English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review
2011-2012

1. Program Description

A. Description

The study of English offers a basic understanding of reading and writing skills and an appreciation of literature. The more practical skills offered by the study of English -- effective reading, writing and thinking -- are applicable to all education careers and civil responsibilities.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Write clearly and accurately using documentation when appropriate
2. Assess, evaluate, and analyze ideas expressed in written or in spoken language
3. Find and interpret relevant information
4. Identify and examine beliefs, biases, and assumptions
5. Apply critical thinking skills to expository writing and literature
6. Participate in reading for different purposes
7. Differentiate between main ideas and supporting details.
8. Use context clues to infer the meaning of new vocabulary.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency
4. Creative Expression

D. Estimated Costs (Required for Certificate of Achievement ONLY)

E. Criteria Used for Admission

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with

disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.
- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

J. Program Strengths, Successes, and Significant Events

Strengths and successes:

- One Book One Campus continues to be a success, with the campus reading Michael Pollan's *The Botany of Desire* in 2010 and Malcolm Gladwell's *Outliers* in 2011.

- The Reading & Writing Center, funded by the Title V grant, addresses the needs of developmental writers in classes across the curriculum. This is staffed by instructors who volunteer their time and specially trained student writing tutors.

- English faculty have coordinated with Criminal Justice faculty and Nursing faculty to develop themed writing classes to meet the needs of those large student populations. Using Title V funds, these classes have assisted at-risk students in completing English requirements.

- In accordance with new research on the impact of learning communities on student success, English faculty have developed paired classes with History and Criminal Justice faculty.

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- *VC Voices,* the English department's annual publication, features outstanding student writing from English classes and exposes our students' work to the community. The 2011 edition featured a full color cover and improved spiral binding while keeping costs to students below $3.00 per copy. The English department worked with the Art department to showcase winning artwork.

- Using some Title V funding, the English department improved services for basic skills students through innovative software such as Read Write Gold, Inspiration, and Reading Plus. These programs inspired students to work through difficult material.

- Reading faculty have given diagnostic reading tests (both paper and Reading Plus computer based) to classes across the curriculum. Results indicate that reading levels are as low as 3rd grade for courses in which the texts are written at 12th grade reading level and above.

- English 3 and English 2 instructors continue to integrate Supplemental Instructor leaders into developmental classes to give additional support to students.

- English faculty members have successfully applied for a grant through the Ventura College Foundation to host an annual dinner in which best practices, "vertical teaming," and student concerns are discussed with teachers from local high schools. This has improved faculty understanding of student needs as they work through the Ventura education system.

- In 2010, the English Department hired two additional full time faculty members. Both of these instructors have been highly involved in department and campus-wide work.

Significant Changes

- The transferable, sophomore-level classes offered by the English Department have been cut significantly. In fall 2008, the Department offered nine sections of sophomore-level classes and this has been reduced to one literature section per semester as of fall 2011.

- The English department's reading offerings (ENGL 5-8A/B) have been reduced from 8 sections in 2004 to 4 sections for the last academic year.

- The division clerical staff has been decreased by 50%. This has drastically increased administrative work for both the department chair and other faculty.

- Because of cuts to the EAC, students are no longer able to receive testing for learning disabilities. Previously, instructors could refer students to the EAC for assessment and accommodations. Now instructors, who lack specialized training, are unable to accommodate students who do not have a documented learning disability.

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- The IDS-100 program, which provided workshops for students and support for instructors, has been cut. This affected students in the majority of composition classes by removing training on software purchased by the college and helpful workshops on study skills, writing, and math.

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K. Organizational Structure

President: Robin Calote
Executive Vice President: Ramiro Sanchez
Dean: Kathy Scott
Department Chair: Jenna Garcia

Instructors and Staff

Name	Gabriel Arquilevich
Classification	Professor
Year Hired	1999
Years of Work-Related Experience	
Degrees/Credentials	B.A, M.F.A.

Name	Jennifer Garcia
Classification	Associate Professor
Year Hired	2006
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Amy Madsen
Classification	Professor
Year Hired	1992
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.A., M.A.

Name	Eric Martinsen
Classification	Assistant Professor
Year Hired	2009
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., M.A., Ph.D.

Name	Deborah Pollack
Classification	Associate Professor
Year Hired	2004
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

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Name	Kathryn Schoenrock
Classification	Professor
Year Hired	1989
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.A., M.A.

Name	Deborah Ventura
Classification	Professor
Year Hired	1990
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Jaclyn Walker
Classification	Associate Professor
Year Hired	2009
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.A., M.A.

Name	Sharon Beynon
Classification	Assistant Professor
Year Hired	2010
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.Ed.

Name	Lydia Cosentino
Classification	Professor
Year Hired	1989
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Henny Kim
Classification	Professor
Year Hired	2000
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

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Name	Sumita Lall
Classification	Associate Professor
Year Hired	2007
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., Ph.D.

Name	Amanda Enfield
Classification	Assistant Professor
Year Hired	2010
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Kelly Peinado
Classification	Professor
Year Hired	2000
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Peter Sezzi
Classification	Professor
Year Hired	2004
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.A., M.L. I.S.

Name	Ayanna Gaines
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.A., M.L.I.S.

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Write clearly and accurately using documentation when appropriate
2. Assess, evaluate, and analyze ideas expressed in written or in spoken language
3. Find and interpret relevant information
4. Identify and examine beliefs, biases, and assumptions
5. Apply critical thinking skills to expository writing and literature
6. Participate in reading for different purposes
7. Differentiate between main ideas and supporting details.
8. Use context clues to infer the meaning of new vocabulary.

B. Student Success Outcomes

1. The program will maintain its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will maintain its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will maintain the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will maintain the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. The program will increase the number of students who enroll in the next course level after successfully completing a course.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 410 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5,000 will be budgeted if funds are available.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** is this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4	PLSLO #5
ENGL V01A	M	M	M	M	
ENGL V01B	M	M	M	M	I/P
ENGL V02	I/P	P	P	P	
ENGL V03	I	I	I	I	
ENGL V04A	I	I	I	I	
ENGL V04B	I	I	I	I	
ENGL V010	M	M	M	M	
ENGL V11A	M	M	M	M	
ENGL V11B	M	M	M	M	
ENGL V15	M	M	M	M	M
ENGL V16	M	M	M	M	M
ENGL V21A	M	M	M	M	M
ENGL V21B	M	M	M	M	M
ENGL V22A	M	M	M	M	M
ENGL V22B	M	M	M	M	M
ENGL V23	M	M	M	M	M
ENGL V26	M	M	M	M	M
ENGL V29A	M	M	M	M	M
ENGL V29B	M	M	M	M	M
ENGL V30	M	M	M	M	M
ENGL V31	M	M	M	M	M
ENGL V33	M	M	M	M	M
ENGL V34	M	M	M	M	M
ENGL V35	M	M	M	M	M
ENGL V36A	M	M	M	M	M
ENGL V36B	M	M	M	M	M
ENGL V88					
ENGL V89					
ENGL V90					
ENGL V133		M	M	M	M
ENGL V134		M	M	M	M

ENGL V135		M	M	M	M
ENGL V136A		M	M	M	M
ENGL V136B		M	M	M	M

| Courses	PLSLO #1	PLSLO #2	PLSLO #3
ENGL V5	M	M	M
ENGL V6A	P	P	P
ENGL V6B	P	P	P
ENGL V7	I/P	I/P	I/P
ENGL V8A	I	I	I
ENGL V8B	I	I	I

3. Operating Information

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

| Category	Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change from	Change from Prior Three
1	FT Faculty	1,192,968	1,420,053	1,366,875	1,326,632	1,392,071	5%	12%
2	PT Faculty	592,819	516,263	638,091	582,391	635,074	9%	-10%
7	Supplies	3,204	3,002	218	2,141	2,397	12%	24%
8	Services	450	1,100	1,389	980	-	-100%	-17%
9	Equipment	-	-	-	-	8,625	100%	-42%
	Total	1,789,441	1,940,418	2,006,573	1,912,144	2,038,167	7%	0%

