Student Learning Outcome (SLO) development and integration

### **3. Strategies**

- Obtain college approval to create a position for 50% English Department Coordinator to oversee planning, oversight, and implementation of items listed in Item 1 above.
- Address needs for additional computer labs with the Academic Technology Committee, the Vice-President for Academic Affairs, and the College President.
- Continue to submit requests for additional full-time instructors.
- Design and implement studies, in conjunction with Office of Planning and Research, to assess the effectiveness of current programs and identify trends affecting the department.
- Pilot program to improve placement in conjunction with the Testing Office.
- Pilot program to institute hybrid courses in conjunction with I&T and Distance Ed.
- Assign faculty to update course outlines for English A, B, and 1A, as well as to revise the English A.A. degree and develop the Creative Writing Certificate.