



**English (English, Interdisciplinary Studies, Library Instruction  
[Credit-Based], Study Skills, Title V)  
Program Review  
2013-2014**

**Section I – Accomplishments and Status of 2012 Program Review Report**

**A. Last Year's Initiatives**

- Initiative ID ENGL1301: Develop and implement curriculum plans to offer an AA-T in English beginning in Fall 2013. UPDATE: ADT proposal for transfer degree in English to begin in Fall 2014 submitted to Curriculum Committee.
- Initiative ID ENGL1302: Offer a minimum of four transferable General Education literature courses in English per semester. UPDATE: Request to restore partially the program's GE electives (toward a baseline of Fall 2007) denied by dean and former EVP.
- Initiative ID ENGL1208: Hire an additional reading instructor. UPDATE: Not funded.
- Initiative ID ENGL1206: Offer additional reading sections. UPDATE: Not funded.
- Initiative ID ENGL1303: Work-study Student for English Department. UPDATE: Paper work completed but unable to find a student worker to fill position.
- Initiative ID ENGL1304: Tutor Aid 40% 10 Months. UPDATE: Not funded. Title V *Velocidad* grant has funded two provisional classified lead tutors for the Reading Writing Center.
- Initiative ID ENGL1305: Basic Skills Budget Enhancement. UPDATE: Not funded. Basic Skills Initiative and Title V *Velocidad* funding have covered these needs.
- Initiative ID ENGL1306: Annual software maintenance agreement for Reading Plus. UPDATE: Site license renewed for three years.
- Initiative ID ENGL1202: Hire additional full time English Instructor. UPDATE: Not funded.
- Initiative ID ENGL1307: Increase the percentage of ENGL V02 students who enrolled in ENGL V01A. UPDATE: Increased the continuation rate through faculty advising by 11% for English 2 cohorts and 16% for English 3 cohorts since Spring 2012.
- Initiative ID ENGL1308: Continue to develop Learning Communities that pair English courses with other disciplines. UPDATE: One Learning Community (LC) has been restored for Spring 2014 after the former EVP cancelled all Fall 2013 LC offerings. Additional LCs in development for 2014-2015.
- Initiative ID ENGL1309: Develop and pilot a stand-alone Accelerated English course that combines English V03 and English V02. UPDATE: On hold pending department decision on how to best offer accelerated courses.
- Initiative ID ENGL1310: Purchase and install bulletin boards and storage options for MCE and MCW buildings. UPDATE: Not funded.

**B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.**

The Student Success outcome in last year's program review stated that the program would maintain its retention rate from the average of the program's and college's prior three-year retention rate. In FY13, the English program maintained an 88% retention rate, exceeding the program's three-year retention rate of 87% and college's three-year retention rate of 86%.



**English (English, Interdisciplinary Studies, Library Instruction  
[Credit-Based], Study Skills, Title V)  
Program Review  
2013-2014**

**Section II - Description**

**A. Description of Program/Department**

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.

**B. Program/Department Significant Events (Strengths and Successes), and Accomplishments**

Strengths and successes:

- For the first time the 2013 *VC Voices*, the English department's annual publication, featured student writing from across the campus as well as outstanding writing from English classes. Teaming up with faculty in Health Education, the editors facilitated an essay contest on genetically-modified foods (GMOs) and published the winning essay. The English department also collaborates with the Art department to showcase winning artwork.
- To maintain consistent grading and standards across composition sections, English faculty gathered several times in spring and fall 2013 to discuss course outlines and rubrics as well as to participate in multi-level essay norming sessions.
- Participation in Professional Development activities is strong in our program with significant numbers of English faculty members presenting at SITE, at the orientation for new full-time faculty, during FLEX week and throughout the year.
- The Reading & Writing Center, with funding from the Title V *Velocidad* grant, has expanded its scope to meet the needs of developmental and transfer-level writers in classes across the curriculum. In 2012-2013, a full-time English faculty member secured faculty volunteers to staff the center for 20 hours per week, developed effective learning activities, and created a more open and comfortable study environment. In fall 2013, the college hired two provisional classified lead tutors with additional Title V funds to work with specially-trained student writing tutors and to relieve the pressure on faculty volunteers. The RWC is now able to remain open 24 hours per week.
- The English faculty are leaders on campus in distance education and teaching with technology. The program's online success and retention rates are higher than the overall college rates in distance education, and several instructors have presented flex activities on instructional technology. Most instructors also participated in a "Teaching Writing with Technology" workshop in spring 2013.
- Reading and Writing Across the Curriculum initiatives continue to be promoted by the Title V *Velocidad* grant with partial release time in fall 2013 for two faculty members to



# English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills, Title V) Program Review 2013-2014

encourage college faculty to increase “Write to Learn” activities, to teach discipline-specific reading strategies and to promote the RWC as a resource for their students to improve learning and increase student success.

- In Fall 2013, two adjunct English instructors are featured in the library’s “Bridging Cultures Bookshelf: Muslim Journeys” lecture series, which is funded by the National Endowment for the Humanities. The library has received a college of books and videos to increase the understanding of the peoples, cultures, histories, and religion of Muslim people here in the United States and around the world.
- 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 English Department has taken the lead, along with Math, in developing accelerated composition courses, which have shown higher success, retention and continuation rates than traditional basic skills courses.
- Seven of eight Learning Communities (LCs) offered since Fall 2011 have involved English faculty, emphasizing again the program’s commitment to integrating the teaching of writing with other disciplines on campus. English faculty designed and taught paired classes with Criminal Justice, History and Political Science with more in development.
- Participation in SLO assessment each semester is close to 100 percent in our program, and the faculty discussions of SLO results in each course level have lead to more effective collaboration.
- 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 3<sup>rd</sup> grade for courses in which the texts are written at 12<sup>th</sup> grade reading level and above.
- Using Title V and Basic Skills Initiative funding, English instructors have integrate Supplemental Instructor leaders into developmental classes to give additional support to students.
- 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



**English (English, Interdisciplinary Studies, Library Instruction  
[Credit-Based], Study Skills, Title V)  
Program Review  
2013-2014**

improved faculty understanding of student needs as they work through the Ventura education system.

**Significant Changes**

- Between 2006-2010, an average of 15 students a year transferred as English Majors from Ventura College to the CSU/UC systems, a pathway that is no longer available because of drastic cuts in transferable, sophomore-level English classes. In fall 2007, the program 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.
- Over the past few years the division clerical staff was decreased by 50%, and our Dean’s administrative assistant position was reclassified, which resulted in a change of personnel. Also, the division office no longer has a student worker. 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.

**C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY**

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

**D. Criteria Used for Admission**

None



**English (English, Interdisciplinary Studies, Library Instruction  
[Credit-Based], Study Skills, Title V)  
Program Review  
2013-2014**

**E. College Vision**

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

**F. College Mission**

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

**G. 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
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

**H. Organizational Structure**

**President:** Greg Gillespie

**Executive Vice President:**

**Dean:** Kathy Scott

**Department Chair:** Eric Martinsen

**Faculty/Staff:**

English

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

<b>Name</b>	<b>Jennifer Garcia</b>
Classification	Professor
Year Hired	2006

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

Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

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

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

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

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

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

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

<b>Name</b>	<b>Sharon Beynon</b>
Classification	Assistant Professor
Year Hired	2010

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

Years of Work-Related Experience	
Degrees/Credentials	B.A., M.Ed.

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

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

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

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

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

**Section IIIa - Data and Analysis**

**A. SLO Data**

During the program's SLO assessments and discussions last year, two primary observations came to the fore: 1) the need for norming across the composition sequence, and 2) the need to assess and revise our SLOs as a whole with a focus on consistency in language and rubrics across all levels.

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

For norming to be effective, all faculty should be involved, which means adjunct faculty who teach 60 percent of our English course must be compensated in some way for participation.

Another initiative idea to emerge from SLO discussions is the ENGL V02 portfolio. The faculty teaching ENGL V02 suggested moving toward a portfolio as the final assessment of student work, using a process in which two faculty members read and evaluate each portfolio to determine holistically if the student is prepared to enter ENGL V01A. At SBCC, the portfolio process is used at this same level and participation from both full- and part-time faculty is required.

An ENGL V01B initiative was to explicitly state the requirement of a full-length novel in the course outline. The most recently revision of the course outline in Fall 2013 has incorporated this needed change.

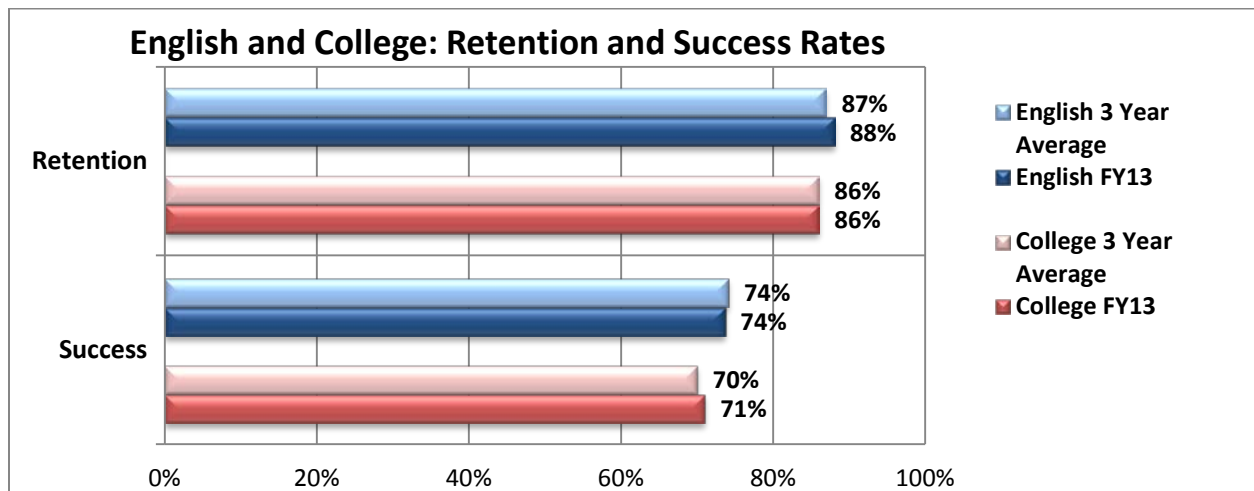
**Need for policy from SLO committee:** A more general concern about consistencies in SLO assessment was raised. The program would like the SLO committee make a clear decision about whether or not to include all students enrolled in a course or only those who complete an individual SLO assignment in our assessment of the SLO. The English faculty suggest that this should be an across-campus decision so that all departments are following the same standard.

The English program is up to date with its SLO rotational plan, mapping and all other TracDat work.