A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program's prior three year average.
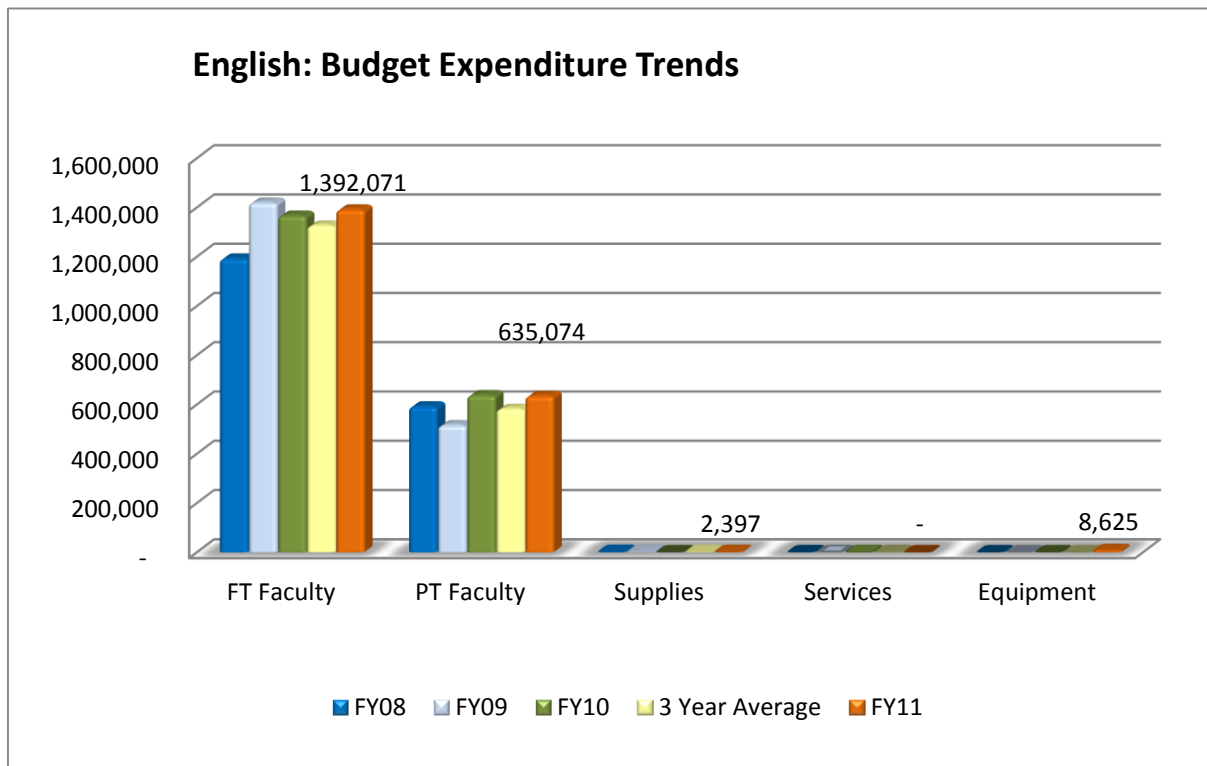
English: Budget Expenditure Trends

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A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.

English: Comparative Budget Changes
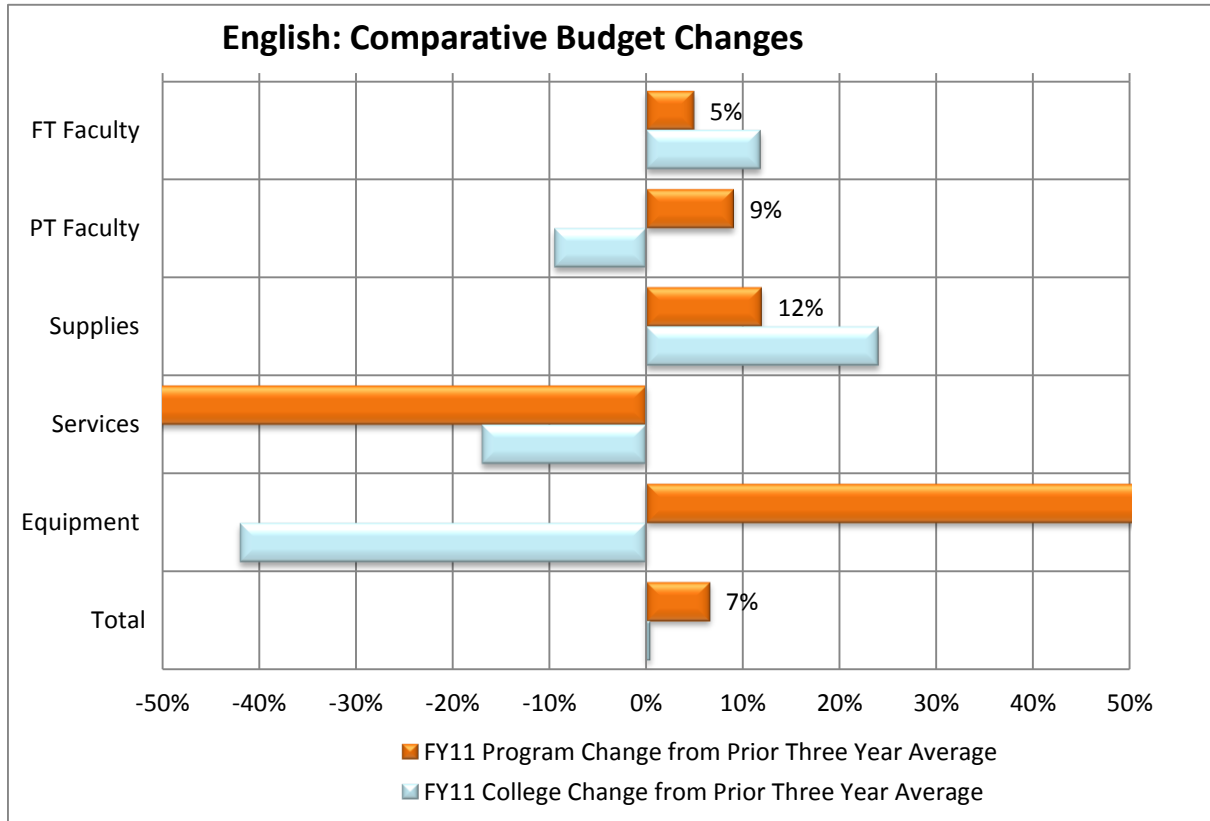
A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

A5: Interpretation of the Program Budget Information

The program shows a 5% increase in FT faculty expenditures over the last three years, less than half of the increase seen campus-wide during the same period. While there have been several new hires in recent years, these were primarily replacements for retirements and other vacancies.

At the same time, the program's PT faculty expenditures have increased by 9% while the campus expenditures decreased by the same amount. This would indicate that PT faculty have been used to adjust for growth in the program.

This data does not include the Supplemental Instruction program, which is currently funded by the Title V grant. This grant funding will end in October 2012.

In FY11, no funds have been spent for services. Those expenses (ex. Travel) have been covered by grants and other one-time funds. This is not indicative of a trend for the future.

In FY11, the equipment expenditures show a significant increase. Appendix A indicates that these were instructional equipment, probably the documents cameras approved in last year's program review. The numbers do not match up with the department's expenditure records, so there needs to be a more detailed account or inventory.

In prior years, equipment expenditures have been covered by lottery funds.

