

**English (English, Interdisciplinary Studies, Library Instruction
[Credit-Based], Study Skills) Program Review
2012-2013**

1. Program/Department Description

1A. 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.

Degrees/Certificates

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

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/Supplies		Books/Supplies					
Total		Total		Total		Total	

1C. Criteria Used for Admission

1D. College Vision

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

1E. College 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

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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.

1F. College 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 | Innovation |
| • Respect | Diversity |
| • Integrity | Service |
| • Quality | Collaboration |
| • Collegiality | Sustainability |
| • Access | Continuous Improvement |

1G. Program/Department Significant Events (Strengths and Successes)

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, Malcolm Gladwell's *Outliers* in 2011 and Mary Roach's *Packing for Mars* in 2012.
- The Reading & Writing Center, funded by a Title V grant that ended in October 2012, 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.

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- In accordance with new research on the impact of learning communities on student success, English faculty have developed paired classes with Criminal Justice, History and Political Science faculty with more in development.
- *VC Voices*, the English department's annual publication, features outstanding student writing from English classes and exposes our students' work to the community. The most recent editions have featured a full color cover and improved spiral binding while keeping costs to students below \$3.00 per copy. The English department also collaborates with the Art department to showcase winning artwork.
- Using 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 gave 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.
- Using Title V funding, English 3 and English 2 instructors have integrate Supplemental Instructor leaders into developmental classes to give additional support to students. The Title V funding ends in October 2012, and we hope to continue this successful program using funds from the Basic Skills Initiative.
- English faculty members have successfully hosted several events for local English instructors. In Fall 2012, we hosted a three-college dinner to facilitate communication between the VCCCD English departments. Also, with funding from the Ventura College Foundation, we have hosted an annual dinner for English teachers from local high schools to discuss best practices, "vertical teaming," and student concerns. These events have 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 outstanding contributors 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.
- With the board's directive to discontinue all classes that are more than two levels below transfer, our entry-level writing course ENGL V04A/B has been cut.

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- In fall 2012, because the tutoring center services lost provisional employees and a lab assistant, the Reading and Writing Center has only been monitored by volunteer faculty members. It is difficult to find volunteer faculty members for the number of hours requested. When a faculty member is not in the center it must be closed.
- The division clerical staff was decreased by 50%, and our Dean's administrative assistant position was reclassified, which resulted in a change of personnel. This has significantly 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.
- The IDS-100 program, which provided workshops for students and support for instructors, has been intermittently cut and reestablished over the past few years. 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.

K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Kathy Scott

Department Chair: Eric Martinsen

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	

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Degrees/Credentials	A.A., B.A., M.A.
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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	Professor
Year Hired	2004
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

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	Assistant 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.

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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.

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

2A. Student Learning Outcomes

2A1. 2012-2013 - *Institutional* Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. 2012-2013 - *Program* Level Student Learning Outcomes

For programs/departments offering degrees and/or certificates

2A3. 2012-2013 - *Course* Level Student Learning Outcomes

Attached to program review (See appendices).

2B. 2012-2013 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 continuation rate, the percentage of students who enroll in the next course level after successfully completing a course.

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2C. 2012-2013 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.

2D. Mapping of Student Learning Outcomes - Refer to TracDat

3. Operating Information

3A. 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 4 th week of class for fall and spring).
FTEF	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 prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly 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).

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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. $(20 \times 40 \times 3) = 2,400$ 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 $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th 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.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at

http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

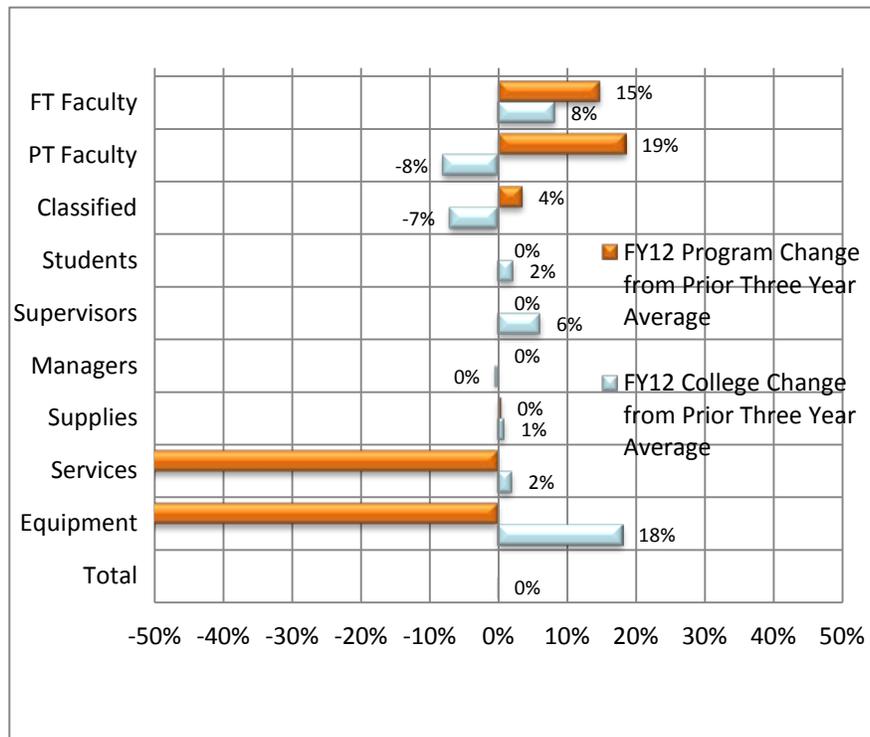
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3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

The program shows a 15% increase in FT faculty expenditures over the last three years' average, more than 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, and no additional FT faculty have been hired since fall 2010.

The program's **PT faculty expenditures have increased by 19%** while the campus expenditures decreased by 8%. This would indicate that PT instructors have been used to adjust for growth in the program.



The division clerical staff was decreased by 50%, and our Dean's administrative assistant position was reclassified, which resulted in a change of personnel. This has significantly increased administrative work for both the department chair and other faculty.

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

In FY12, 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.