## B. Performance Data

### 1. Retention - Program and Course

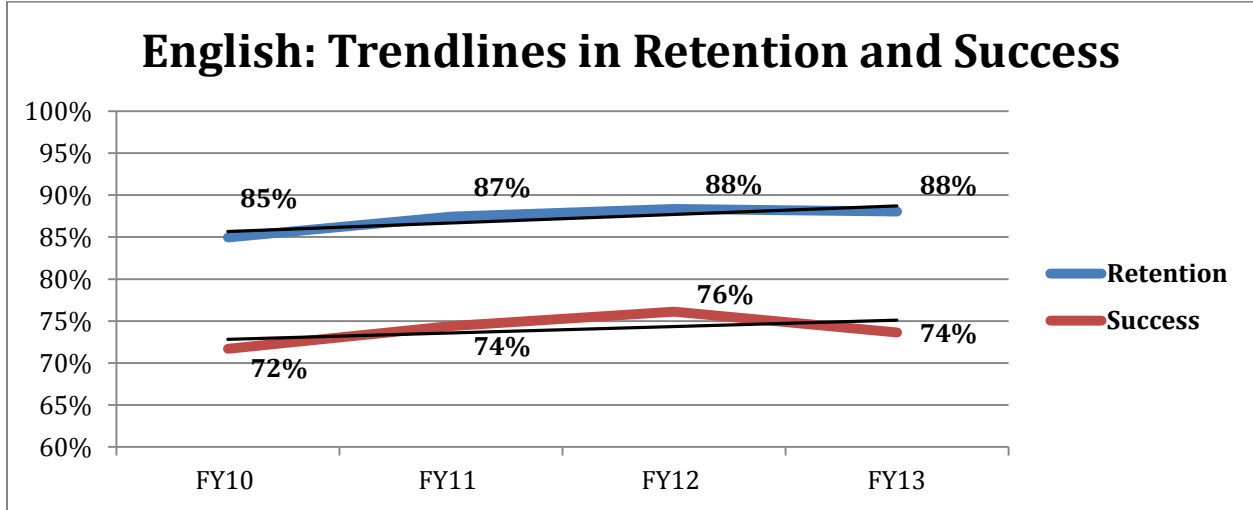
The program's overall retention rate is **slightly higher than the overall college rates** both for the 3-year average and FY13 as seen below.



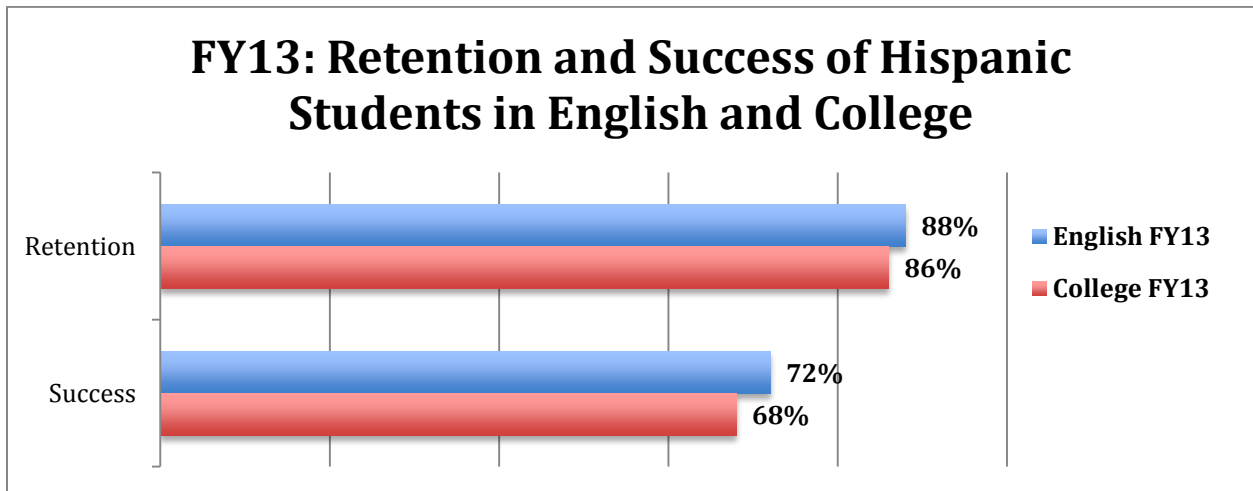


## English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review 2012-2013

Looking at the English program's retention rate over time, the longer-term trend (FY10-FY13) shows an **increase from 85 percent in FY10 to 88 percent in FY13.**

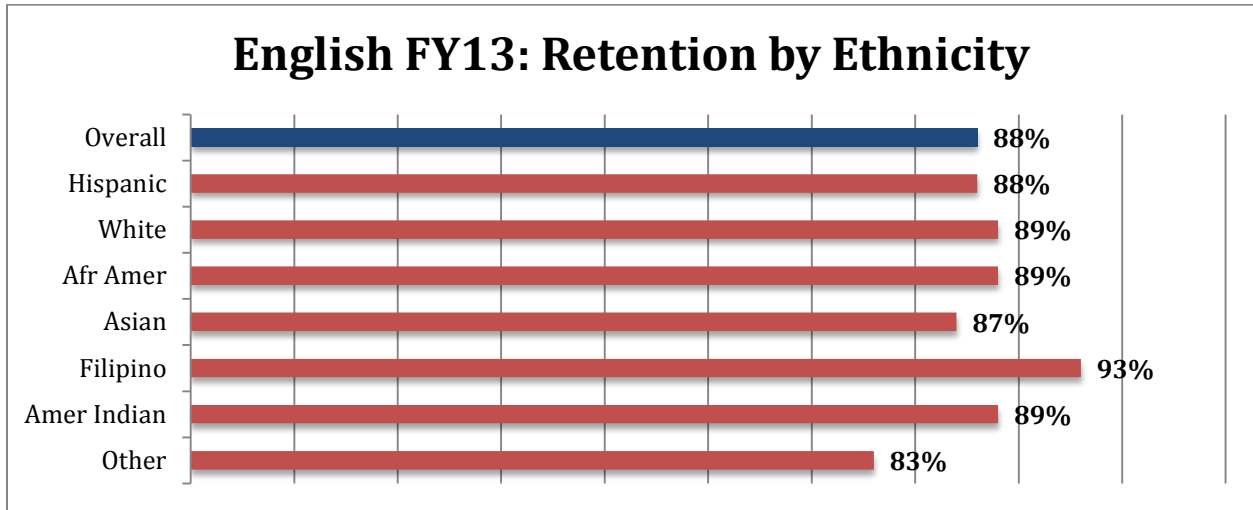


The disaggregated data by ethnicity for FY13, in particular the data for Hispanic students who represent 59 percent of our program, indicates that the English program has a **higher retention rate for Hispanic students than the college as a whole.**



The retention rate in the English program for FY13 is relatively consistent across all ethnicities and does not vary more than 5 percentage points from the program's overall retention rate of 88 percent. Except for the category of "Other," **students of all ethnicities are retained in English classes at a rate that is higher than the college average of 86 percent.**

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

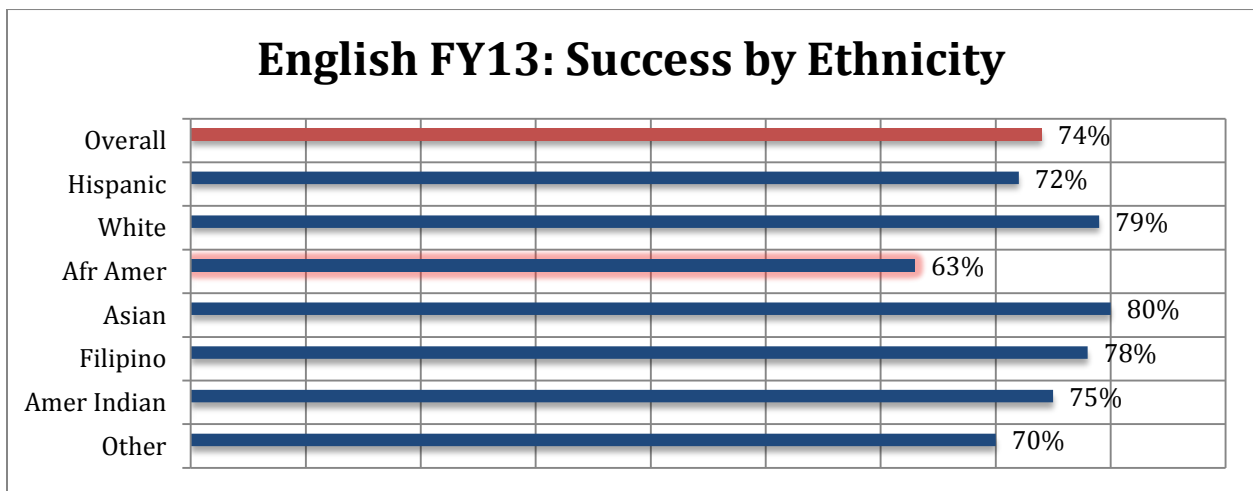


English, Reading and literature classes currently maintain **high retention rates across all ethnicities.**

**2. Success – Program and Course**

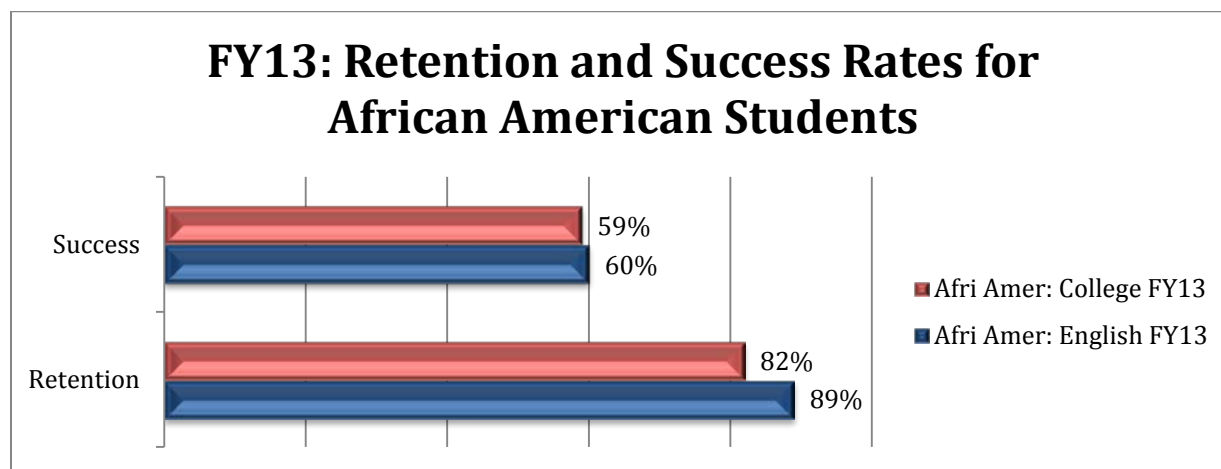
The program’s **overall success rates** of 74% for FY13 and 74% as a three-year average are **higher than the overall college rates** (FY13: 71%; Three-year average: 70%). The trend line for success (FY10-FY13) shows a slight increase from 72 percent in FY10 to 74 percent in FY13 (see charts in section B1 above).

While retention rates in English are fairly consistent across all ethnicities, there is **wider variance in the success rate when disaggregated by ethnicity.** Asian (80%), white (79%) and Filipino (78%) students succeed at rates above the program’s average of 74 percent. Hispanic (72%) and American Indian (75%) students succeed at rates close to the program’s average.