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
Equipment - Instructional Compute	Infinity Micro Sys	36025	121	5/21/2001	10	1,781	N00002775	6DY12JC54602V
Equipment -Instructional	Troxell Communi	36025	121	1/29/2001	10	5,647	N00002683	11104
Equipment -Instructional	Troxell Communi	36025	121	1/29/2001	10	5,647	N00002684	11020
Equipment -Instructional	Troxell Communi	36025	121	1/29/2001	10	2,437	N00002656	10995
Equipment -Instructional	Canon USA Inc	36025	121	4/24/2001	10	3,856	N00002743	2100900164
Equipment - Instructional Compute	Infinity Micro Sys	36025	121	5/21/2001	10	1,781	N00002776	6DOCJ54FITY
Equipment - Instructional Compute	Infinity Micro Sys	36025	121	5/21/2001	10	1,781	N00002774	6DY11JC5492CY
Equipment -Instructional	Troxell Communi	36025	121	1/29/2001	10	2,437	N00002657	11064
Equipment -Instructional	Troxell Communi	36025	121	1/29/2001	10	2,437	N00002658	11001
Equipment -Instructional	Troxell Communi	36025	121	1/29/2001	10	2,437	N00002659	10931
Power Mac G4A, Dual 533 MHZ Po	Apple Computer	36025	121	3/22/2001	10	4,727	N00003503	
Equipment - Instructional Compute	Infinity Micro Sys	36025	121	5/21/2001	10	1,781	N00002773	5Y12JC329490
Equipment -Instructional	MJP Computers	36030	121	1/29/2001	10	825	N00002680	27741
Macintosh Computer iMac DV+450	Apple Computer	36030	121	3/28/2001	10	1,383	N00002790	RN1120CGKWH
District PC Bid Spec A" - less down	Blue Max Techn	36030	121	1/16/2001	10	866	N00002735	GVC6012505
Equipment - Instructional Compute	Dell Computer C	36030	121	2/2/2001	10	1,851	N00002560	12887
Equipment - Instructional Compute	Dell Computer C	36030	121	2/2/2001	10	1,851	N00002561	12887
Power Mac G4A, Dual 533 MHZ Po	Apple Computer	36030	121	3/22/2001	10	309	N00003503	
Macintosh Computer w/display-G4	Apple Computer	36030	121	3/28/2001	10	1,460	N00002789	XB1121FPXXS
Macintosh Computer iMac DV+450	Apple Computer	36030	121	3/28/2001	10	1,383	N00002791	RN1120CHKWH
Macintosh Computer w/display-G4	Apple Computer	36030	121	3/28/2001	10	1,460	N00002788	XB1121FNKXS
Equipment - Instructional Compute	Dell Computer C	36030	121	10/31/2000	11	1,198	N0021277	91V6501
Equipment - Instructional Compute	Dell Computer C	36030	121	10/31/2000	11	1,198	N0021275	92V6501
Equipment - Instructional Compute	Dell Computer C	36030	121	10/31/2000	11	1,198	N0021274	82V6501
Equipment - Instructional Compute	Dell Computer C	36030	121	10/31/2000	11	1,198	N0021273	D1V6501
Equipment - Instructional Compute	Dell Computer C	36030	121	10/31/2000	11	1,198	N0021276	F2V6501
Equipment - Instructional Compute	Dell Computer C	36030	121	10/31/2000	11	1,198	N0021278	C2V6501
Macintosh Computer w/display-G4	Apple Computer	36032	121	3/28/2001	10	800	N00002788	XB1121FNKXS
Macintosh Computer w/display-G4	Apple Computer	36032	121	3/28/2001	10	800	N00002789	XB1121FPXXS
Equipment - Instructional Compute	Dell Computer C	36032	121	10/31/2000	11	653	N0021277	91V6501
Equipment - Instructional Compute	Dell Computer C	36032	121	10/31/2000	11	653	N0021274	82V6501
Equipment - Instructional Compute	Dell Computer C	36032	121	10/31/2000	11	653	N0021273	D1V6501
Equipment - Instructional Compute	Dell Computer C	36032	121	10/31/2000	11	653	N0021275	92V6501
Equipment - Instructional Compute	Dell Computer C	36032	121	10/31/2000	11	653	N0021276	F2V6501
Equipment - Instructional Compute	Dell Computer C	36032	121	10/31/2000	11	653	N0021278	C2V6501

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<u>B2: Interpretation of the Program Inventory Information</u>

This inventory only reflects equipment purchased 10 or more years ago and that needs to be updated.

The inventory does not include the computers and other equipment in faculty offices. These computers malfunction on a regular basis and are overdue for replacement.

Several projects have been funded by Title V, so they are not included on this list. The college currently has 66 licenses for Reading Plus that will expire in 2013.

Title V also purchased textbooks for reading classes that students could check out for a semester. These may need to be replaced as editions are updated.

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C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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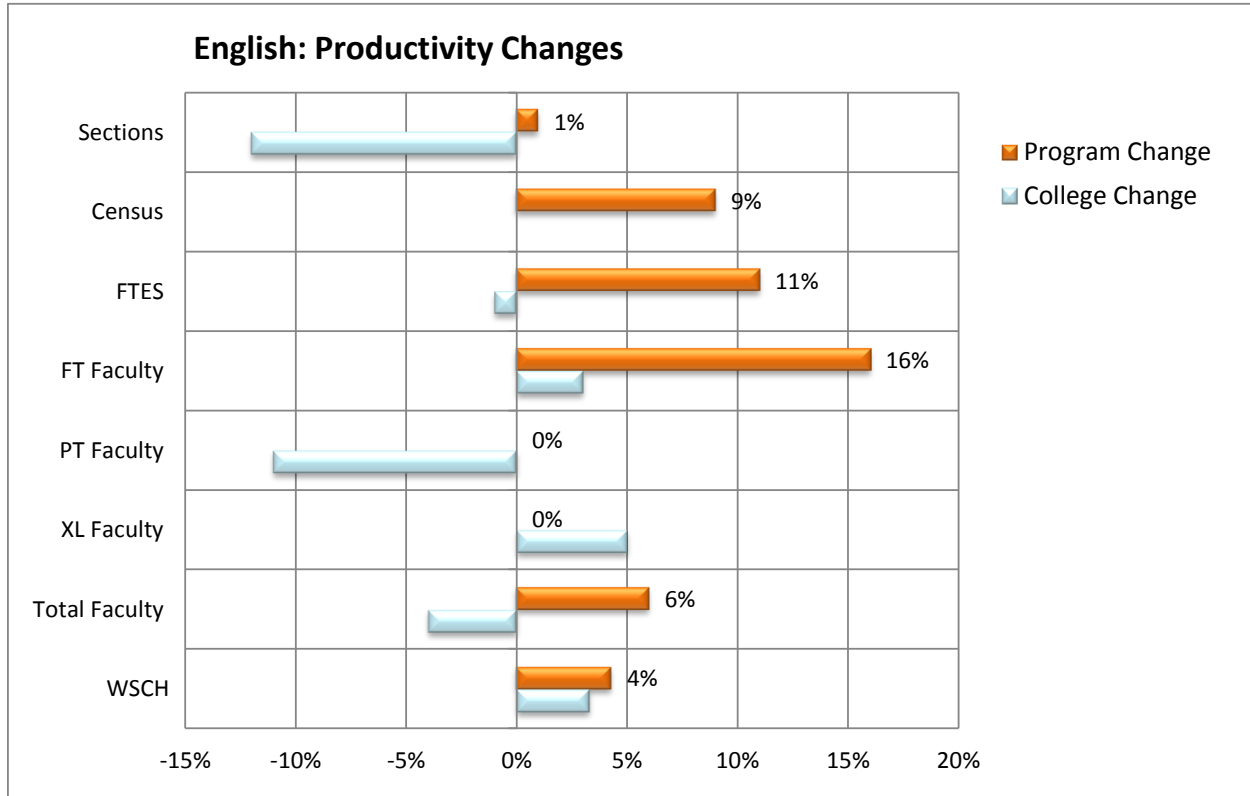## 2011-2012

C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	207	206	202	205	208	1%	-12%
Census	5,083	5,347	5,477	5,302	5,770	9%	0%
FTES	726	761	804	764	847	11%	-1%
FT Faculty	10.67	10.84	10.97	10.83	12.53	16%	3%
PT Faculty	16.45	15.99	17.49	16.64	16.67	0%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	27.11	26.84	28.45	27.47	29.20	6%	-4%
WSCH	402	425	424	417	435	4%	3%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.

C4: Interpretation of the Program Productivity Information

While the program has only increased its sections by 1%, the census numbers have increased by 9%. This is primarily from instructors adding students above cap. With the move to the new buildings (MCW), it will no longer be possible to maintain these census numbers because the classrooms do not allow instructors to add additional students.

The program's productivity increased in six out of eight categories, far exceeding the college's three year changes as seen in C3. This is primarily due to instructors accepting students above cap. Additional FT instructors are needed to maintain this level of productivity.