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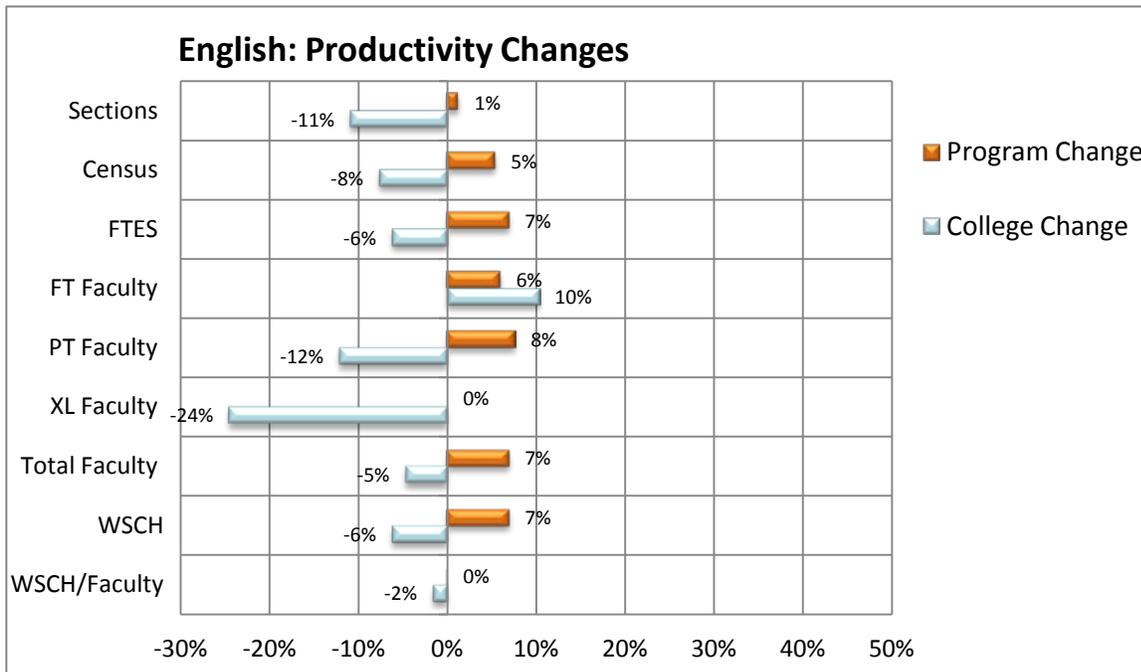
3C2: Interpretation of the Program Inventory Information

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. Some of the computers in faculty offices have been updated recently while others 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.

3C3: Interpretation of the Program Productivity Information



While the program has only increased its sections by 1%, the census numbers have increased by 5%. This is primarily the result of instructors adding students above cap. With the move to the new buildings (MCW/MCE), it will no longer be possible to maintain these census numbers because the smaller classrooms do not allow instructors to add additional students.

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Productivity Summary Table

Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	206	202	208	205	208	1%	-11%
Census	5,347	5,477	5,770	5,531	5,829	5%	-8%
FTES	761	804	847	804	860	7%	-6%
FT Faculty	10.84	10.97	12.53	11	12.13	6%	10%
PT Faculty	15.99	17.49	16.67	17	17.99	8%	-12%
XL Faculty	-	-	-	-	-	0%	-24%
Total Faculty	26.84	28.45	29.20	28	30.12	7%	-5%
WSCH	11,415	12,060	12,705	12,060	12,900	7%	-6%
WSCH/Faculty	425	424	435	428	428	0%	-2%

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

3C4: Interpretation of the Program Course Productivity Information

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
ENGLV01A	English Composition	423	421	422	422	422	-	410	103%
ENGLV01B	Critical Thinking &Composition	411	413	438	421	438	17	410	107%
ENGLV02	Fundamntls English Composition	424	419	428	424	428	4	410	104%
ENGLV03	Basic English Composition	427	405	429	420	429	9	410	105%
ENGLV04A	Writing Skills:Level A	460	417	484	454	484	30	410	118%
ENGLV04B	Writing Skills:Level B	458	419	502	460	502	42	410	122%
ENGLV05	Reading for Critical Analysis	397	489	574	487	574	87	410	140%
ENGLV06A	Academic Reading	650	619	580	616	619	3	410	151%
ENGLV07	Intermed Reading Comprehension	518	553	566	546	566	20	410	138%
ENGLV08A	Low-Begin Read Comprehension	548	525	549	541	549	8	410	134%
ENGLV08B	High-Begin Read Comprehension	508	516	548	524	548	24	410	134%
ENGLV10	Creative Writing	548	471	488	502	488	(14)	410	119%

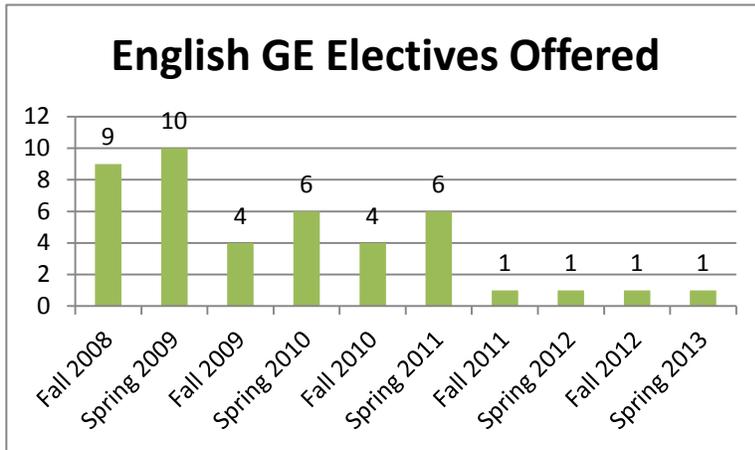
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ENGLV11A	Intermed Creative Writing I	543	479	482	501	482	(19)	410	118%
ENGLV11B	Intermed Creative Writing II	549	475	487	504	487	(17)	410	119%
ENGLV135	American Multicultural Lit	-	-	-	-	-	-	410	0%
ENGLV136A	Women in Literature I	435	-	-	145	-	(145)	410	0%
ENGLV15	Introduction to Poetry	315	-	-	105	-	(105)	410	0%
ENGLV21A	Survey: English Literature I	428	420	540	463	540	77	410	132%
ENGLV21B	Survey: English Literature II	330	-	465	265	465	200	410	113%
ENGLV22A	American Literature to 1865	240	-	-	80	-	(80)	410	0%
ENGLV22B	American Literature Since 1865	255	480	-	245	-	(245)	410	0%
ENGLV23	Intro to Dramatic Literature	-	-	-	-	-	-	410	0%
ENGLV26	Introduction to Shakespeare	-	-	-	-	-	-	410	0%
ENGLV29A	Aesthetics of Film I	571	525	555	550	555	5	410	135%
ENGLV29B	Aesthetics of Film II	566	525	555	549	555	6	410	135%
ENGLV35	Multicultural American Liter	-	-	-	-	-	-	410	0%
ENGLV36A	Survey/Women in Literature I	435	-	-	145	-	(145)	410	0%
TOTAL	Annual College WSCH Ratio	425	424	435	428	428	-	410	104%

The chart above indicates that in those classes offered every semester (Eng 1A-8B), the program has exceeded the productivity goal. In fact, in most cases, the productivity levels in these classes have grown as compared to the three-year average.