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

The success rate for African American students (63%) is significantly lower than program's average. At the same time, the English program outperforms the college as a whole in success and retention of African American students as seen below.



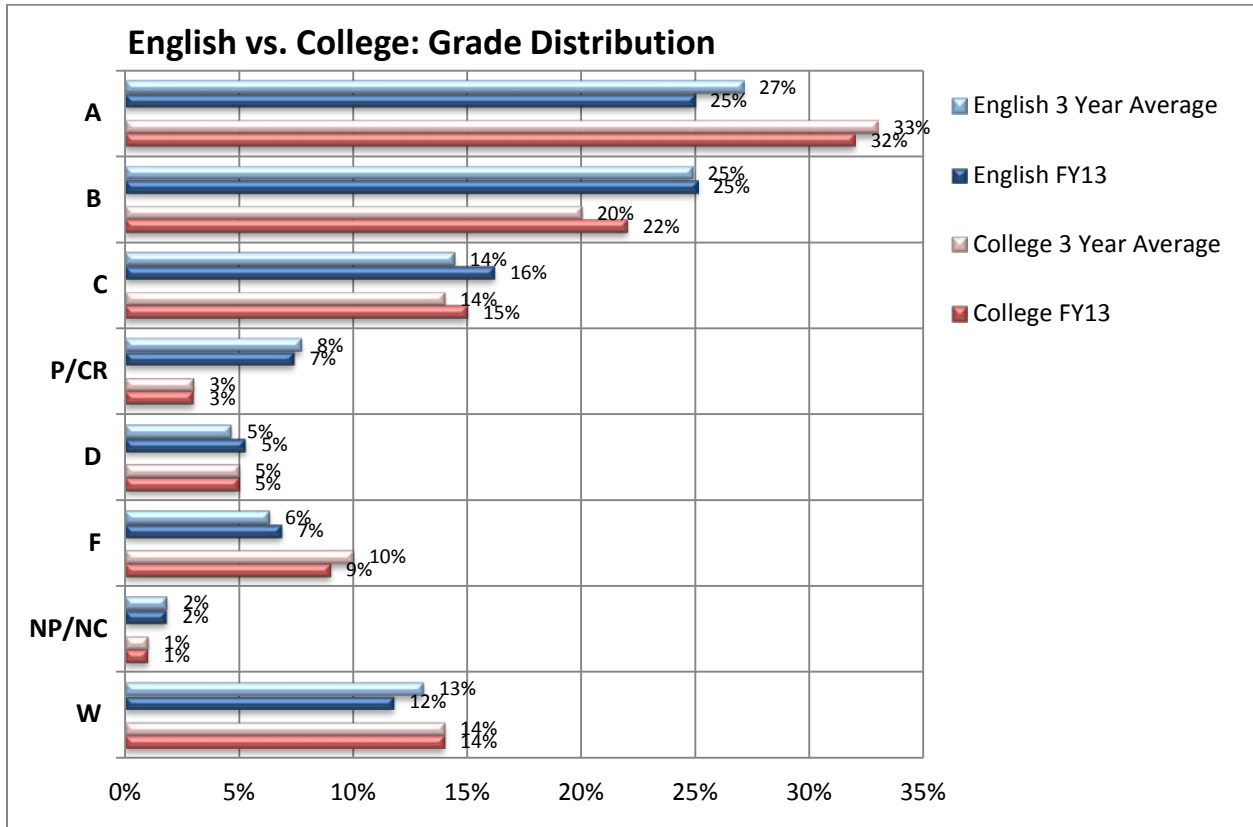
Although African American students' retention rate is relatively high, the low success rate for this student population shows room for significant improvement at the level of the program and the college as a whole.

### Grade Distribution

The grade distribution data below indicates that the **program gives fewer As (27%) than the campus average (33%)**. At the same time, the program gives **more Bs (25%) than the college average (20%)** as shown below. This is likely the result of intradepartmental discussions about grading criteria and, at the English 1A level, revising of the department rubric to clarify the distinction between various letter grades.

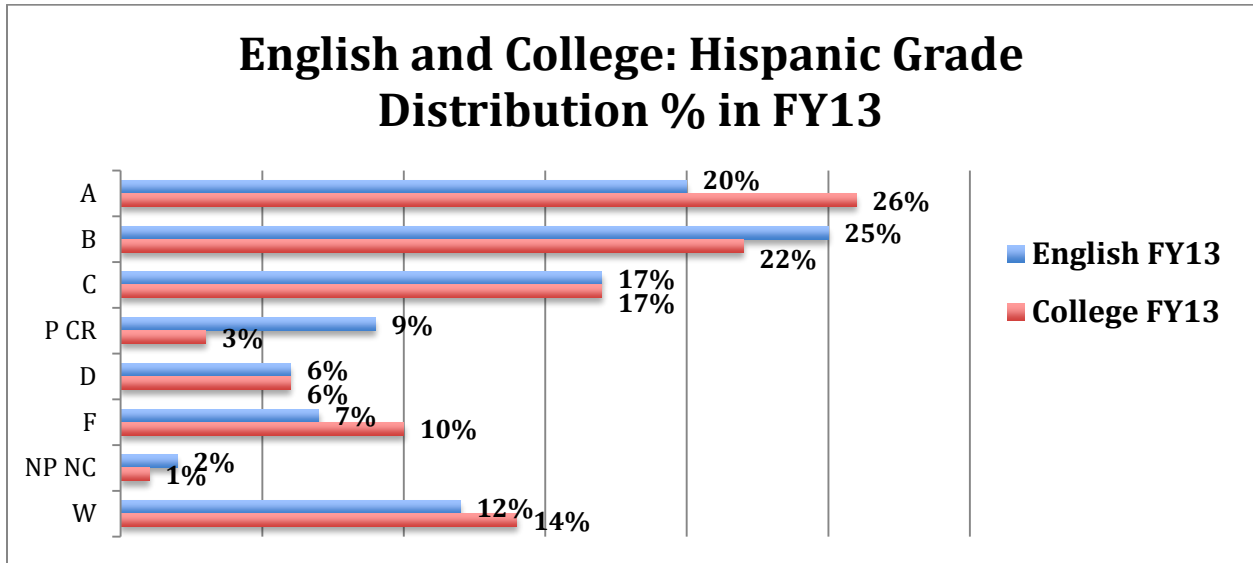
The program also gives **fewer Fs than the college average and fewer Ws** than the campus average. This may be due to individual instructors advising students of their progress in the class before the final drop date.

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

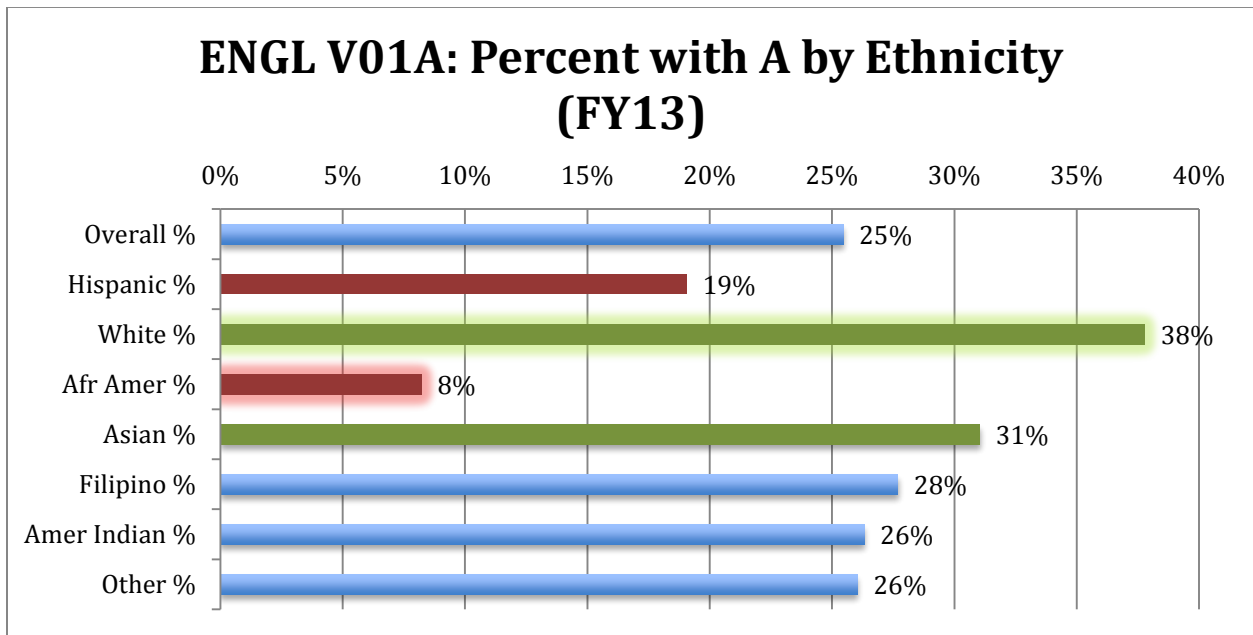


Looking specifically at the grade distribution for Hispanic students in FY13, the data shows that **Hispanic students received fewer As (20%) than the program's average (25%)**. In the college as a whole, Hispanic students received As at a rate of 26% in FY13 as shown below. However, Hispanic students in English receive Bs at a rate of 25% as compared to 22% in the college as a whole as seen below.

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



As seen above, in FY13 the English program gave the same percent of Cs and Ds to Hispanic students as the college as a whole. **Hispanic students received fewer Fs and Ws in English than in the rest of the college.**

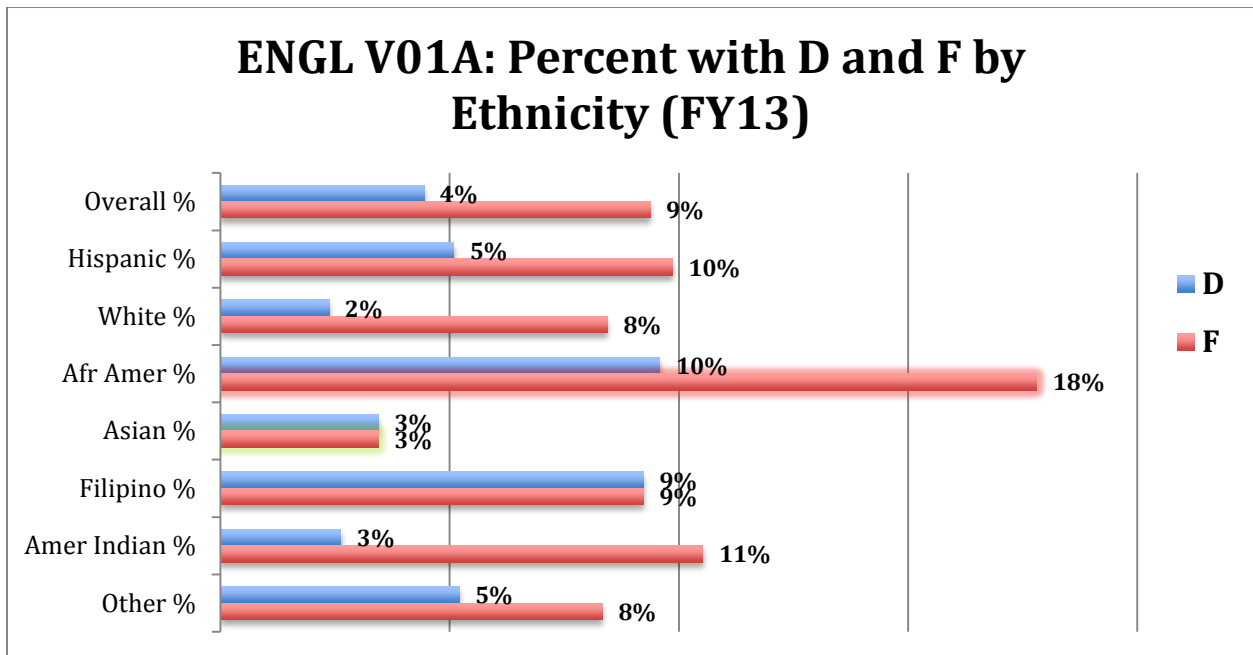


In ENGL V01A in FY13, the disaggregated data shows White students (38%) and Asian students (31%) receive more As while Hispanic students (19%) and African American students (8%) receive fewer As compared to the course's overall percent as seen above. The percent of Bs and Cs appears fairly consistent across students of various ethnicities although African American students received a notably higher percent of Cs (25%) as seen below.