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D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
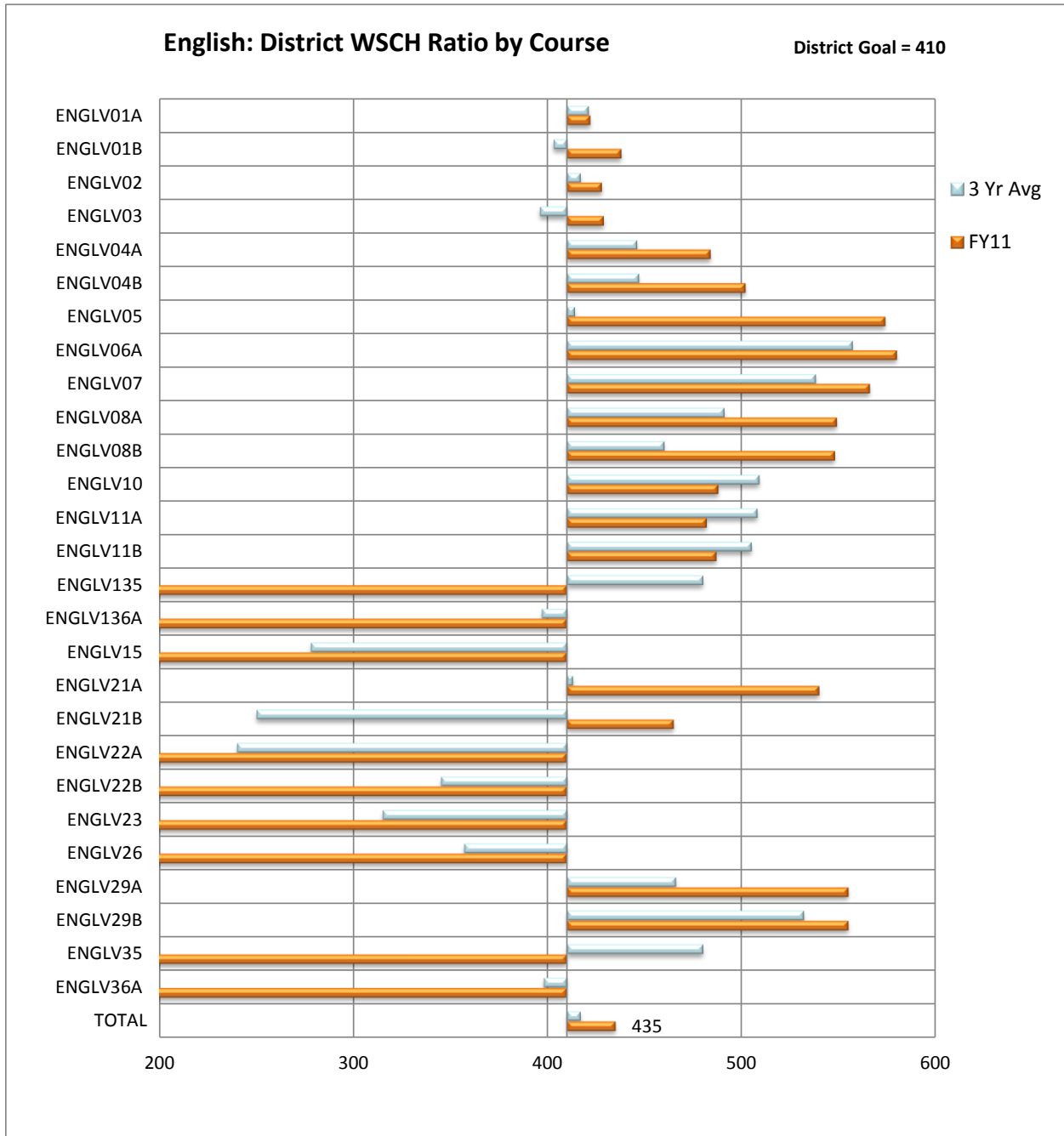District WSCH Ratio = WSCH / (PT FTE + FT FTE).

Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ENGLV01A	English Composition	418	423	421	421	422	0%	410	103%
ENGLV01B	Critical Thinking &Composition	384	411	413	403	438	9%	410	107%
ENGLV02	Fundamntls English Compositio	405	424	419	417	428	3%	410	104%
ENGLV03	Basic English Composition	355	427	405	396	429	8%	410	105%
ENGLV04A	Writing Skills:Level A	478	460	417	446	484	9%	410	118%
ENGLV04B	Writing Skills:Level B	475	458	419	447	502	12%	410	122%
ENGLV05	Reading for Critical Analysis	354	397	489	414	574	39%	410	140%
ENGLV06A	Academic Reading	371	650	619	557	580	4%	410	141%
ENGLV07	Intermed Reading Comprehensi	543	518	553	538	566	5%	410	138%
ENGLV08A	Low-Begin Read Comprehension	399	548	525	491	549	12%	410	134%
ENGLV08B	High-Begin Read Comprehension	362	508	516	460	548	19%	410	134%
ENGLV10	Creative Writing	487	548	471	509	488	-4%	410	119%
ENGLV11A	Intermed Creative Writing I	488	543	479	508	482	-5%	410	118%
ENGLV11B	Intermed Creative Writing II	498	549	475	505	487	-3%	410	119%
ENGLV135	American Multicultural Lit	480	-	-	480	-	-100%	410	0%
ENGLV136A	Women in Literature I	360	435	-	397	-	-100%	410	0%
ENGLV15	Introduction to Poetry	240	315	-	278	-	-100%	410	0%
ENGLV21A	Survey: English Literature I	375	428	420	413	540	31%	410	132%
ENGLV21B	Survey: English Literature II	210	330	-	250	465	86%	410	113%
ENGLV22A	American Literature to 1865	-	240	-	240	-	-100%	410	0%
ENGLV22B	American Literature Since 1865	390	255	480	345	-	-100%	410	0%
ENGLV23	Intro to Dramatic Literature	315	-	-	315	-	-100%	410	0%
ENGLV26	Introduction to Shakespeare	357	-	-	357	-	-100%	410	0%
ENGLV29A	Aesthetics of Film I	350	571	525	466	555	19%	410	135%
ENGLV29B	Aesthetics of Film II	405	566	525	532	555	4%	410	135%
ENGLV35	Multicultural American Liter	480	-	-	480	-	-100%	410	0%
ENGLV36A	Survey/Women in Literature I	360	435	-	398	-	-100%	410	0%
TOTAL	**Annual District WSCH Ratio**	**401**	**425**	**424**	**417**	**435**	**4%**	**410**	**106%**

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D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

English: District WSCH Ratio by Course   **District Goal = 410**

Legend: 3 Yr Avg, FY11

Courses listed (top to bottom): ENGLV01A, ENGLV01B, ENGLV02, ENGLV03, ENGLV04A, ENGLV04B, ENGLV05, ENGLV06A, ENGLV07, ENGLV08A, ENGLV08B, ENGLV10, ENGLV11A, ENGLV11B, ENGLV135, ENGLV136A, ENGLV15, ENGLV21A, ENGLV21B, ENGLV22A, ENGLV22B, ENGLV23, ENGLV26, ENGLV29A, ENGLV29B, ENGLV35, ENGLV36A, TOTAL

TOTAL: 435

Axis values: 200, 300, 400, 500, 600

D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ENGLV01A	English Composition	418	423	421	421	422	0%	410	103%
ENGLV01B	Critical Thinking &Composition	384	411	413	403	438	9%	410	107%
ENGLV02	Fundamntls English Compositio	405	424	419	417	428	3%	410	104%
ENGLV03	Basic English Composition	355	427	405	396	429	8%	410	105%
ENGLV04A	Writing Skills:Level A	478	460	417	446	484	9%	410	118%
ENGLV04B	Writing Skills:Level B	475	458	419	447	502	12%	410	122%
ENGLV05	Reading for Critical Analysis	354	397	489	414	574	39%	410	140%
ENGLV06A	Academic Reading	371	650	619	557	580	4%	410	141%
ENGLV07	Intermed Reading Comprehensi	543	518	553	538	566	5%	410	138%
ENGLV08A	Low-Begin Read Comprehension	399	548	525	491	549	12%	410	134%
ENGLV08B	High-Begin Read Comprehension	362	508	516	460	548	19%	410	134%
ENGLV10	Creative Writing	487	548	471	509	488	-4%	410	119%
ENGLV11A	Intermed Creative Writing I	488	543	479	508	482	-5%	410	118%
ENGLV11B	Intermed Creative Writing II	498	549	475	505	487	-3%	410	119%
ENGLV135	American Multicultural Lit	480	-	-	480	-	-100%	410	0%
ENGLV136A	Women in Literature I	360	435	-	397	-	-100%	410	0%
ENGLV15	Introduction to Poetry	240	315	-	278	-	-100%	410	0%
ENGLV21A	Survey: English Literature I	375	428	420	413	540	31%	410	132%
ENGLV21B	Survey: English Literature II	210	330	-	250	465	86%	410	113%
ENGLV22A	American Literature to 1865	-	240	-	240	-	-100%	410	0%
ENGLV22B	American Literature Since 1865	390	255	480	345	-	-100%	410	0%
ENGLV23	Intro to Dramatic Literature	315	-	-	315	-	-100%	410	0%
ENGLV26	Introduction to Shakespeare	357	-	-	357	-	-100%	410	0%
ENGLV29A	Aesthetics of Film I	350	571	525	466	555	19%	410	135%
ENGLV29B	Aesthetics of Film II	405	566	525	532	555	4%	410	135%
ENGLV35	Multicultural American Liter	480	-	-	480	-	-100%	410	0%
ENGLV36A	Survey/Women in Literature I	360	435	-	398	-	-100%	410	0%