The reading classes show extraordinarily high levels of productivity (134-151%) because those classes are highly impacted. These numbers indicate that additional sections may be required. However, 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.

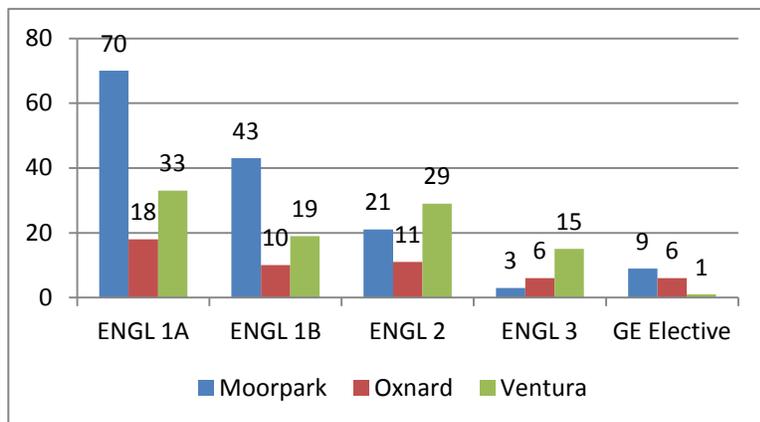
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In fall 2008, the English Department at Ventura College offered nine sections of sophomore-level classes and this has been reduced to one literature section per semester since fall 2011. In those classes that have been offered, the productivity has increased greatly. These numbers indicate that additional sections may be required.

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Fall 2012 VCCCD English Department Comparison by SECTION



Fall 2012 VCCCD English Department Comparison by PERCENT OF TOTAL UNITS

Units	ENGL 1A	ENGL 1B	ENGL 2	ENGL 3	GE Elective
Moorpark	55.1%	25.4%	12.4%	1.8%	5.3%
Oxnard	35.1%	14.6%	26.8%	14.6%	8.8%
Ventura	37.1%	12.8%	32.6%	16.9%	0.7%

A comparison of the three English departments in the district indicates that Ventura College allocates a notably higher percentage of English units to the basic skills levels of ENGL V02 (32.6%) and ENGL V03 (16.9%).

At the ENGL V01A and ENGL V01B levels, the Ventura College offerings are comparable to Oxnard's but are less than Moorpark's.

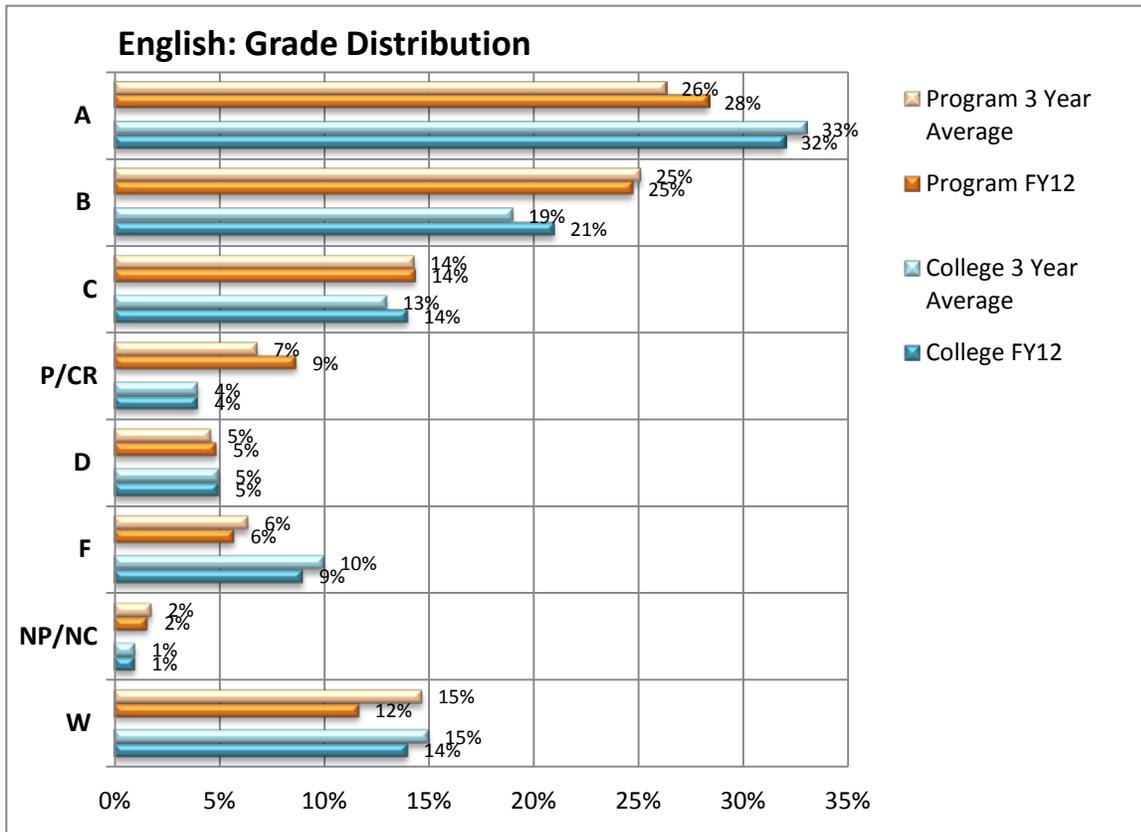
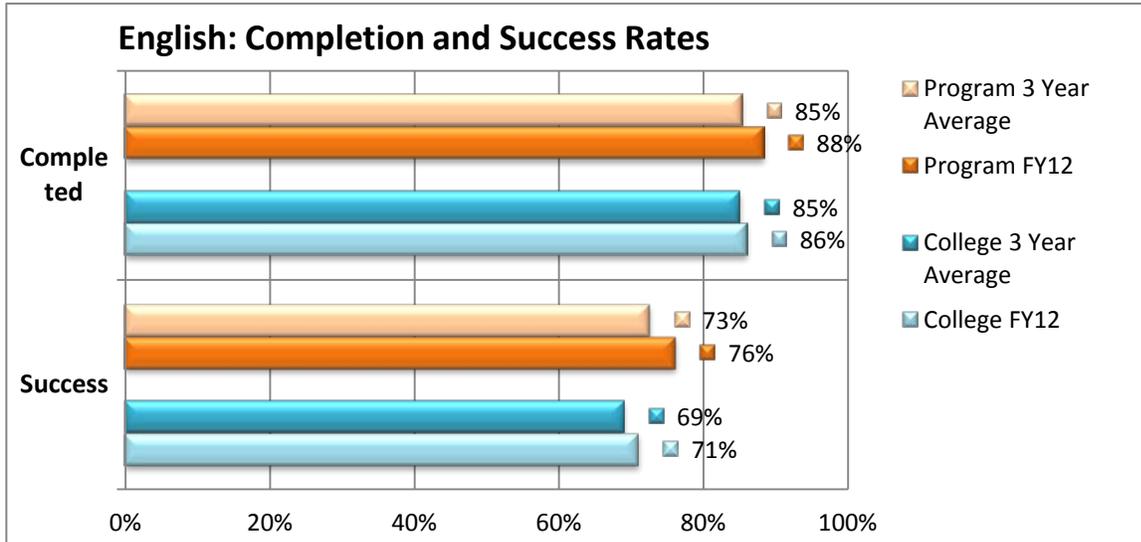
In fall 2012, the two other English Departments in the district offered substantially more GE electives than Ventura College. Moorpark College is offering 9 transferable GE electives in English, and Oxnard College is offering 6. Ventura allocates less than 1% of English units to GE electives while Oxnard commits 8.8% and Moorpark 5.5%.