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

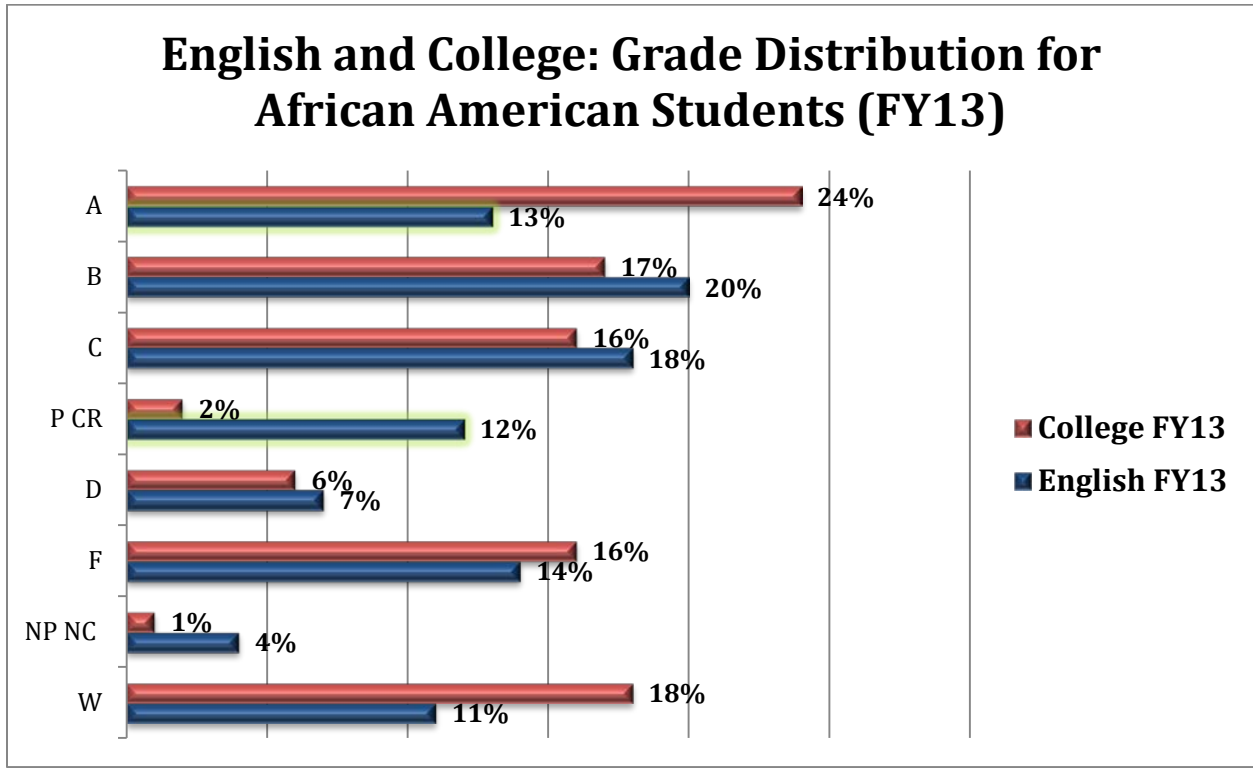
FY13 Retention and Success by Course, Ethnicity											Program Review 2013 - 2014				
CourseID		A	B	C	P CR	D	F	NP NC	W	Graded	Inc	Retention	Success		
<b>ENGL</b>	<b>150100</b>	1,527	1,535	990	453	323	420	111	730	6,118	28	5,387	88%	4,505	74%
	<i>Distribution %</i>	25%	25%	16%	7%	5%	7%	2%	12%						
<b>ENGLV01A</b>	<b>English Composition</b>	573	633	403	0	100	211	0	319	2,251	11	1,931	86%	1,609	71%
	<i>Distribution %</i>	25%	28%	18%	0%	4%	9%	0%	14%						
	Hispanic	232	363	244	0	62	120	0	187	1,217	8	1,029	85%	839	69%
	<i>Distribution %</i>	19%	30%	20%	0%	5%	10%	0%	15%						
	White	255	167	97	0	16	57	0	81	675	2	594	88%	519	77%
	<i>Distribution %</i>	38%	25%	14%	0%	2%	8%	0%	12%						
	Afr Amer	6	20	18	0	7	13	0	8	73	1	65	89%	44	60%
	<i>Distribution %</i>	8%	27%	25%	0%	10%	18%	0%	11%						
	Asian	27	25	16	0	3	3	0	13	87	0	74	85%	68	78%
	<i>Distribution %</i>	31%	29%	18%	0%	3%	3%	0%	15%						
	Filipino	18	21	9	0	6	6	0	5	65	0	60	92%	48	74%
	<i>Distribution %</i>	28%	32%	14%	0%	9%	9%	0%	8%						
	Amer Indian	10	10	5	0	1	4	0	8	38	0	30	79%	25	66%
	<i>Distribution %</i>	26%	26%	13%	0%	3%	11%	0%	21%						
	Other	25	27	14	0	5	8	0	17	96	0	79	82%	66	69%
	<i>Distribution %</i>	26%	28%	15%	0%	5%	8%	0%	18%						

The percent of African American students (18%) who received Fs in ENGL V01A is double the overall percent of Fs in the program (9%) as seen below.



While the program slightly outperforms the college in the retention and success rates for African American students, the low percent of As and high percent of Fs is cause for concern as is the low success rate in English classes.

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



Comparing the grade distribution for African American students in the program and the college, the data reveals that grading in English courses generally mirrors the college as a whole except for the category of As and P/CR. The P/CR grade is typically only assigned in ENGL V03. African American students receive a significantly lower percent of As (13%) in English than in the college average (24%), representing a gap of 11 percent. In a comparison of the grade distribution for the overall student population, English assigns 5 percent fewer As than the college as a whole as shown above.

**3. Program Completion – for “Programs” with Degrees/Certificates Only**

The program does not currently 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 15 per year) transferred to the CSU and UC systems as English majors.** The commission was defunded by state budget cuts so no more recent data is available.

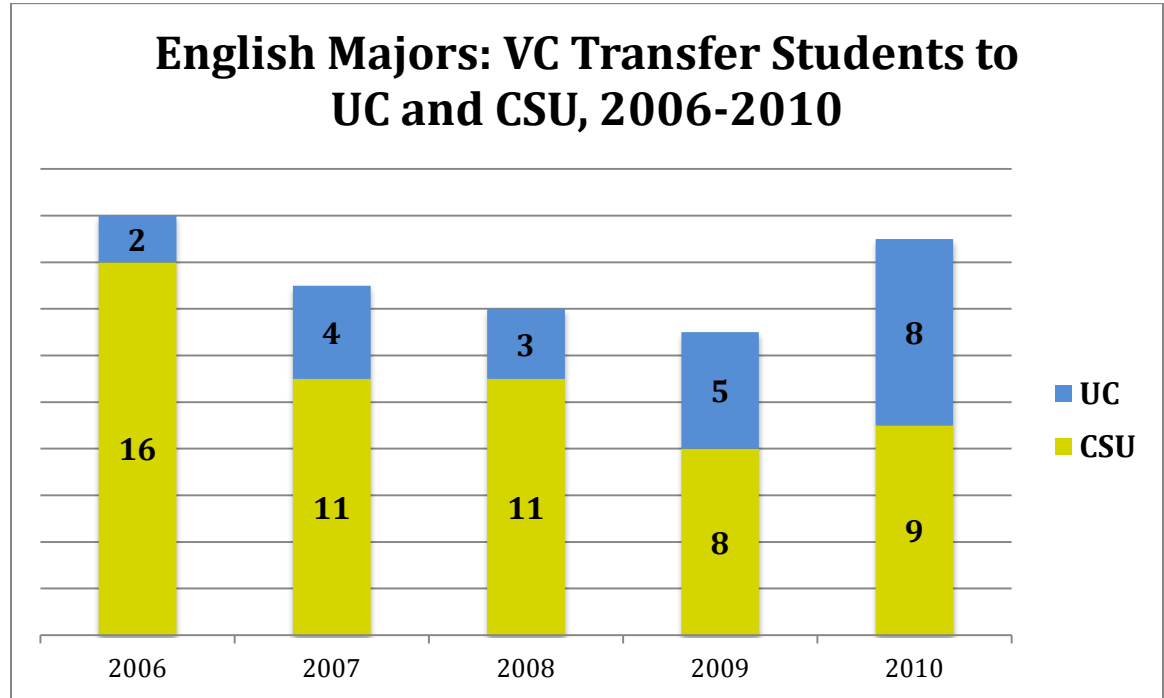
**Number of English Majors Declared at Admission (Ranks in top 20 of 50 majors)**

- Fall 2011: **186** (Ranked 16<sup>th</sup>)
- Fall 2010: **146** (Ranked 18<sup>th</sup>)

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

- Fall 2008: 169 (Ranked 16<sup>th</sup>)

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



The department has submitted a proposal to the Curriculum Committee to establish an AA-T in English, beginning Fall 2014, to meet this demonstrated student demand for an English major.