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).
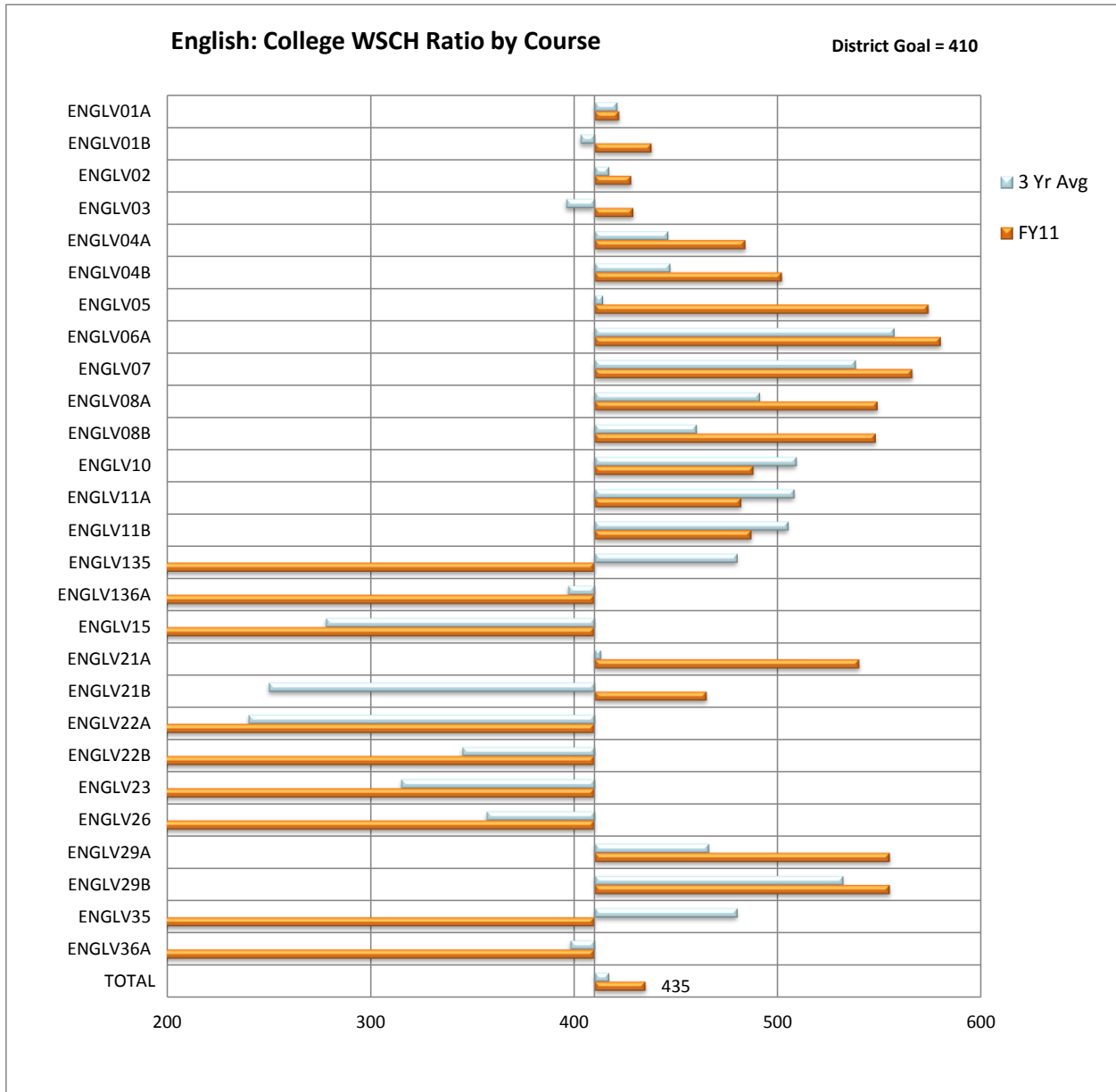
English: College WSCH Ratio by Course — District Goal = 410

D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

The charts in D3 ad D4 indicate that in those classes offered every semester (Eng 1A-8B), the program has exceeded the productivity goal. In fact, the productivity levels in these classes have grown significantly as compared to the three year average (Chart D2).

The literature classes are not offered on a regular basis due to budget cuts, so the negative productivity on those not offered recently is expected. In fall 2008, the Department offered nine sections of sophomore-level classes and this has been reduced to one literature section per semester as of fall 2011. In those classes that were offered, the productivity has increased greatly.

The reading classes show extraordinarily high levels of productivity (134-140%) because those classes are highly impacted. These numbers indicate that additional sections may be required.

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census. Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census. Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*.   The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures.   The "College" success percentages are included to compare the results of the program to the results of the college.
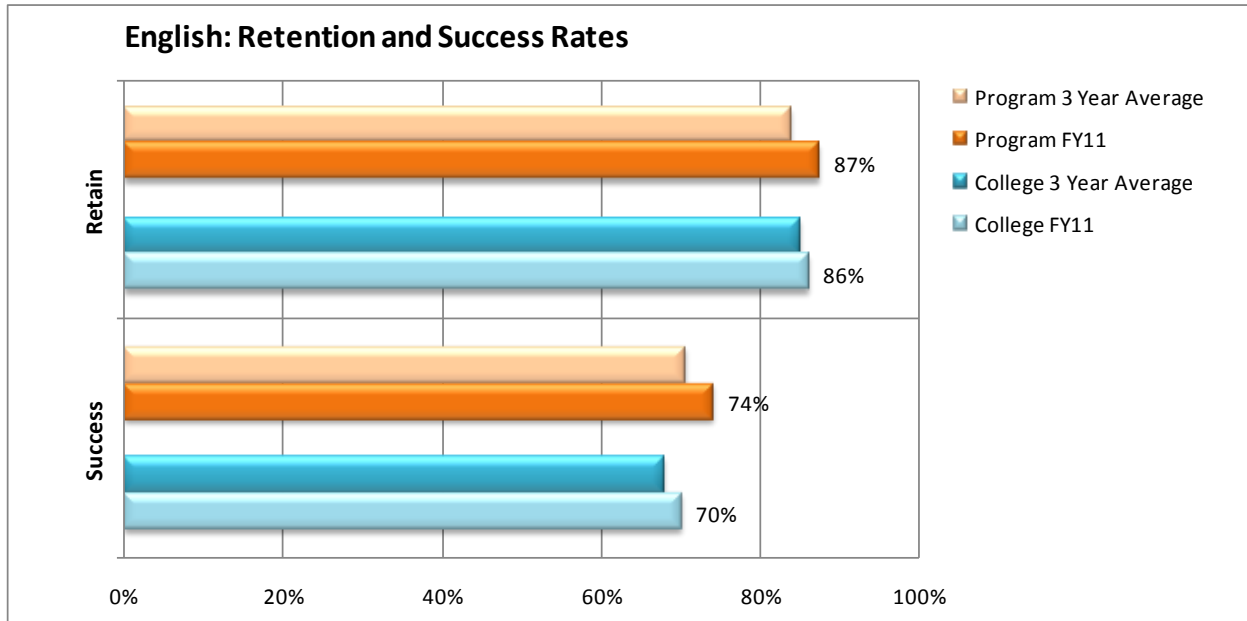
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ENGL	FY08	1,159	1,218	784	261	313	319	851	88	4,995	4,141	3,422
ENGL	FY09	1,367	1,337	738	315	254	310	870	74	5,265	4,394	3,757
ENGL	FY10	1,434	1,325	762	353	248	349	814	118	5,404	4,589	3,874
ENGL	3 Year Avg	1,320	1,293	761	310	272	326	845	93	5,221	4,375	3,684
ENGL	FY11	1,496	1,434	833	447	237	374	715	149	5,685	4,968	4,210