If Ventura College offered the same percentage of GE elective units as Moorpark, the English Department would offer 8 sections of GE electives. At Oxnard percentage levels, Ventura would offer 13 sections.

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3C5: 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 below.



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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.

Success Rates in Distance Education Classes compared to Traditional Classes

	Fall 2010		Spring 2011		Fall 2011		Spring 2012	
	<i>DE</i>	<i>Traditional</i>	<i>DE</i>	<i>Traditional</i>	<i>DE</i>	<i>Traditional</i>	<i>DE</i>	<i>Traditional</i>
ENGL 1A	72.30%	75.00%	62.90%	75.90%	70.70%	82.40%	63.50%	74.60%
ENGL 1B	68.80%	77.10%	77.10%	71.00%	71.40%	84.80%	72.00%	82.10%
English Average	70.55%	76.05%	66.95%	78.50%	71.05%	83.60%	67.75%	78.35%
Campus Average	57.50%	67.40%	66.40%	21.80%	61.10%	68.20%	55.50%	65.70%
Difference	13.05		0.55		9.95		12.25	

Source: Office of Research and Evaluation

Retention Rates in Distance Education Classes compared to Traditional Classes

	Spring 2012		Difference
	<i>DE</i>	<i>Traditional</i>	
ENGL 1A	80.00%	87.00%	7.0
ENGL 1B	84.00%	89.00%	5.0
English Average	82.00%	88.00%	6.0
Campus Average	77.90%	84.70%	6.8

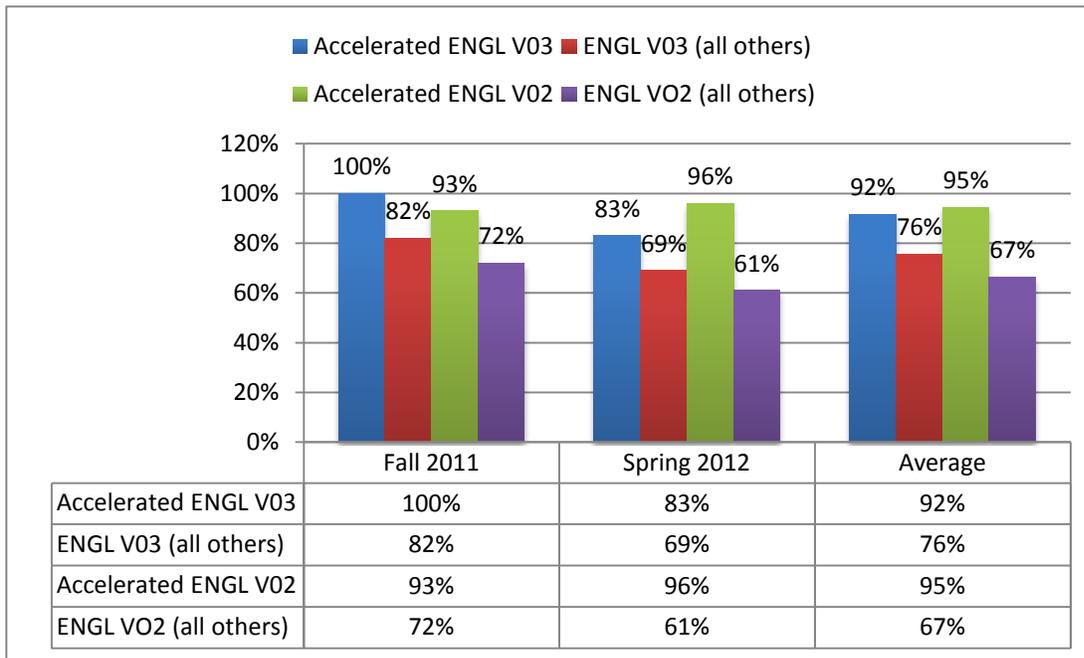
Source: Office of Research and Evaluation

The program's **distance education success and retention rates are higher than the overall college rates** as seen above. The success rates in English distance education classes are on average almost 9 percentage points higher than the campus Distance Education average, according to the available data from Institutional Research reports on Distance Education. In the data available for Spring 2012, the program's distance education retention rate is over 4 percentage points higher than the campus average. Also, on average, the program has a smaller gap between retention rates in distance education and traditional classes than the campus as a whole.

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The program's strong performance in distance education is the result of making instructional technology a high priority in recent hiring decisions and the formation of an online education subcommittee where faculty have collaborated to share best practices in Desire2Learn.

Success Rates in Accelerated Classes compared to Traditional Classes



Source: Report on the Accelerated Basic Skills Program, Office of Research and Evaluation

According to reports on the Accelerated Basic Skills Program from the Office of Research and Evaluation, the **success rate in the program's accelerated courses** (combining ENGL V03 and ENGL V02 into one semester) has been **substantially higher than the traditional courses**. On average in the 2011-2012 academic year, the success rate for Accelerated ENGL V03 was 92% while for all other ENGL V03 sections it was 76%. For Accelerated ENGL V02, the average success rate was 95% while for all other ENGL V02 sections it was 67%.