## C. Operating Data

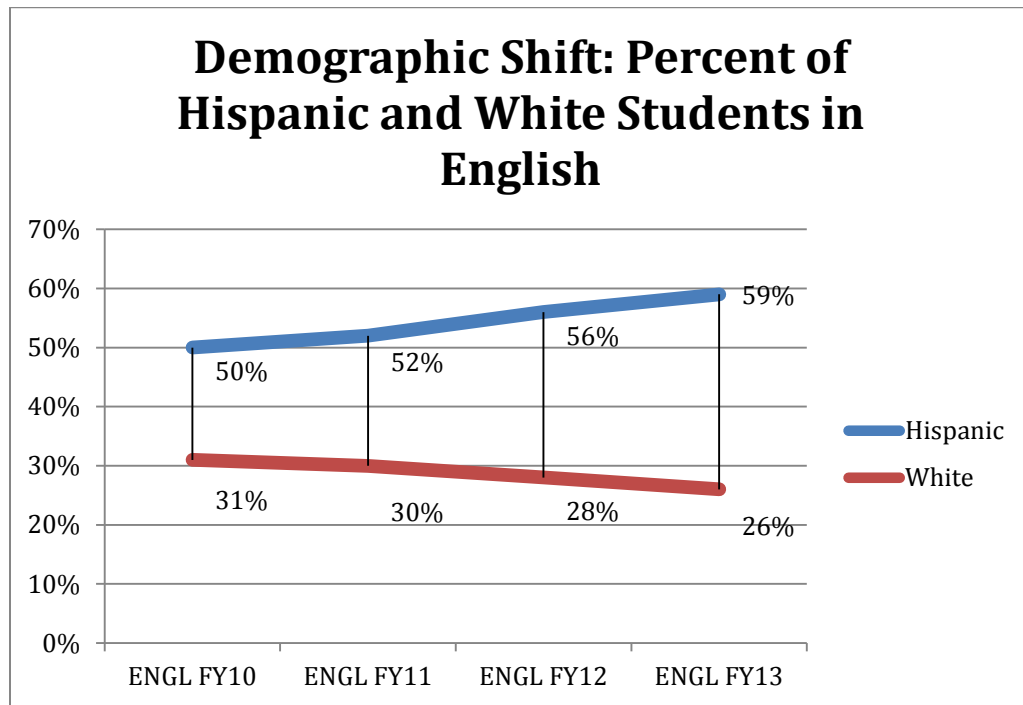
### 1. Demographics - Program and Course

Regarding racial and ethnic demographic information, the program generally parallels the college's overall statistics. The number of Hispanic students is notably higher than the college average (59% compared to 51%), which may be due to the program's basic skills classes. Also, many of the reading and developmental writing classes have a significant ESL or generation 1.5 population.



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

Student Demographics by Subject, Year, Term, Course											Ventura College		
Course	Year or Title	Hispanic	White	Asian	Af Am	Pac I	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ENGL	FY10	2,676 50%	1,701 31%	220 4%	199 4%	53 1%	145 3%	73 1%	337 6%	2,941 54%	2,445 45%	18 0%	24
ENGL	FY11	2,976 52%	1,699 30%	242 4%	175 3%	31 1%	157 3%	75 1%	330 6%	3,093 54%	2,581 45%	11 0%	24
ENGL	FY12	3,203 56%	1,603 28%	217 4%	212 4%	25 0%	166 3%	60 1%	262 5%	3,114 54%	2,591 45%	43 1%	22
ENGL	Prior 3 Year Average	2,952 53%	1,668 30%	226 4%	195 3%	36 1%	156 3%	69 1%	310 6%	3,049 54%	2,539 45%	24 0%	23
ENGL	FY13	3,585 59%	1,567 26%	239 4%	225 4%	33 1%	176 3%	76 1%	217 4%	3,319 54%	2,750 45%	49 1%	22
College	Prior 3 Year Average	39,472 45%	32,043 37%	2,916 3%	3,327 4%	620 1%	2,607 3%	1,208 1%	5,302 6%	47,370 54%	39,872 46%	253 0%	26
College	FY13	41,063 51%	25,846 32%	2,922 4%	3,221 4%	455 1%	2,549 3%	1,134 1%	3,363 4%	43,161 54%	36,897 46%	495 1%	24



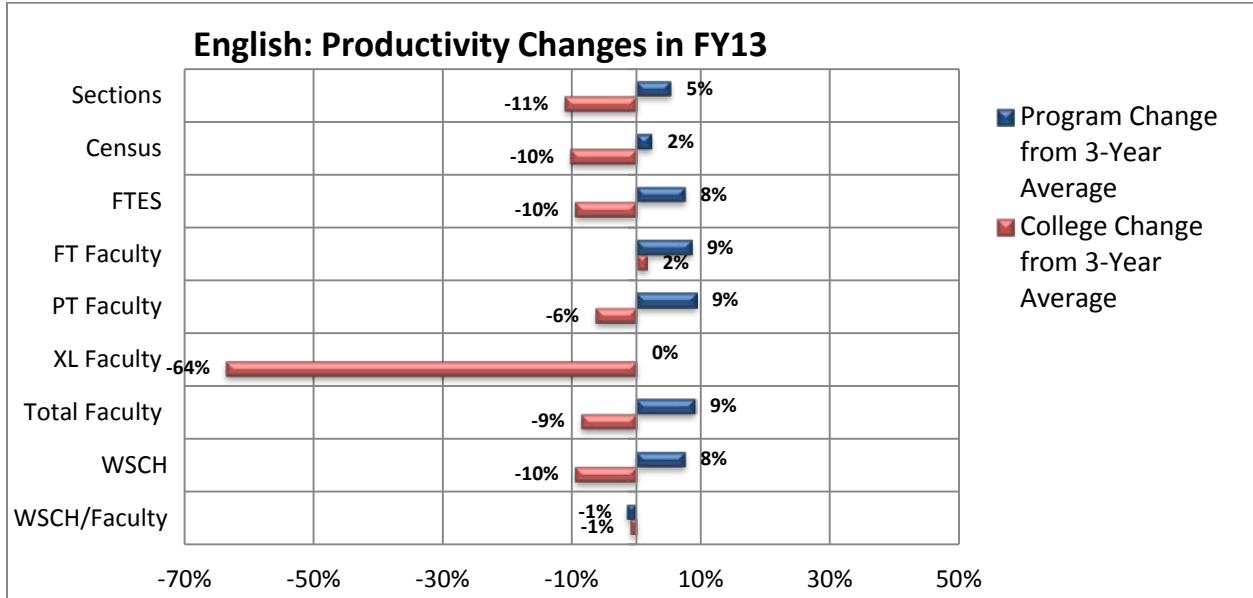
**English (English, Interdisciplinary Studies, Library Instruction  
[Credit-Based], Study Skills) Program Review**  
**2012-2013**

**2. Budget**

- Program members have reviewed the budget data.
- No comments or requests to make about the budget

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

### 3. Productivity – Program and Course



The program's productivity increased in seven out of nine categories, far exceeding the college's changes as seen above. While the program increased its sections by 5% over the three-year average, the FTES numbers have increased by 8%. This is likely to be the result of instructors adding students above cap. With the number of smaller classrooms in the MCW/MCE buildings, it is unlikely that the program will maintain this sort of increase in FTES numbers because instructors are limited in their ability to add additional students because of room capacity. Additional FT instructors are needed to maintain this level of productivity.

#### Productivity Summary Table

ENGL Productivity Measures	FY10	FY11	FY12	3 Yr Avg	FY13	Change
Sections,	202	208	208	206	217	5%
Census,	5,477	5,770	5,829	5,692	5,829	7%
FTES,	804	847	860	837	900	8%
FT Faculty,	10.97	12.53	12.13	11.88	12.89	9%
PT Faculty,	17.49	16.67	17.99	17.38	19.00	9%
XL Faculty,	0.00	0.00	0.00	0.00	0.00	0%
Total Faculty,	28.45	29.20	30.12	29.26	31.89	9%

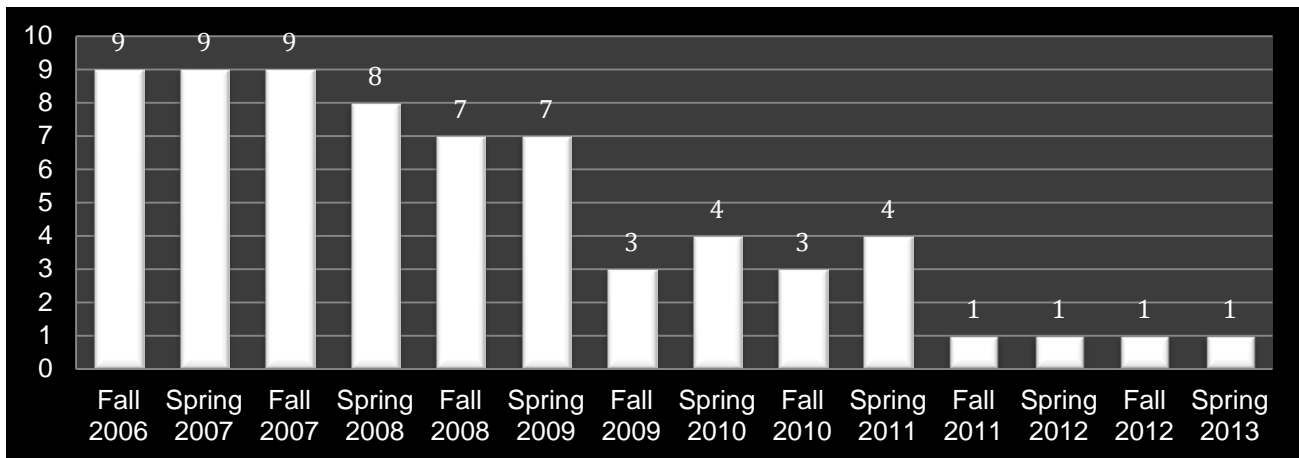
# English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review 2012-2013

ENGL		College WSCH Ratio: WSCH / (FT FTE+PT FTE+XL FTE)								
Course	Title	FY10	FY11	FY12	3 Yr Avg	FY13	% Change	Dist Goal	% Goal	
ENGLV01A	English Composition,	421	422	423	422	423	0%	410	103%	
ENGLV01B	Critical Thinking & Composition,	413	438	434	429	426	1%	410	104%	
ENGLV02	Fundamntls English Composition,	419	428	413	420	412	-2%	410	101%	
ENGLV03	Basic English Composition,	405	429	435	423	438	3%	410	107%	
ENGLV04A	Writing Skills:Level A,	417	484	487	460	0	6%	410	0%	
ENGLV04B	Writing Skills:Level B,	419	502	490	474	0	3%	410	0%	
ENGLV05	Reading for Critical Analysis,	489	574	473	512	506	-8%	410	124%	
ENGLV06A	Academic Reading,	619	580	619	606	433	2%	410	106%	
ENGLV07	#####	553	566	462	525	521	-12%	410	127%	
ENGLV08A	Low-Begin Reading Comprehen,	525	549	465	514	462	-9%	410	113%	
ENGLV08B	High-Begin Read Comprehension,	516	548	448	497	439	-10%	410	107%	
ENGLV10	Creative Writing,	471	488	0	480	0	-100%	410	0%	
ENGLV11A	Intermed Creative Writing I,	479	482	0	480	0	-100%	410	0%	
ENGLV11B	Intermed Creative Writing II,	475	487	0	478	0	-100%	410	0%	
ENGLV21A	Survey: English Literature I,	420	540	0	480	465	-100%	410	113%	
ENGLV21B	Survey: English Literature II,	0	465	465	465	0	0%	410	0%	
ENGLV22B	American Literature Since 1865,	480	0	495	488	390	2%	410	95%	
ENGLV29A	Aesthetics of Film I,	525	555	0	541	0	-100%	410	0%	
ENGLV29B	Aesthetics of Film II,	525	555	0	533	0	-100%	410	0%	
ENGLV36A	Survey/Women in Literature I,	0	0	0	0	0	0%	410	0%	
<b>Annual WSCH Ratio for ENGL</b>		<b>424</b>	<b>435</b>	<b>428</b>	<b>429</b>	<b>424</b>				

The chart above indicates that in those **classes offered every semester** (Eng 1A-8B), the program has **exceeded the productivity goal in FY13 and in the three-year average**.