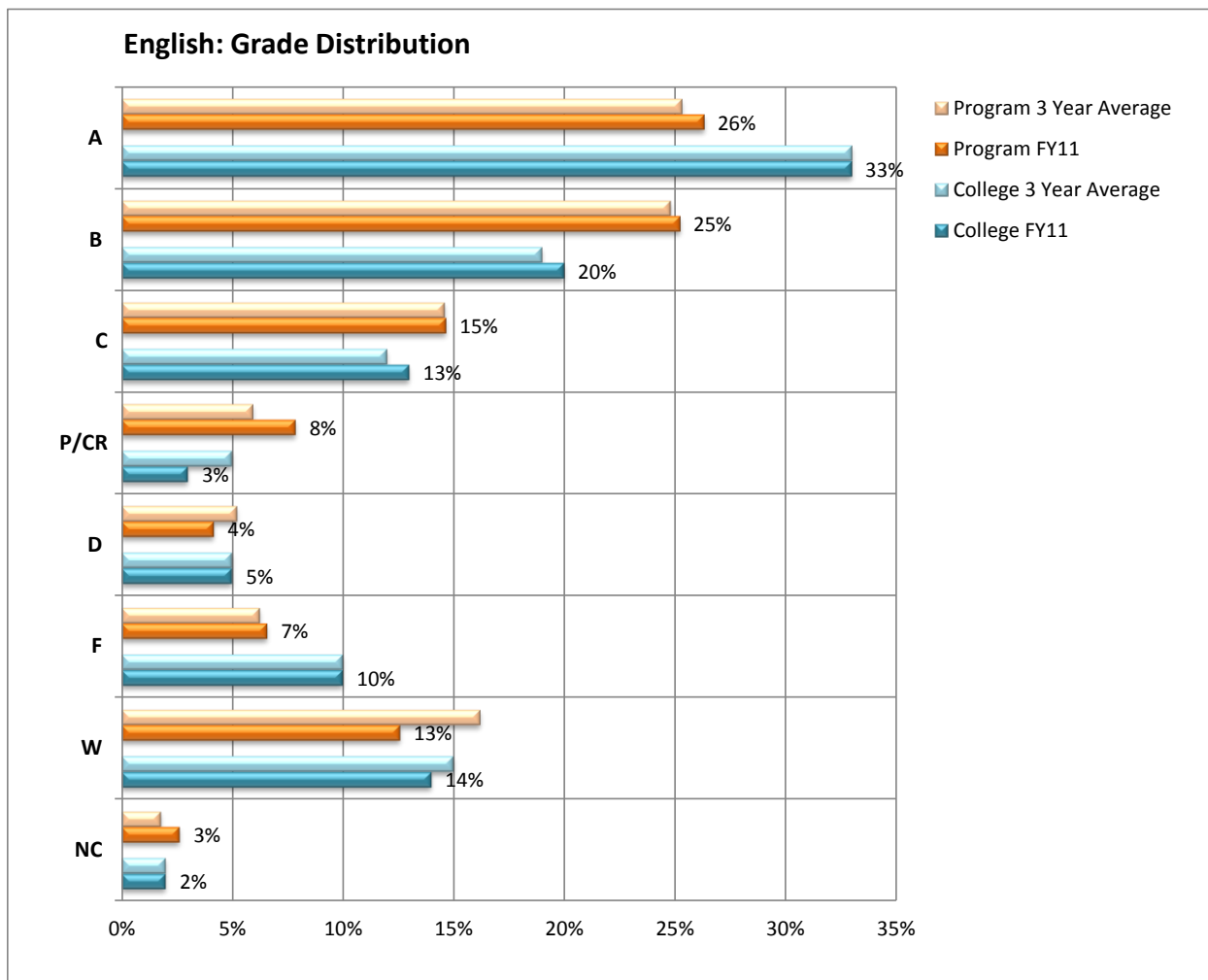| Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ENGL	FY08	23%	24%	16%	5%	6%	6%	17%	2%		83%	69%
ENGL	FY09	26%	25%	14%	6%	5%	6%	17%	1%		83%	71%
ENGL	FY10	27%	25%	14%	7%	5%	6%	15%	2%		85%	72%
ENGL	3 Year Avg	25%	25%	15%	6%	5%	6%	16%	2%		84%	71%
ENGL	FY11	26%	25%	15%	8%	4%	7%	13%	3%		87%	74%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

English: Retention and Success Rates

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Retain:
- Program 3 Year Average
- Program FY11: 87%
- College 3 Year Average
- College FY11: 86%

Success:
- Program 3 Year Average
- Program FY11: 74%
- College 3 Year Average
- College FY11: 70%

E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.

English: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Grade	Program FY11	College FY11
A	26%	33%
B	25%	20%
C	15%	13%
P/CR	8%	3%
D	4%	5%
F	7%	10%
W	13%	14%
NC	3%	2%

E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

The program's overall retention and success rates are on par with or slightly higher than the overall college rates as seen in E3. The grade distribution indicates that the program gives fewer As (26%) than the campus average (33%). This is a result of intradepartmental discussions about grading criteria and, at the English 1A level, revising of the department grading rubric.

The program gives fewer Fs than the college average and more Ws (in the three year average). This is due to individual instructors advising students of their progress in the class before the final drop date.

To do further analysis, the program would need disaggregated data showing results at each course level. Regardless, both English and Reading classes currently maintain high retention and success rates.

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F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
English (writing)	FY09	-	1	1	-
English (writing)	FY10	-	1	-	1
-	FY11	-	-	-	-
-	FY12	-	-	-	-
Total Awards in 4 Years		**-**	**2**	**1**	**1**

English (writing) : Student Certificates and Degrees
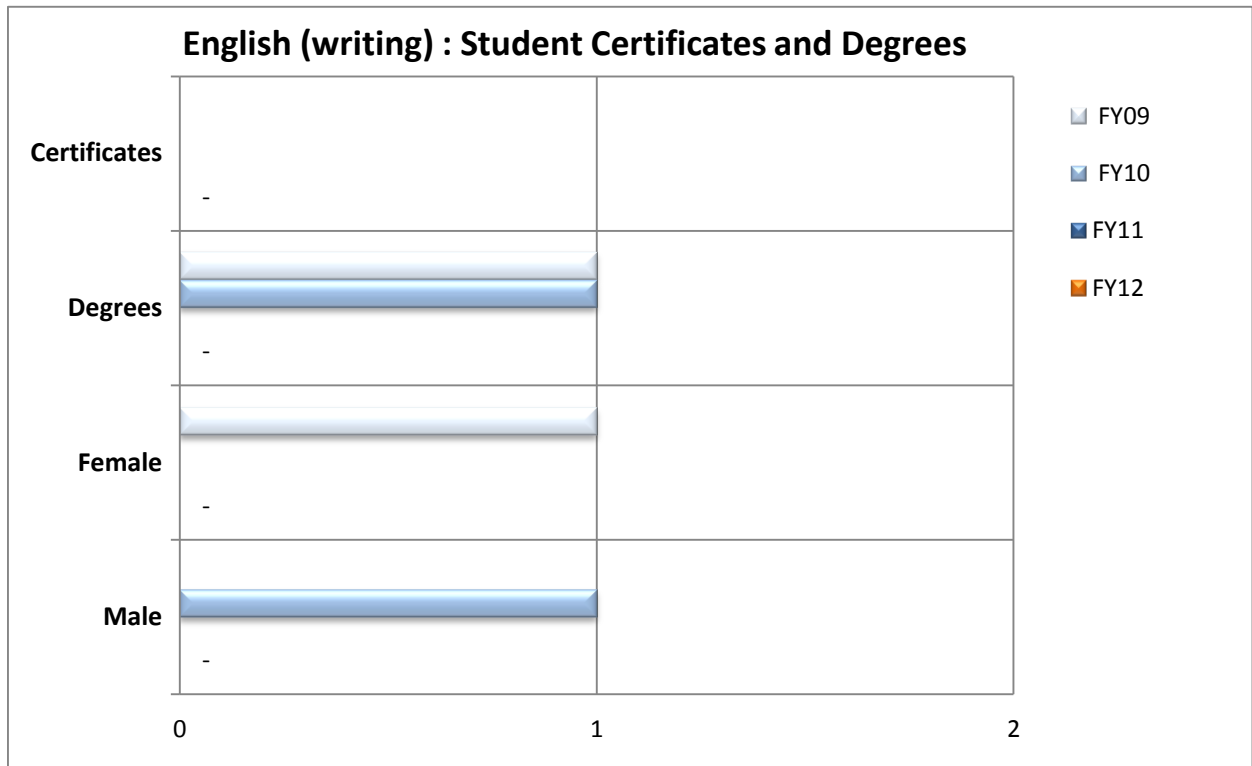
F2: Interpretation of the Program Completion Information

The program does not have an official degree or certificate. However, the SB 1440 degree plan will be pursued when the details of the transfer model curriculum are finalized.