Continuation Rates for ENGL V02 Cohorts: Two-Semester Period

	ENGL 2 Students	Success	Success Rate	Continuation Rate	ENGL 1A Students	Success	Success Rate	Percent Passing ENGL 1A
Fall 2011-Spring 2012	570	430	75.4%	45.3%	195	146	74.9%	25.6%
Spring 2011-Fall 2011	231	149	64.5%	45.6%	68	55	80.9%	23.8%
Fall 2010-Spring 2011	539	397	73.7%	48.1%	191	156	81.7%	28.9%
Spring 2010-Fall 2010	205	159	77.6%	49.7%	79	64	81.0%	31.2%
Fall 2009-Spring 2010	585	437	74.7%	49.4%	216	163	75.5%	27.9%
AVG:		73.2%		47.6%		78.8%		27.5%

Source: California Community Colleges Chancellor's Office MIS Data Mart

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According to data from California Community Colleges Chancellor's Office MIS Data Mart, between Fall 2009-Spring 2012, an average of only 47.6% who passed ENGL V02 enrolled the following semester in ENGL V01A. In addition, although the ENGL V01A success rate is high at an average of 78.8%, of students who enrolled in ENGL V02 one semester, an average of only 27.5% passed ENGL V01A the next semester. These results are largely due to the poor continuation rate from ENGL V02 into ENGL V01A.

According to the Office of Research and Evaluation, the fall 2011 Accelerated ENGL V02 class had a continuation rate of 68% in the following semester as compared to only 45% in all other ENGL V02 sections. Because there is only one semester of data, further research will be needed to determine if accelerated courses have consistently higher continuation rates; however, these early results suggest that accelerated courses are one method to improve the continuation rate.

Continuation Rates for ENGL V02 Cohorts: Four-Semester Period

	ENGL 2 Students	Success	Success Rate	Continuation Rate	ENGL 1A Students	Success	Success Rate	Percent Passing ENGL 1A
Fall 2010-Spring 2012	539	413	76.6%	74.6%	308	260	84.4%	48.2%
Fall 2009-Spring 2011	585	454	77.6%	70.3%	319	262	82.1%	44.8%
		AVG:	77.1%	72.4%		AVG:	83.3%	46.5%

Source: California Community Colleges Chancellor's Office MIS Data Mart

Continuation rates when considered over a four-semester period show 72.4% of students who passed ENGL V02 enrolling in the next level. An average of 46.5% of students pass the transfer-level English composition requirement within a four-semester period after they first enrolled in ENGL V02 .

Because English composition classes are heavily impacted, the low continuation rates may be partially due to students' inability to enroll in the next level course. The higher continuation rate in the fall 2011 accelerated ENGL V02 suggests that a greater degree of instructor encouragement to continue immediately into the next course may improve continuation rates.

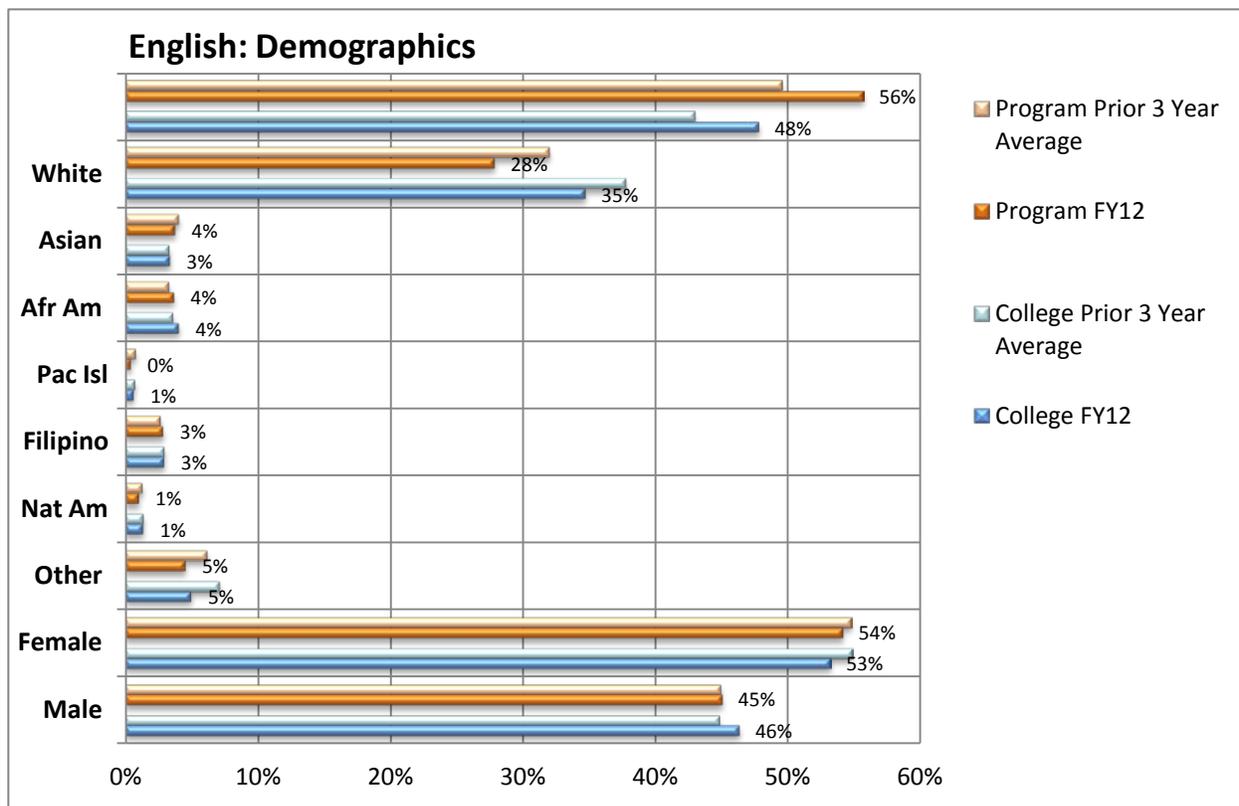
3C6: Interpretation of the Program Completion Information

The program does not have an official degree or certificate. However, according to the California Postsecondary Education Commission (CPEC), in the four years of data available between Fall 2006 and Fall 2010, **77 Ventura College students (an average of 19 per year) transferred to the CSU and UC systems as English majors.**

The department is currently developing an AA-T in English to meet this demonstrated student demand for an English major.

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3C7: Interpretation of the Program Demographic Information



Number of English Majors Declared at Admission (Ranks in top 20)

- Fall 2011: **186** (Ranked 16th)
- Fall 2010: **146** (Ranked 18th)
- Fall 2008: **169** (Ranked 16th)

Ventura College Transfers to CSU and UC by Discipline: Fall 2006-Fall 2010

- CSU: **55**
- UC: **22**
- Total: **77 English majors**

When entering students at Ventura College are asked to state their desired major, **English consistently ranks in the top 20 of desired majors**, according to the college's Office of Research and Evaluation. On average, **165 new students each fall semester are interested in majoring in English.**

In addition, according to the California Postsecondary Education Commission (CPEC), in the four years of data available between Fall 2006 and Fall 2010, **77 Ventura College students (or an average of 19 students per year) transferred to the CSU and UC systems as English majors.** Unfortunately, the commission was defunded by state budget cuts so no more recent data is available.