**The reading classes show higher levels of productivity (106-127%)** because those classes are highly impacted. These numbers indicate that additional sections may be required. **In the three-year average, all creative writing and literature courses have also exceeded the district's productivity goal**; only one section of ENGL V22B in FY 13 fell slightly below the productivity goal at 95%.

In fall 2007, 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.



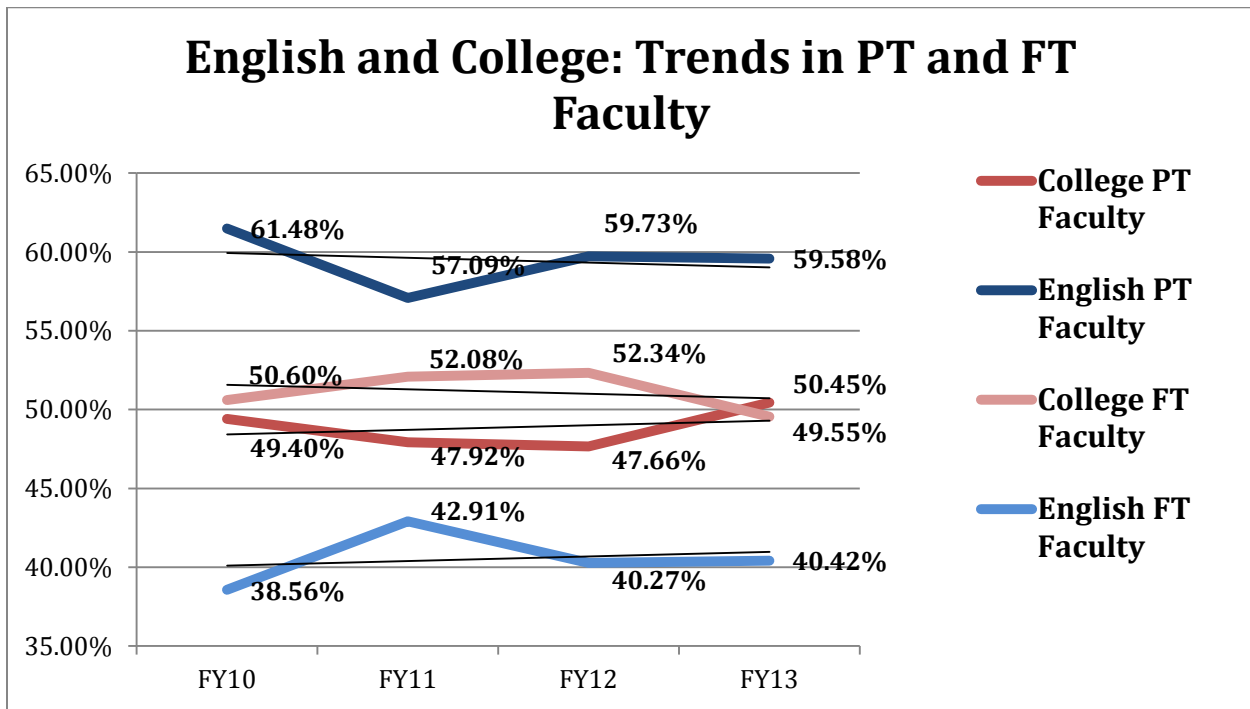
# English (English, Interdisciplinary Studies, Library Instruction [Credit-Based], Study Skills) Program Review 2012-2013

## D. Resources

### 1. Faculty

With a **40.42/59.58 full-time/part-time ratio**, the English department is far behind the 49.55/50.45 ratio for Ventura College and does not even approach the state-mandated requirement of a 75/25 ratio, with 75% or more of Full-Time Equivalent Faculty.

In FY13 there were the equivalent of 12.89 full-time English instructors (40.42%) and the equivalent of 19.00 part-time instructors (59.58%). In the reading faculty the split is 50/50 (full time/part time sections taught). No additional FT faculty have been hired since fall 2010.



Source: 2013 Annual Planning Report and FY13 Program Review Data

Ventura College				
Full-Time / Part-Time Ratio				
Term	Full-Time FTEF	Part-time FTEF	Total FTEF	Full-Time / Part-Time Ratio
Fall 2012	130.20	132.59	262.79	49.55 / 50.45
Fall 2011	135.28	123.18	258.46	52.34 / 47.66
Fall 2010	132.01	121.48	253.49	52.08 / 47.92
Fall 2009	138.28	135.00	273.28	50.60 / 49.40

Source: 2013 Annual Planning Report

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

## 2. Classified Staff

Over the last three years, 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.

## 3. Inventory

The current inventory appears accurate and remarkably detailed.

## 4. Facilities or other Resource Requests

The furniture and classroom design in the MCW/MCE buildings is conventional and makes innovative classroom activities involving group work or other class configurations such as forming a circle extremely challenging. On the most recent Community College Survey of Student Engagement (CCSSE), Ventura College did not meet any of the five benchmarks, one of which is "Active and Collaborative Learning," according to the 2013 Annual Planning Report. Redesigning at least one classroom as a more flexible and collaborative learning space would provide the physical location for innovative student engagement activities.

## 5. Combined Initiatives

*Instructions:*

*Does your program have any combined initiatives that address more than one data element? If so, explain and enter the initiative with more detail in Section V.*

## E. Other Program/Department Data

*Instructions:*

- *Does the program/department have any other data from any other source (i.e., program generated, state generated, program accreditation, advisory committee, etc.) that should be reviewed/discussed in this program review?*
- *What does the data indicate about the students, student performance, or any other aspect of the program?*
- *What about the data encourages or gives you cause for concern?*
- *Does the data meet your expectations? Why or why not?*
- *What initiative(s) could you develop based on what you have learned from the data. Explain briefly. Initiative to be entered in more detail in Section V.*
- *Provide the data in an attachment or provide an online link.*

## Basic Skills: Effectiveness of ENGL V03 as Preparation for ENGL V02

Using the CCCO's Basic Skills Cohort Tracker to analyze basic skills student success from Fall 2009-Spring 2013, the data shows that on average students who enroll in ENGL V02 immediately after passing ENGL V03 succeed in ENGL V02 at a higher rate (78.2%) than students who are placed directly in ENGL V02 (72.0%) as seen in the charts below. Part of the success of ENGL V03 may well be the portfolio evaluation process at the end of the

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

semester when each student prepares a collection of his/her best writing to present to an committee of English faculty who provide a holistic assessment.

**Chart: ENGL V03 Basic Skills Cohort Tracker (over three semesters)**

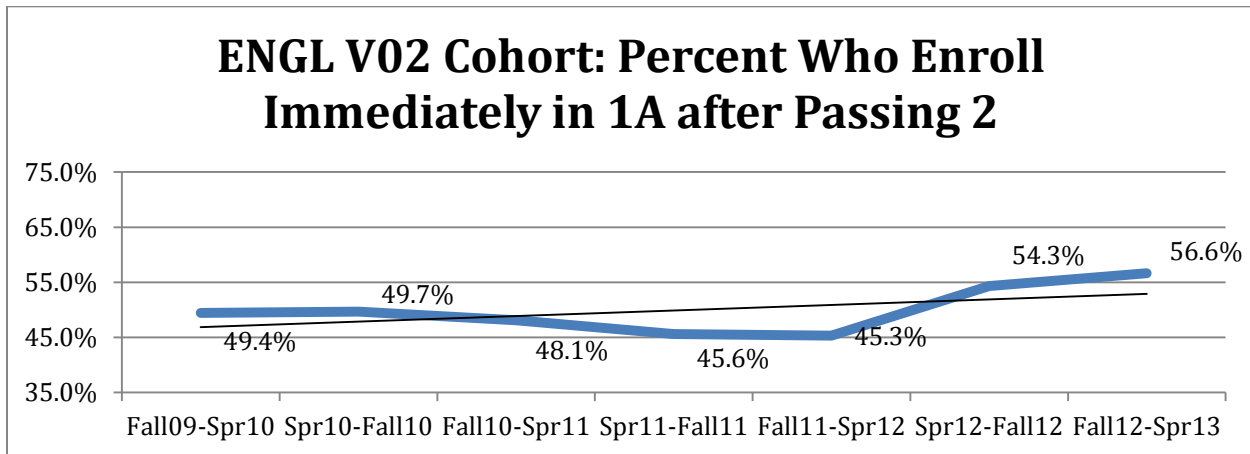
	F-3 Students	Success	F-3 Success Rate	Continuation Rate	F-2 Students	Success	F-2 Success Rate	Continuation	F-1A Students	Success	F-1A Success Rate	F-1A Success Rate: Original Cohort
Fall 09-Fal 10	246	169	68.7%	85.2%	141	106	73.6%	46.2%	49	42	85.7%	17.1%
Spr 10-Spr 11	137	109	79.6%	61.2%	73	62	74.3%	35.8%	29	24	82.8%	17.6%
Fall 10-Fal 11	271	209	77.1%	78.0%	163	132	81.0%	67.9%	83	72	86.7%	28.6%
Spr 11-Spr 12	133	111	83.5%	67.5%	75	63	80.0%	36.7%	34	25	73.5%	18.8%
Fall 11-Fal 12	290	248	85.5%	75.8%	188	145	77.1%	60.7%	89	69	77.3%	23.4%
Spr 12-Spr 13	133	95	71.4%	58.9%	66	44	78.6%	77.7%	32	23	71.9%	17.3%
<b>AVG:</b>			<b>77.6%</b>	<b>71.6%</b>			<b>78.2%</b>	<b>59.2%</b>			<b>79.6%</b>	<b>20.7%</b>