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G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

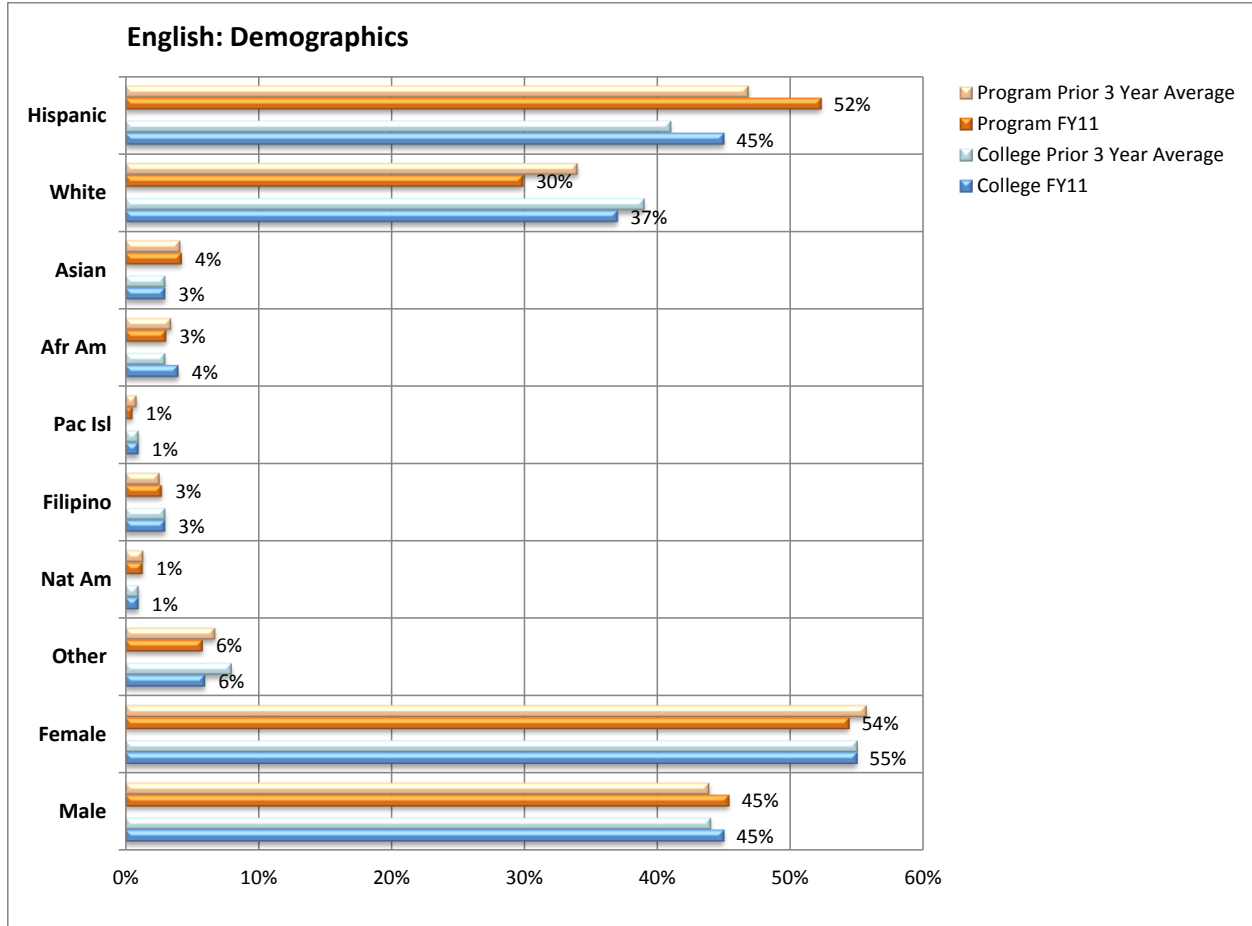| Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ENGL	FY08	2,207	1,787	224	172	35	123	73	374	2,864	2,111	20	25
ENGL	FY09	2,456	1,838	203	169	47	138	66	348	2,925	2,322	18	24
ENGL	FY10	2,676	1,701	220	199	53	145	73	337	2,937	2,444	23	23
ENGL	3 Year Avg	2,446	1,775	216	180	45	135	71	353	2,909	2,292	20	24
ENGL	FY11	2,974	1,700	242	175	31	157	75	331	3,093	2,580	12	22
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ENGL	FY08	44%	36%	4%	3%	1%	2%	1%	7%	57%	42%	0%	25
ENGL	FY09	47%	35%	4%	3%	1%	3%	1%	7%	56%	44%	0%	24
ENGL	FY10	50%	31%	4%	4%	1%	3%	1%	6%	54%	45%	0%	23
ENGL	3 Year Avg	47%	34%	4%	3%	1%	3%	1%	7%	56%	44%	0%	24
ENGL	FY11	52%	30%	4%	3%	1%	3%	1%	6%	54%	45%	0%	22
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

English: Demographics

Group	Program Prior 3 Year Average	Program FY11	College Prior 3 Year Average	College FY11
Hispanic		52%		45%
White		30%		37%
Asian		4%		3%
Afr Am		3%		4%
Pac Isl		1%		1%
Filipino		3%		3%
Nat Am		1%		1%
Other		6%		6%
Female		54%		55%
Male		45%		45%

G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

In general, the program parallels the college statistics for demographic information. The number of Hispanic students is slightly higher than the college average (52% compared to 45%), which is due to basic skills classes. Also, many of the reading and developmental writing classes have a significant ESL or generation 1.5 population.

In order to do further analysis, the program needs disaggregated data indicating the performance by each demographic group in the various courses.

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Write clearly and accurately using documentation when appropriate.	Students will complete research papers using multiple sources documented in a standard documentation format. 80% of English 1A students will demonstrate mastery.
Operating Information	
Insufficient data is available to assess this PLSLO	
Analysis – Assessment	
Data is being gathered this year from various course levels.	

Program-Level Student Learning Outcome 2	Performance Indicators
Assess, evaluate, and analyze ideas expressed in written or in spoken language.	Students will complete essays and/or oral presentations. 80% of English 1A students will demonstrate mastery.
Operating Information	
Insufficient data is available to assess this PLSLO	
Analysis – Assessment	
Data is being gathered this year from various course levels.	

Program-Level Student Learning Outcome 3	Performance Indicators
Find and interpret relevant information.	Students will find sources for research papers and evaluate them. 80% of English 1A students will demonstrate mastery.
Operating Information	
Insufficient data is available to assess this PLSLO	
Analysis – Assessment	
Data is being gathered this year from various course levels.	

Program-Level Student Learning Outcome 4	Performance Indicators
Identify and examine beliefs, biases, and assumptions.	Students will write essays and/or reflective pieces. 80% of English 1A students will demonstrate mastery.
Operating Information	
Insufficient data is available to assess this PLSLO	
Analysis – Assessment	
Data is being gathered this year from various course levels.	

Program-Level Student Learning Outcome 5	Performance Indicators
Apply critical thinking skills to expository writing and literature.	Students will complete essays and/or oral presentations. 80% of English 1B students will demonstrate mastery.
Operating Information	
Insufficient data is available to assess this PLSLO	
Analysis – Assessment	
Data is being gathered this year from various course levels.	