Regarding racial and ethnic demographic information, the program generally parallels the college's overall statistics. The number of Hispanic students is slightly higher than the college average (56%

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compared to 48%), which may be 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

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	90% of students will reach a satisfactory or higher level according to the institutional communication rubric for written communication.

Operating Information
This ISLO will be assessed completely in the 2012/13 academic year in the following courses: ENGL V01A, ENGL V01B, ENGL V05, ENGL V21A, ENGL V21B, ENGL V22A and ENGL V22B.

Analysis – Assessment
This ISLO has not yet been assessed.

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	This ISLO will not be assessed by English.

Operating Information

Analysis – Assessment

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and	This ISLO will be assessed by Art in Fall 2013 and Spring 2014 per the ISLO institutional calendar.

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problem solving

Operating Information

Analysis – Assessment

**Institutional Level Student
Learning Outcome 4**

Performance Indicators

Information Literacy

This ISLO will be assessed by Art in Fall 2013 and Spring 2014 per the ISLO institutional calendar.

Operating Information

Analysis – Assessment

**Institutional Level Student
Learning Outcome 5**

Performance Indicators

Personal/community awareness and academic / career responsibilities

This ISLO will be assessed by Art in Fall of 2014 and Spring of 2015 per the institutional ISLO calendar.

Operating Information

Analysis – Assessment

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4A2: **2012-2013** Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates

4A3: **2012-2013** Course Level Student Learning Outcomes - Refer to TracDat

4B: **2012-2013** 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 85%. The FY12 retention rate was 88%.

Analysis – Assessment

The retention rate for FY12 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 FY12 retention rate was 88%.

Analysis – Assessment

The English department retention rate was 3% higher than the college three year average. This goal was met.

4C. **2012-2013** Program Operating Outcomes

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Program Operating Outcome 1	Performance Indicators
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Operating Information

Analysis – Assessment

Program Operating Outcome 2	Performance Indicators
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Operating Information

Analysis – Assessment

4D. Program Review Rubrics for Instructional Programs

Rubric for English (Writing Classes)

Point Value	Element	Score
Up to 6	Enrollment demand	5.9
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	4.2
Up to 4	Agreed-upon productivity rate	3.4
Up to 4	Retention rate	3.6
Up to 3	Success rate (passing with C or higher)	2.7
Up to 3	Ongoing and active participation in SLO assessment process	2.6
Total Points		Interpretation
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	
TOTAL		22.3

Rubric for Reading Program

Point Value	Element	Score
Up to 6	Enrollment demand	3
Up to 6	Sufficient resources to support the program (ability to find	5

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	qualified instructors; financial resources; equipment; space)	
Up to 4	Agreed-upon productivity rate	4
Up to 4	Retention rate	4
Up to 3	Success rate (passing with C or higher)	3
Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	Interpretation	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	
	TOTAL	22

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5. Findings

2012-2013 - FINDINGS

Finding 1: High demand for English major and good transfer rate. On average from Fall 2008 to Fall 2011, a cohort of 165 new students each fall indicated English as their desired major, placing English in the top 20 of preferred majors at Ventura College. In addition, while the English Department had a full contingent of Literature offerings, an average of 19 Ventura College students per year transferred as English majors into the California four-year higher education system. According to the California Postsecondary Education Commission (CPEC), 77 Ventura College students transferred to the CSU and UC systems as English majors from 2006-2010. (See analysis in 3C7.)

Finding 2: Need for additional GE electives to support transfer. The reduction in the English Department's GE elective offerings to only one course in Fall 2011 has severely limited the transfer options for students planning to enter the CSU and UC systems as English majors. From 2006-2010, approximately 20 Ventura students per year transferred into the California four-year higher education system as English majors. The demand for literature classes far exceeds the current offerings making it impossible for students to complete major preparation. (See analysis in 3C4 and 3C7.)

Finding 3: Highest productivity in Literature and Reading Courses. Literature and reading, which are the most productive sections, comprise less than 5% of the sections offered during FY12. (See analysis in 3C4.)

Finding 4: Strong Retention, Productivity and Student Success. 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 3C3, 3C4 and 3C5.)

Finding 5: Leadership in Online, Accelerated and Learning Community Instruction. The English Department's online success and retention rates are higher than the overall college rates in distance education. Along with Math, the English Department has taken the lead in piloting accelerated courses, which have shown substantially higher success, retention and continuation rates than traditional courses. Also, six of seven learning communities offered since Fall 2011 have involved English faculty, indicating the program's commitment to integrating the teaching of writing with other disciplines on campus. (See analysis in 3C5.)

Finding 6: End of Title V Funding Impacts SI Program and Reading & Writing Center. 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. The tutoring center services lost provisional employees and a lab assistant in the last academic year. The loss of the provisional employees has had an impact on the

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hours that the Reading Writing Center can be open. This fall, the Reading and Writing Center has been monitored by volunteer faculty members. It is difficult to find volunteer faculty members for the number of hours requested. When a faculty member is not in the center it must be closed. (See analysis in 3C1.)

Finding 7: Software Licenses Close to Expiration. Software licenses such as Reading Plus must be maintained. The college currently has 66 licenses for Reading Plus that will expire in 2013.

Finding 8: Adjunct Faculty Used for Growth. The English department does not meet the standard of 75/25 (full time/part time sections taught). In FY12 there were 12.13 full time instructors (40.3%) and the equivalent of 17.99 part time instructors (59.7%). This is more pronounced in the reading faculty where the split is 50/50 (full time/part time sections taught). According to the budget charts, part-time expenditures increased by 19% while the college decreased part-time spending by 8%. This would indicate that adjunct instructors have been used to adjust for growth in the program. (See analysis in 3C1 and 3C2.)

Finding 9: Increased Clerical Burden on Faculty. The division clerical staff has been decreased by 50%, and our Dean's administrative assistant position was reclassified, which resulted in a change of personnel. This has significantly increased administrative work for both the department chair and other faculty. (See analysis in 3C1.)

Finding 10: Continuation Rates Need Improvement. Although the English Department courses have strong success rates, the continuation rate from ENGL V02 into ENGL V01A shows room for improvement. Between Fall 2009-Spring 2012, an average of only 47.6% who passed ENGL V02 enrolled the next semester in ENGL V01A. By the end of three semesters after passing ENGL V02, an average of 72.4% enroll in ENGL V01A. However, only an average of 46.5% of students pass the transfer-level English composition requirement within a four-semester period after they first enrolled in ENGL V02. (See analysis in 3C5.)

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6. Initiatives

6A: 2011-2012 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

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 X
(includes maintenance contracts)

Initiative

Continue financial support for Reading and Writing Center and SI Program

Initiative ID

ENGL 3-12

Links to Finding 5

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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 X
(includes maintenance contracts)

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

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

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No resources requested

Funding Sources

No new resources are required (use existing resources) X

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 X
(includes maintenance contracts)

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.