**Chart: ENGL V02 Basic Skills Cohort Tracker (over two semesters)**

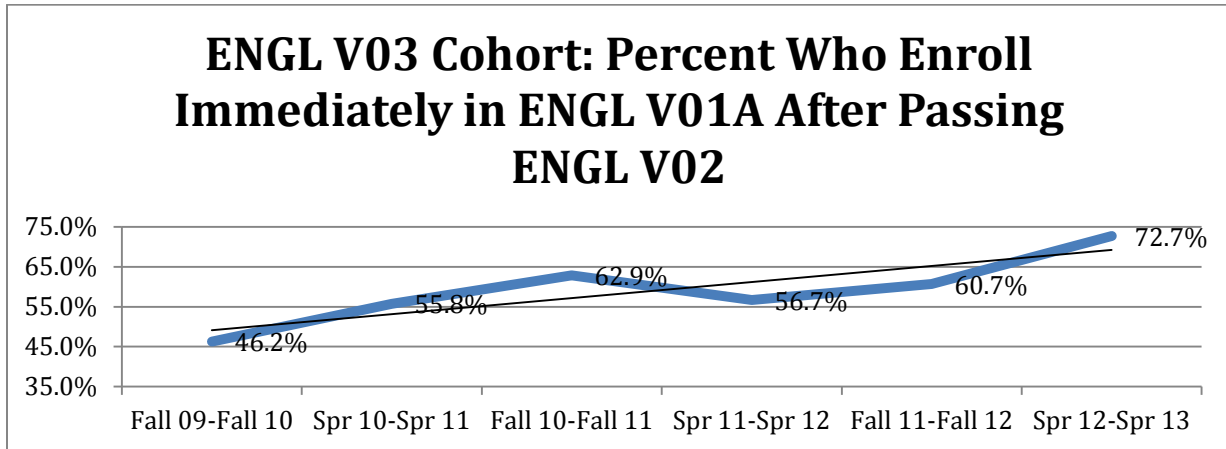
	Students	Success	F-2 Success Rate	Continuation	Students	Success	F-1A Success Rate	E1A Success Rate: Original Cohort
Fall09-Spr10	585	437	74.7%	49.4%	216	163	75.5%	27.9%
Spr10-Fall10	205	159	77.6%	49.7%	79	61	81.0%	31.2%
Fall10-Spr11	539	397	73.7%	48.1%	191	156	81.7%	28.9%
Spr11-Fall11	231	149	64.5%	45.6%	68	55	80.9%	23.8%
Fall11-Spr12	570	430	75.4%	45.3%	195	146	74.9%	25.6%
Spr12-Fall12	275	181	66.9%	54.3%	100	80	80.0%	29.1%
Fall12-Spr13	601	479	71.4%	56.6%	243	181	74.5%	30.1%
<b>AVG:</b>			<b>72.0%</b>	<b>49.9%</b>			<b>78.3%</b>	<b>28.1%</b>

**Recent Improvement in Continuation Rate from ENGL V02 to ENGL V01A**

The percent of students who enroll immediately in ENGL V01A after passing ENGL V02 has improved significantly in the past two years, **from 45.3% to 56.6% for ENGL V02 cohorts** and **from 56.7% to 72.7% for ENGL V03 cohorts** as shown below.



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

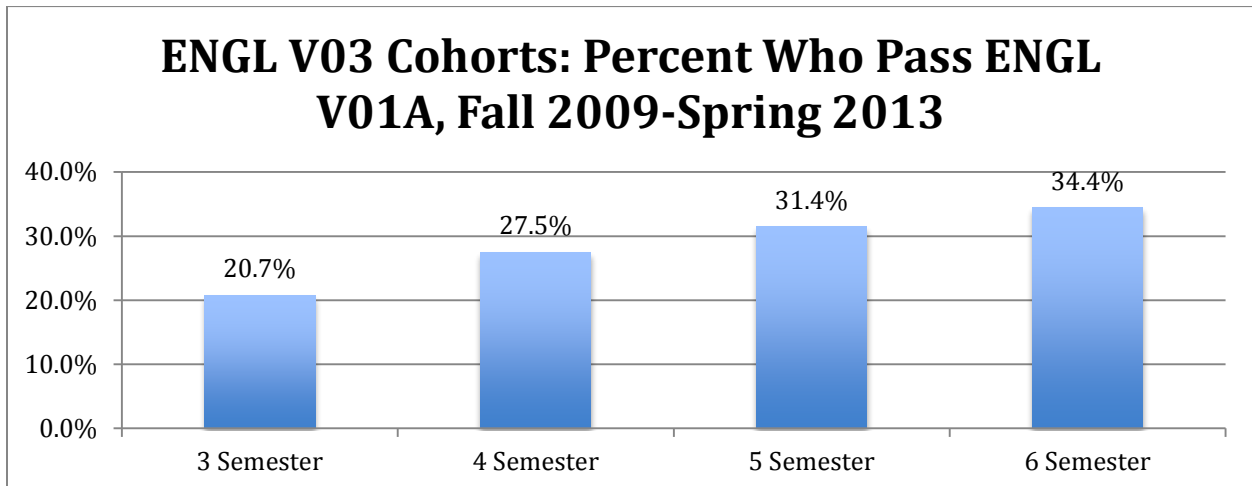


ENGL V03 and ENGL V02 students are now continuing into ENGL V01A directly at a highest percent since Fall 2009 when ENGL V01A became the required course for an AA degree.

Since Spring 2012 the English faculty members teaching ENGL V02 have made a concerted effort to advise students through classroom announcements, assignments and activities to enroll in ENGL V01A as soon as possible, a practice that appears to have yielded good results.

**Success Rates for Basic Skills students in ENGL V01A**

According to the Basic Skills Cohort Tracker, even six semesters after being placed in ENGL V03, on average, only 34.4% of ENGL V03 basic skills students have passed ENGL V01A.

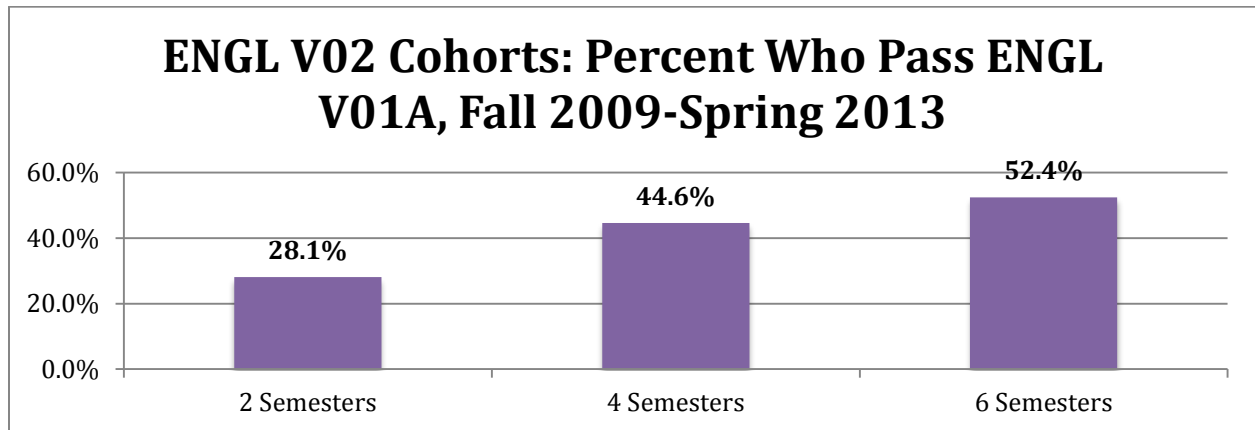


Source: California Community Colleges Chancellor's Office MIS Data Mart

After six semesters, only 52.4% of students in ENGL V02 cohorts have passed ENGL V01A as seen below.



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



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

**Success rates for basic skills students who enroll in ENGL V01A tend to be high,** averaging 79.6% for ENGL V03 cohorts and 78.3% for ENGL V02 cohorts.

Because of these high success rates, **the program has focused on improving continuation rates for basic skills students to increase to percent of the original cohort who is eventually successful in ENGL V01.** In short, if more basic skills students enroll in ENGL V01A, a higher percent will pass because of the high success rate.

One program initiative seeks to improve continuation rates from ENGL V02 to ENGL V01A by **establishing a portfolio evaluation process as a capstone project for ENGL V02 students.** For successful ENGL V02 students, receiving a stamp of approval from a committee of English faculty may provide enough confidence to feel prepared for and enroll in ENGL V01A. More data, particularly interviews or surveys of successful ENGL V02 students who have not enrolled in ENGL V01A, would provide a more complete picture of why so many students do not continue to the transfer-level composition course.

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

### 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>
<b>ENGL 1A</b>	72.30%	75.00%	62.90%	75.90%	70.70%	82.40%	63.50%	74.60%
<b>ENGL 1B</b>	68.80%	77.10%	77.10%	71.00%	71.40%	84.80%	72.00%	82.10%
<b>English Average</b>	70.55%	76.05%	66.95%	78.50%	71.05%	83.60%	67.75%	78.35%
<b>Campus Average</b>	57.50%	67.40%	66.40%	21.80%	61.10%	68.20%	55.50%	65.70%
<b>Difference</b>	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>	
<b>ENGL 1A</b>	80.00%	87.00%	7.0
<b>ENGL 1B</b>	84.00%	89.00%	5.0
<b>English Average</b>	82.00%	88.00%	6.0
<b>Campus Average</b>	77.90%	84.70%	6.8

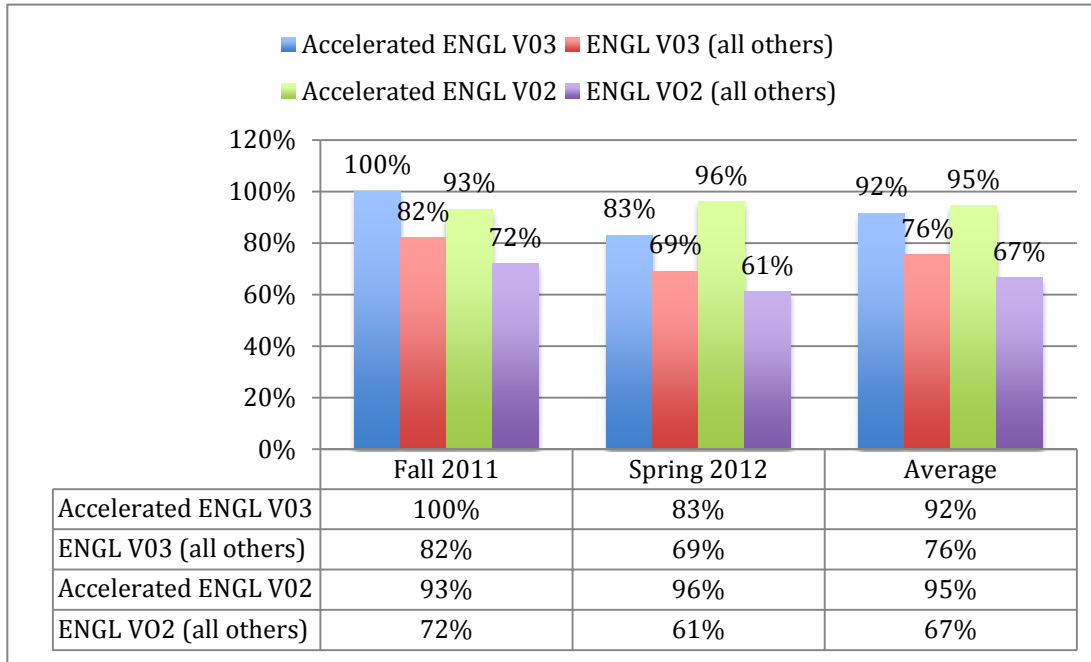
Source: Office of Research and Evaluation

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.

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.

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

## 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%.

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.

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.

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

## Section IIIb – Other Program Goals and Initiatives

### **A. Other Program Goals**

*Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:*

- Innovation
- Legislation
- Regulations
- Industry Standards
- New Technology
- Professional Development
- Advisory Committee Recommendations

## Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

*Instructions:*

*Complete the Rubric for Instructional Program Vitality (Appendix C or D) created by the Academic Senate. It is a tool for further self-evaluation of your program. This rubric will be used in conjunction with (not in place of) resource requests and provide further input for any programs being considered for program discontinuance. This form must be submitted with your program review document. Answer the following question after completing the rubric:*

- What is your score? Score = 25
- What does that score mean to you? The score means that the overall vitality of our program is high when the traditional factors of success, retention, productivity and enrollment are considered.