Program-Level Student Learning Outcome 6	Performance Indicators
Participate in reading for different purposes	Students will complete a reading log. 75% will meet both the academic and pleasure reading requirements
Operating Information	
Insufficient data is available to assess this PLSLO	
Analysis – Assessment	
Data is being gathered this year from various course levels.	

Program-Level Student Learning Outcome 7	Performance Indicators
Differentiate between main ideas and supporting details.	Students will complete comprehension tests. 80% will demonstrate mastery.
Operating Information	
Based on SLO assessment from Spring 2011, the program is already meeting the goal. 86% of students were successful.	
Analysis – Assessment	
The sample size for this evaluation was rather small because there are few sections of reading classes. This PSLO will need to be evaluated again in the future to ensure that the same level of success is maintained.	

Program-Level Student Learning Outcome 8	Performance Indicators
Use context clues to infer the meaning of new vocabulary.	Students will complete vocabulary tests. 80% will achieve mastery.
Operating Information	
Based on SLO assessment from Spring 2011, the program is already meeting the goal. 90% of students were successful	
Analysis – Assessment	
The sample size for this evaluation was rather small because there are few sections of reading classes. This PSLO will need to be evaluated again in the future to ensure that the same level of success is maintained.	

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4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will maintain its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain its retention rate from the average of the **program's** prior three-year retention rate.
Operating Information	
The prior three year average retention rate was 84%. The FY11 retention rate was 87%.	
Analysis – Assessment	
The retention rate for FY11 is 3% higher than the three year average. This outcome was met and exceeded.	

Student Success Outcome 2	Performance Indicators
The program will maintain its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain its retention rate from the average of the **college's** prior three-year retention rate.
Operating Information	
The college's three year average retention rate was 85%. English's FY11 retention rate was 87%	
Analysis – Assessment	
The English department retention rate was 2% higher than the college three year average. This goal was met.	

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Student Success Outcome 3	Performance Indicators
The program will maintain the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will maintain the student success rates from the average of the **program's** prior three-year success rates.
Operating Information	
The prior three year student success rate was 71%. The FY11 success rate was 74%.	
Analysis – Assessment	
In FY11, the student success rate was 3% higher than the average from the prior three years. This reflects the benefits of programs like Supplemental Instruction and the Reading and Writing Center.	

Student Success Outcome 4	Performance Indicators
The program will maintain the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will maintain the student success rates from the average of the **college's** prior three-year success rates.
Operating Information	
The college's prior three year student success rate was 70%. The English department's FY11 success rate was 74%.	
Analysis – Assessment	
In FY11, the student success rate was 4% higher than the college's average from the prior three years. This reflects the benefits of programs like Supplemental Instruction and the Reading and Writing Center.	

English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review
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Student Success Outcome 5	Performance Indicators
The program will increase the number of students who enroll in the next course level after successfully completing a course.	80% of students who are successful in English 2 will enroll in English 1A in the next two semesters.

Operating Information
According to data from the Title V grant analysis, 23% of successful students in English 2 do not enroll in English 1A in the next two semesters.

Analysis – Assessment
If students do not register for the next course in the sequence, they are less likely to be successful. Instructors need to brainstorm ways to encourage students to persist in the English classes.

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 410 goal set by the district.	The program will continue to exceed the efficiency goal of 525 set by the district by 2%.
Operating Information	
For FY11, the English department reached a productivity level of 435, 106% of the district WSCH.	
Analysis – Assessment	
The department exceeded this goal by 6 %. This outcome has been met.	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over $5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed (3B1)	
Analysis – Assessment	
A more detailed inventory is needed. Also, there needs to be a clear plan for maintenance and replacement of equipment as it ages.	

English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review
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5. Findings

Finding 1
The English Department exceeds the district's goals for retention, productivity, and student success. The department has maintained high grading standards as seen in the percentage of As as compared with the rest of the college. (See analysis in Program Operating outcome 1, Student Success Outcomes 1-4, Chart 3E2 and 4, and analysis 3E6)

Finding 2
According to the budget charts, the English department does not parallel the college's changes to part time and full time expenditures. Specifically, full time increased by 5% while the college increased by approximately 12% and part time increased by 9% while the college decreased part time spending by the same amount. Also, the English department does not meet the standard of 75/25 (full time/part time sections taught). In FY11 there were 12.53 full time instructors and the equivalent of 16.67 part time instructors. This is more pronounced in the reading faculty where the split is 50/50 (full time/part time sections taught). (See Chart 3A3 and 3C2)

Finding 3
Literature and reading, which are the most productive sections, comprise less than 5% of the sections offered during FY11. (See Chart 3D1 and 3D2)

Finding 4
The full time instructors' office computers, which are not included on the inventory list, malfunction on a regular basis. These machines are at least 8 years old, but even this is uncertain because there is no record. (See Chart 3B1 and analysis 3B2)

Finding 5
The Supplemental Instruction Program, the Reading and Writing Center, and the Reading Plus software are funded by Title V. This funding will end in October 2012. (See Chart 3A1 and 3B1)

Finding 6
Because data is not disaggregated by course, the English department cannot meaningfully analyze the student success and demographic information. This data does not reflect specific research interests of the department. (See Charts 3E2, 3G1, and 3G2)

6. Initiatives

Initiative
Develop strategies to streamline challenge essay process.

Initiative ID
ENGL 1-12

Links to Finding 1
The department can better maintain student success and retention rates if students are placed in the correct level.

Benefits:
This would ensure that students are appropriately placed in the course that will best suit their needs. Students who are improperly placed have a higher rate of failure and frustration.

Request for Resources
No resources are required.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review
2011-2012

Initiative
Hire additional full time English Instructor

Initiative ID
ENGL 2-12

Links to Finding 2
The balance between FT and PT instructors does not meet the 75/25 requirement and does not reflect campus wide trends.

Benefits
Full time instructors have the time to become fully integrated in the campus community, serve on committees, and address student needs through the services available.

Request for Resources
Salary and Benefits

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review
2011-2012

Initiative
Continue financial support for Reading and Writing Center and SI Program

Initiative ID
ENGL 3-12

Links to Finding 5
The Title V grant that currently funds these programs will end in October 2012.

Benefits
Specialized tutoring and the SI program provide support that facilitates success in developmental classes.

Request for Resources
Release time for FT instructors, funding for tutors, salary for program director

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review
2011-2012

Initiative
Replace office computers

Initiative ID
ENGL 4-12

Links to Finding 4
These machines malfunction on a regular basis.

Benefits
Currently, faculty are unable to rely on their office computers and many choose to do work on a home computer or laptop. With new computers, they could spend more time on campus and provide greater services to students.

Request for Resources
14 Desktop computers

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review
2011-2012

Initiative
Start student club

Initiative ID
ENGL 5-12

Links to Finding 3
There are not enough literature classes to serve the needs of interested students

Benefits
A club would help build interest in a literature program which could later lead to a degree program (SB 1440 Transfer Model Curriculum). This club would create community among students and faculty.

Request for Resources
No resources requested

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review
2011-2012

Initiative
Add reading sections

Initiative ID
ENGL 6-12

Links to Finding 3
Reading classes are severely impacted, which contributes in part to their high productivity. Currently only one section of each course is offered.

Benefits
This would allow more students to work on their reading skills in an academic setting. With those skills, students would be better prepared to succeed in other classes.

Request for Resources
Instructor salary

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review
2011-2012

Initiative
Conduct additional research with institutional researcher

Initiative ID
ENGL 7-12

Links to Finding 6
The data provided in this program review form is incomplete and limited. Faculty have specific research interests that could be addressed with the institutional researcher.

Benefits
Using this data in conjunction with SLO data, instructors could improve teaching effectiveness, develop new strategies, and address student needs.

Request for Resources
Time with the institutional researcher

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review
2011-2012

Initiative

Hire an additional reading instructor

Initiative ID

ENGL 8-12

Links to Finding 2 and 3

The balance of FT/PT taught sections in reading is 50/50. These are the most productive classes in the program.

Benefits

Because more sections of reading could be offered, more students would have the opportunity to improve their reading skills in an academic setting.

Request for Resources

Salary and Benefits

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review
2011-2012

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review
2011-2012

Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

<u>6E: College Level Initiative Prioritization</u>

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.