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Request for Resources

Time with the institutional researcher

Funding Sources

No new resources are required (use existing resources) X

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 X
(includes maintenance contracts)

2011-2012 - FINAL Program Initiative Priority Ratings

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Line Number	Program	Category	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	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	English	None	0				ENGL1201	Streamline Challenge Process	Develop department strategies to better identify and inform students who may be mis-placed			-	
2	English	None	0				ENGL1205	Start student club	Identify an area of student interest related to the study of English and start club			-	
3	English	None	0				ENGL1207	Research	Meet with institutional researcher to identify areas of inquiry in future years			-	
4	English	Personnel	1	H		M	ENGL1203	Continued financial support for RWC and SI	Salary and benefits for SI tutorial specialist II	41,615	41,615	41,615	
5	English	Personnel	1	H		M	ENGL1203	Continued financial support for RWC and SI	Funding for tutors and SI leaders	10,300	10,300	51,915	
6	English	Technology	2	H	H	H	ENGL1204	Replace office computers (see EC1204)	Purchase new desktop computers	5,000	-	51,915	0
7	English	Budget	3	H		M	ENGL1206	Add reading sections		9,000	9,000	60,915	
8	English	Faculty	4	M			ENGL1209	Hire FT reading instructor	Salary and benefits for reading instructor	108,000	108,000	168,915	FT
9	English	Faculty	5	L			ENGL1202	Hire FT English instructor	Salary and benefits for English instructor	108,000	108,000	276,915	FT

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6B: 2012-2013 INITIATIVES

Initiative ID should be consistent. For example:

2011-2012 identified initiatives - ART1201, ART1202, etc.

2012-2013 identified initiatives - ART1301, ART1302, etc.

Initiative 1: Develop and implement curriculum plans to offer an AA-T in English beginning in Fall 2013

Initiative ID: ENGL1301

Links to Finding 1, 2 and 3

There is high demand for an English major (ranked in the top 20), a strong track record of VC students transferring as English majors to CSU/UC campus and high productivity in literature classes.

Benefits - Recent changes in state policy will require students to have a declared major, so in order to serve the approximately 165 student a year who want to major in English, an AA-T in English is necessary. Also, a full offering on English GE electives will provide all students with more options to fulfill transfer requirements. An AA-T in English can be funded by reallocating existing resources.

Request for Resources

Funding Sources

No new resources are required (use existing resources) X

Initiative 2: Offer a minimum of four transferable General Education literature courses in English per semester

Initiative ID ENGL1302

Links to Finding 1, 2 and 3.

There is high demand for an English major (ranked in the top 20), a strong track record of VC students transferring as English majors to CSU/UC campus and high productivity in literature classes.

Benefits – The demand for literature classes far exceeds the current offerings making it impossible for students to complete major preparation. More electives in English will also provide additional GE options for the general student population, particularly with some campuses such as UC Berkeley requiring a literature course. Additional electives can be funded by reallocating existing resources.

Request for Resources

Funding Sources

No new resources are required (use existing resources) X

Initiative 3: Hire an additional reading instructor

Initiative ID: ENGL1208

Links to Finding 3 and 8

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.

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Request for Resources

Salary and Benefits

Funding Sources

Requires additional general funds for personnel, supplies or services X
(includes maintenance contracts)

Initiative 4: Offer additional reading sections

Initiative ID ENGL1206

Links to Finding 3 and 8

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

Benefits - Adding reading sections 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

Requires additional general funds for personnel, supplies or services X
(includes maintenance contracts)

Initiative 5: Work-study Student for English Department.

Initiative ID ENGL1303

Links to Finding 9

The division clerical staff reductions have significantly increased administrative work for both the department chair and other faculty.

Benefits – Providing additional administrative support for the department will free the chair and faculty to focus more time on teaching and curriculum issues.

Request for Resources

- Cost of work-study student salary

Funding Sources

Requires additional general funds for personnel, supplies or services X
(includes maintenance contracts)

Initiative 6: Tutor Aid 40% 10 Months

Initiative ID ENGL1304

Links to Finding 6

The Title V grant that currently funds the SI program and the Reading & Writing Center will end in October 2012. Oversight is needed in the Reading and Writing Center. This fall, volunteer faculty members have monitored the Reading and Writing Center. When a faculty volunteer is not in the center, it must be closed.

Benefits - Students and faculty will benefit by having an organized tutorial services program. This will leave the Tutorial Specialists with time to recruit hire and train tutors for the services.

Request for Resources

- Tutor Aid – 40% - \$11,391

Funding Sources

Requires additional general funds for personnel, supplies or services X

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(includes maintenance contracts)

Initiative 7: Basic Skills Budget Enhancement

Initiative ID ENGL1305

Links to Finding 6

The Title V grant that currently funds the SI program and the Reading & Writing Center will end in October 2012.

Benefits - Students and faculty will benefit by having a tutorial services program that meets our populations needs, with drop-in tutoring, group tutoring, Supplemental Instruction for basic skills courses, and especially providing individual tutoring for students who are really struggling to complete a course.

Request for Resources

- Tutoring Services (Tutoring, RWC, SI): \$50,000 for student tutors
- VCSP LRC: \$3500 for student tutors

Funding Source

The Basic skills grant will be requested to provide the much-needed assistance for basic skills students
Requires other resources (grants, etc.) Basic Skills X

Initiative 8: Annual software maintenance agreement for Reading Plus

Initiative ID ENGL1306

Links to Finding 6 and 7

The college currently has 66 licenses for Reading Plus that will expire in 2013. The Reading Plus software was funded by Title V. This funding ends in October 2012.

Benefits – The Reading program in the English Department improves 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 also give 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.

Request for Resources

- Software license costs

Funding Sources

Requires computer equipment funds (hardware and software) X

Initiative 9: Hire additional full time English Instructor

Initiative ID ENGL1202

Links to Finding 8

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

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Requires additional general funds for personnel, supplies or services X
(includes maintenance contracts)

Initiative 10: Increase the percentage of ENGL V02 students who enrolled in ENGL V01A

Initiative ID ENGL1307

Links to Finding 10

Between Fall 2009-Spring 2012, an average of only 47.6% who passed ENGL V02 enrolled the next semester in ENGL V01A.

Benefits – The sooner a student completes the transfer-level writing course, the better the student's chances of completing a degree. A higher continuation rate will increase the speed of students meeting this essential degree requirement.

Request for Resources

- No resources requested

Funding Sources

No new resources are required (use existing resources) X

Initiative 11: Continue to develop Learning Communities that pair English courses with other disciplines.