## Section V - Initiatives

*Instructions:*

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

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

**H** = High – Approximately 1/3 of the total program/department/division's initiatives by resource category

**M** = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

**L** = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

*Example:*

**Initiative:** Provide a brief title

**Initiative ID:** (i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)

**Link to data (Required):** From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSL0 #1, . . . , etc.)

**Expected Benefits:** What benefits to student learning or completion, etc. do you anticipate?

**Goal:** What do you believe needs to occur? (i.e. raise student success in \_\_\_ course)

**Performance Indicator:** What do you see as a realistic goal? (i.e. a 5% increase in student success)

**Timeline:** When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department. (a drop down menu is provided.)

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

**Funding Source Category:** (a drop down menu is provided)

- No new resources
- Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)
- College equipment funds (non computer)
- Technology funds
- Facilities funds
- Staffing resources
- Grant funds

**Ranking:** (i.e. H) (a drop down menu is provided) Note: Your program/department will need to rank its initiatives (1/3 High, 1/3 Medium, 1/3 Low). These initiatives will be further ranked by the division.

Begin listing your initiatives here, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

**A. Initiative:** Offer an AA-T in English beginning in Fall 2014

**Initiative ID:** ENGL1301

**Link to Data:** There is strong 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.

**Expected 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.

**Goal:** Start an AA-T in English in Fall 2014

**Performance Indicator:**

**Timeline:** Fall 2014

**Funding Resource Category:** No funding

**Ranking:** Medium

**B. Initiative:** Restore transferable GE courses to baseline of Fall 2007

**Initiative ID:** ENGL1302

**Link to Data:** There is a strong track record of VC students transferring as English majors to CSU/UC campus and high productivity in literature classes.

**Expected 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.

**Goal:** Offer at least four transferable GE per semester by Fall 2014.

**Performance Indicator:**

**Timeline:** Fall 2014

**Funding Resource Category:** No funding

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

**Ranking:** High

**C. Initiative:** Hire new full time English Instructor

**Initiative ID:** ENGL1202

**Link to Data:** The balance between FT and PT instructors in English is 40/60 and does not come close to meeting the 75/25 requirement and does not reflect campus wide trends.

**Expected 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.

**Goal:** Hire a new full-time English instructor to begin Fall 2014

**Performance Indicator:**

**Timeline:** Fall 2014

**Funding Resource Category:** Full-time faculty

**Ranking:** Medium

**D. Initiative:** Increase reading sections

**Initiative ID:** ENGL1206

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

**Expected 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.

**Goal:** Offer at least six reading sections in 2014-2015

**Performance Indicator:**

**Timeline:** Fall 2014

**Funding Resource Category:** Faculty salary

**Ranking:** Medium

**E. Initiative:** Hire an new full-time reading instructor

**Initiative ID:** ENGL1208

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

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

**Goal:** Hire a new full-time reading instructor to begin Fall 2014

**Performance Indicator:**

**Timeline:** Fall 2014

**Funding Resource Category:** Full-time faculty

**Ranking:** High

**F. Initiative:** New classified staff position to support academic departments in division

**Initiative ID:** ENGL1303

**Link to Data:** The division clerical staff reductions have significantly increased administrative work for both the department chair and other faculty.

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

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

**Goal:** Hire a 40 percent position in Spring 2014

**Performance Indicator:**

**Timeline:** Spring 2014

**Funding Resource Category:** Classified staff

**Ranking:** High

**G. Initiative:** Increase percent of Basic Skills students who enroll in and pass ENGL V01A

**Initiative ID:** ENGL1307

**Link to Data:** According to the Basic Skills Cohort Tracker, after six semesters when initially placed in ENGL V03, only 34.4% of basic skills students have passed ENGL V01A. After six semesters, on average, only 52.4% of students in ENGL V02 cohorts have passed ENGL V01A.

**Expected 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.

**Goal:** Meet or exceed state average on scorecard for remedial English.

**Performance Indicator:**

**Timeline:** Spring 2016

**Funding Resource Category:** No funding

**Ranking:** High

**H. Initiative:** Essay Norming Sessions for All Writing Instructors

**Initiative ID:** ENGL1401

**Link to Data:** With 60% of English course taught by adjuncts, achieving consistency in grading between sections requires the participation of part-time faculty in norming activities. Without funding for adjunct participation, it is not possible to gain the full benefit from department-wide norming sessions.

**Expected Benefits:** Consistent standards for grading across sections of composition courses.

**Goal:** Provide funding for adjunct participation in norming in Spring 2014 and beyond

**Performance Indicator:**

**Timeline:** Spring 2014

**Funding Resource Category:** General funds

**Ranking:** High

**I. Initiative:** Establish portfolio-based evaluation for ENGL V02

**Initiative ID:** ENGL1402

**Link to Data:** The low continuation rate into ENGL V01A and the program's desire in SLO discussions for a portfolio approach to promote consistent grading across sections.

**Expected Benefits:** Consistency across sections. Increase student confidence to move on to ENGL V01A.

**Goal:** Pilot portfolio evaluation in Fall 2014.

**Performance Indicator:**

**Timeline:** Fall 2014

**Funding Resource Category:** No funding

**Ranking:** High

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

- J. Initiative:** Redesign at least one MCE/MCW classroom as more flexible classroom space  
**Initiative ID:** ENGL1403  
**Link to Data:** On the most recent Community College Survey of Student Engagement (CCSSE), Ventura College did not meet any of the five benchmarks, one of which is “Active and Collaborative Learning,” according to the 2013 Annual Planning Report. Redesigning at least one classroom as a more flexible and collaborative learning space would provide the physical location for innovative student engagement activities.  
**Expected Benefits:** Increased student engagement.  
**Goal:** One flexible classroom available by Fall 2014  
**Performance Indicator:**  
**Timeline:** Fall 2014  
**Funding Resource Category:** Facilities  
**Ranking:** High
- K. Initiative:** Assess and revise the program’s SLOs and rubrics as a whole  
**Initiative ID:** ENGL1405  
**Link to Data:** SLO assessment and discussions.  
**Expected Benefits:** Provide better feedback on student learning in the program.  
**Goal:** Revise CSLOs and rubrics  
**Performance Indicator:**  
**Timeline:** Spring 2014  
**Funding Resource Category:** No funding  
**Ranking:** Medium

**Section VI – Process Assessment**

*Instructions: Please answer the following questions:*

**A. How have the changes in the program review process this year worked for your area?**

The simplifications in the program review form are welcome. In the past, it was helpful to have the data available in charts and graphs to facilitate faculty discussions.

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

The fall deadlines were quite tight, making it challenging to develop a deeply collaborative process. Also, there is no section to suggest broader college-wide issues that should be addressed beyond the scope of the individual program such as the low success rate of African American students.

**C. Appeals**

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division’s decision to



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

support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) 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.

**VII – Submission Verification**

*Instructions: Please complete the following section:*

**Program/Department:** English

**Preparer:** Eric Martinsen

**Dates met (include email discussions):** 9/20/13; 10/11/13; emails and online surveys

**List of Faculty who participated in the program Review Process:**

Amanda Enfield, Amy Madsen, Deborah Pollack, Deborah Ventura, Eric Martinsen, Gabe Arquilevich, Henny Kim, Jaclyn Walker, Jenna Garcia, Kelly Peinado, Sharon Beynon, Steve Turner, and Sumita Lall.

**Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

**Dean Verification:** I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):

## Program Review Process Map

**I .** Status report and accomplishments from prior year

**II.** Description

**III(b).** Other program goals and initiatives

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

**IV.** Program vitality-(Academic Senate rubric)

**V.** Summary of initiatives and requests  
Minority reports if any

**VI.** Process assessment

**VII.** Verification of review

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

Program Review Resource Initiatives Guidelines

**WHAT TO LEAVE OUT**

*The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.*

The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The "Who to Contact" column lists who to contact when the resources or services are needed.		
<b>Excluded Items</b>	<b>Who to Contact</b>	<b>Explanation</b>
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to <a href="mailto:vcmaintenance@vcccd.edu">vcmaintenance@vcccd.edu</a> or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to <a href="mailto:vcmaintenance@vcccd.edu">vcmaintenance@vcccd.edu</a> or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to <a href="mailto:vchelpdesk@vcccd.edu">vchelpdesk@vcccd.edu</a> or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.

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

Appendix-B

**2012-2013**

--	--	--

Program Review Resource Initiatives Guidelines

**WHAT TO LEAVE IN**

*The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.*

<p>Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.</p>		
<b>Included Items</b>	<b>Committee Group</b>	<b>Explanation</b>
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/ Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and	Budget Resource	These items must include a

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

Office Supplies/ Advertising/Student Workers/Printing/Duplicating	Council/Dean	compelling reason and be Appendix- the normal budget will allow.
---	--------------	---

## Rubric for Instructional Program Vitality-Academic (non-CTE)

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

### Academic programs:

Point Value	Element	Score
<b>Up to 6</b>	<b>Enrollment demand <sup>1</sup></b>	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	6
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
	<b>Sufficient capital / human resources to maintain the program, as defined by:</b>	
<b>Up to 3</b>	<b>Ability to find qualified instructors</b>	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
<b>Up to 3</b>	<b>Financial resources, equipment, space</b>	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	3
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	

<sup>1</sup> Enrollment demand is determined by the ability to fill classes.

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

A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.
--

Appendix-  
~

<b>Up to 4</b>	<b>Agreed-upon productivity rate <sup>2</sup></b>	
	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	
	A "0" would indicate that a program is at less than 70% of its productivity rate.	

<b>Up to 4</b>	<b>Course completion rate <sup>3</sup></b>	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

<b>Up to 3</b>	<b>Success rate <sup>4</sup></b>	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

<b>Up to 3</b>	<b>Ongoing and active participation in SLO assessment process</b>	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	3
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

<sup>2</sup> Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.

<sup>3</sup> As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

<sup>4</sup> As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

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

A "0" would indicate that less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.
--

Appendix-

Note rationale on next page.

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score: 25. The score means that the overall vitality of our program is high when the traditional factors of success, retention, productivity and enrollment are considered.
---

Score interpretation, academic programs:

- |                 |   |
|-----------------|---|
| <b>22-26</b>    | Program is current and vibrant with no further action recommended |
| <b>18-21</b>    | Recommendation to attempt to strengthen program                   |
| <b>Below 18</b> | Recommendation to consider discontinuation of the program         |

Appendix-

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

**APPEAL FORM**

(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) \_\_\_\_\_

Date: \_\_\_\_\_

Category for appeal:   \_\_\_ Faculty  
                                  \_\_\_ Personnel - Other  
                                  \_\_\_ Equipment- Computer  
                                  \_\_\_ Equipment - Other  
                                  \_\_\_ Facilities  
                                  \_\_\_ Operating Budget  
                                  \_\_\_ Program Discontinuance  
                                  \_\_\_ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

**Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 - 5:00 p.m.). You will be notified of your time to present.**