Initiative ID ENGL1308

Links to Finding 5

Six of seven learning communities offered since Fall 2011 have involved English faculty, indicating the program's commitment to integrating the teaching of writing with other disciplines on campus.

Benefits – The Board of Governors Student Success Task Force includes learning communities (along with accelerated classes and several other innovative pedagogical designs) as a way to "foster more effective basic skills instruction on a large scale" ("Advancing Student Success in California Community Colleges," p. 45).

Request for Resources

- No resources requested

Funding Sources

No new resources are required (use existing resources) X

Initiative 12: Develop and pilot a stand-alone Accelerated English course that combines English V03 and English V02.

Initiative ID ENGL1309

Links to Finding 5

Along with Math, the English Department has taken the lead in piloting accelerated courses, which have shown substantially higher success, retention and continuation rates than traditional courses.

Benefits – A single class enrollment will streamline the process for students to enroll in accelerated courses. The Board of Governors Student Success Task Force has identified accelerated classes as a way to "foster more effective basic skills instruction on a large scale" ("Advancing Student Success in California Community Colleges," p. 45).

Request for Resources

- No resources requested

Funding Sources

No new resources are required (use existing resources) X

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Initiative 13: Purchase and install bulletin boards and storage options for MCE and MCW buildings.

Initiative ID ENGL1310

Links to Finding 4

The English Department exceeds the district's goals for retention, productivity, and student success.

Benefits – The new buildings have outstanding technology resources but very few options for displaying posters or storing paper-based projects, elements that are often needed in college-level writing courses.

Request for Resources

- Cost of bulletin boards and cabinets

Funding Sources

Requires additional general funds for personnel, supplies or services X
(includes maintenance contracts)

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6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
English		Classified	L				ENGL1303	Work Study Student	Provide additional administrative support for the department to free chair and faculty to focus more time on teaching and curriculum issues.	To be Determined
English		Classified	H				ENGL1304	Tutor Aid 40%/10 months	Having an organized tutorial services program will benefit students and faculty. This will leave the Tutorial Specialists with time to recruit, hire, and train tutors for the services.	11,391
English		Computer Equipment	H				ENGL1306	Reading Plus	The Reading program in the English Dept. improves services for basic skills students through innovative software such as Read Write Gold,	To be Determined

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								Inspiration, and Reading Plus. These programs inspired students to work through difficult material. Reading faculty also give 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		Faculty	M			ENGL1202	Hire FT English Instructor	Salary and benefits for English Instructor	108,000
English		No New Resources	H			ENGL1301	AA-T in English	Recent changes in state policy will require students to have a declared major, so in order to serve the approximately 165 students a year who want to major in English, an AA-T in English is necessary. Also, a full	No cost

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								offering on English GE electives will provide all students with more options to fulfill transfer requirements. An AA-T in English can be funded by reallocating existing resources.		
English		No New Resources	H				ENGL1302	Four GE Electives per semester	More electives in English will also provide additional GE options for the general student population, particularly with some campuses such as UC Berkeley requiring a literature course. Additional electives can be funded by reallocating existing resources.	No Cost
English		No New Resources	M				ENGL1308	Learning Communities that pair English courses with other disciplines	The Board of Governor's Student Success Task Force includes learning communities (along with accelerated classes and several other innovative pedagogical designs) as a way to "foster more effective basic skills instruction on	No Cost

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								a large scale" ("Advancing Student Success in California Community Colleges," p. 45).		
English		No New Resources	M				ENGL1307	Increase the percentage of ENGL V02 student who continue	The sooner a student completes the transfer-level writing course, the better the student's chances of completing a degree. A higher continuation rate will increase the speed of students meeting this essential degree requirement.	No Cost
English		No New Resources	L				ENGL1309	Stand-Alone Accelerated English	A single class enrollment will streamline the process for students to enroll in accelerated courses. The Board of Governor's Student Success Task Force has identified accelerated classes as a way to "foster more effective basic skills instruction on a large scale" ("Advancing Student Sucess in California Community Colleges," p.	No Cost

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								45).		
English		Other Funds	H				ENGL1305	Basic Skills Budget Enhancement	Students and faculty will benefit by having a tutorial services program that meets our populations needs, with drop-in tutoring, group tutoring, supplemental instruction for basic skills courses, and especially providing individual tutoring for students who are really struggling to complete a course.	53,500
English		Other General Fund	H				ENGL1206	Add reading sections	Adding reading sections 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.	Instructor salary
English		Other General Fund	L				ENGL1310	Bulletin Boards/Storage for MCE and MCW buildings	While new buildings have outstanding technology resources, very few options	To be Determined

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

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

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

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7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?

- Yes, the English department completed a program review in Fall 2011, and we did identify initiatives.

2a. Were the identified initiatives implemented?

- *Initiative ENGL1201 (ON HOLD): Develop strategies to streamline challenge essay process.* Further examination revealed that the current challenge process is more effective than we expected. Removed as an initiative for this year.
- *Initiative ENGL 1202 (NOT FUNDED/ON LIST FOR THIS YEAR): Hire additional full time English Instructor.* 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.
- *Initiative ENGL 1203 (ONGOING): Continue financial support for Reading and Writing Center and SI Program.* We requested financial support for Supplemental Instruction, and it has now been acquired through the new Title V transfer grant and will commence again in spring 2013. The Reading/Writing Center will also be funded through the new Title V transfer grant (with an emphasis on writing across the curriculum).
- *Initiative ENGL 1204 (FUNDED/COMPLETE): Replace office computers.* English Department's office computers were replaced allowing faculty to be able to work in their offices.
- *Initiative ENGL 1205 (ONGOING): Start student club.* The department has instead moved to develop an AA-T degree in English, which would make a club much more relevant. Removed as an initiative for this year.

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- *Initiative ENGL 1206 (NOT FUNDED/ON LIST FOR THIS YEAR): Add reading sections.* 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.
- *Initiative ENGL 1207 (COMPLETE AND ONGOING): Conduct additional research with institutional researcher.* Worked with institutional researcher on assessment revalidation, persistence data, distance education success rates, identification of possible English majors. Removed as an initiative for this year.
- *Initiative ENGL 1208 (NOT FUNDED/ON LIST FOR THIS YEAR): Hire an additional reading instructor.* Because more sections of reading could be offered, more students would have the opportunity to improve their reading skills in an academic setting.

2b. Did the initiatives make a difference?

- Yes. Please see details above.

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

- No.

4. How have the changes in the program review process worked for your area?

- Having two meetings and a facilitator worked well to encourage collaboration on initiatives.

5. How would you improve the program review process based on this experience?

- Data for analysis should be more readily available, and adding a point person for each initiative would encourage more accountability for progress on the initiatives.

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7C. 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 appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.