

## **INSTITUTIONAL PROGRAM REVIEW 2012 – 2013**

### **Program Efficacy Phase: Instruction**

#### **Purpose of Institutional Program Review**

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

*It is the writer's responsibility to be sure the Committee receives the forms on time.*

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

## **Program Efficacy 2012 – 2013**

Complete this cover sheet as the first page of your report.

**Program Being Evaluated**

English/ESL

**Name of Division**

Arts and Humanities

**Name of Person Preparing this Report****Extension**

Diane Hunter	8634

**Names of Department Members Consulted**

Horace Alexander

Sharon Chapman

Mary Copeland

Paula Ferri-Milligan

Sheela Free

Diane Hunter

Edward Jones

Joel Lamore

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Alma Lopez

Bill McKie

Dolores Moreno

Joe Notarangelo

Ed Perez

Michael Slusser

Julie Tilton

Dahim Fozouni

Ann Mahoney

Chuck Murillo

**Name of Reviewers**

Michael Mayne, Rose King, and Dena Murillo-Peters

<b>Work Flow</b>	<b>Due Date</b>	<b>Date Submitted</b>
Date of initial meeting with department		2/25/13 & 3/4/13
Final draft sent to the dean & committee	3/29/13	3/29/13

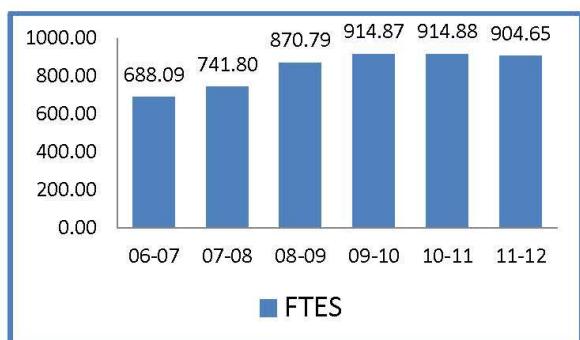
Report submitted to Program Review Team	3/8/13	3/7/13
Meeting with Review Team	3/8/13	3/7/13
Report submitted to Program Review co-chair	3/29/13	3/29/13

### Staffing

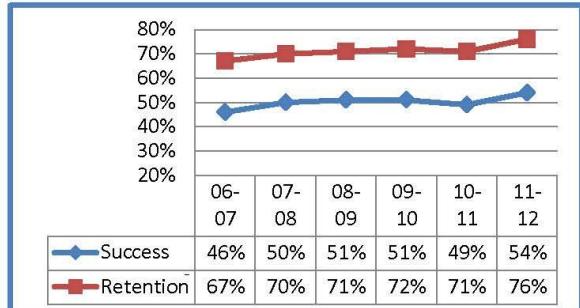
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1		
Faculty	17		31
Classified Staff	2 (division secretaries, but none specifically in the English Department)		
<b>Total</b>	<b>20</b>		<b>31</b>

## English - 2012



	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	5,671	6,151	6,730	7,055	6,999	6,894
FTEF	56.95	58.69	63.89	64.50	64.91	65.83
WSCH per FTEF	363	379	409	426	423	412



	06-07	07-08	08-09	09-10	10-11	11-12
Sections	243	254	258	262	260	260
% of online enrollment	3%	5%	7%	11%	9%	9%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

### Description:

The SBVC English Department offers a complete program of classes designed to help students improve literacy levels and study skills. Our courses are designed for transfer students, students seeking an AA Degree or Career Certificate, basic skills students, and ESL students. Our courses are designed to foster practical and academic writing, critical thinking, comprehension skills, and communication skills.

### Assessment

- Fewer FTES due to 15 section cuts/semester 11-12 year
- WSCH also reflects major section cuts
- Success % higher despite inaccurate placement by assessment
- Retention % up despite misplacement-students are scared due to slt to 3 strikes, priority reg. changes, fewer classes, increased fees
- Degree is not effective until Fall 2013
- Increased online sections due to lack of classrooms
- % online enrollment down because faculty aren't adding students

### Program Goals:

- Maintain complete program that includes a college newspaper, required transfer-level composition and literature courses, and a complete ESL program
- Improve number and frequency of English courses held in computer lab classrooms
- Provide students accurate placement into English classes for maximum success
- Recruit students for TMC AA English Degree (FA13)
- Adjust Accuplacer cut scores since qualitative data indicates students are being misplaced

### Challenges and Opportunities:

- Competing with disciplines in our division for sections
- Finding safe and functional classrooms conducive to learning
- Maintain program integrity despite severe section cuts
- Continue to offer required literature classes in a timely way so students are not delayed in completing a sequence which in turn delays their transfer
- Making progress on assessment cut score validation and subsequent cut score adjustments to improve accuracy of placement

### Action Plan:

- Analyze the data so as to make necessary adjustments to placement cut scores so students are accurately placed or revisit writing test
- Maintain literature course rotation but try to increase frequency of offering key literature courses
- Partner with CSUSB to advertise TMC AA English Degree and gain enrollment for American Lit. courses (FA13)
- Continue partnerships across campus to utilize computer classrooms for more English sections

## **Part I: Questions Related to Strategic Initiative: Access**

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

<b>Strategic Initiative</b>	<b>Institutional Expectations</b>	
	<b>Does Not Meet</b>	<b>Meets</b>
<b>Part I: Access</b>		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.  If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.  If warranted, plans or activities are in place to meet a broader range of needs.

<b>Program: English</b>	<b>Program: ESL</b>	<b>Demographics Fall 2009 – Fall 2012</b>	<b>Campus</b>
5.8%	22.4%	<b>Asian</b>	6.2%
17.4%	4.6%	<b>African-American</b>	20.3%
55.1%	65.5%	<b>Hispanic</b>	48.6%
1.0%	0.0%	<b>Native American</b>	1.0%
0.6%	0.7%	<b>Pacific Islander</b>	0.7%
18.0%	5.9%	<b>White</b>	21.0%
2.1%	1.0%	<b>Other/Unknown</b>	2.1%
58.6%	67.2%	<b>Female</b>	54.6%
41.4%	32.8%	<b>Male</b>	45.2%
5.5%	7.4%	<b>Disability</b>	5.4%
Min: 15	Min: 18	<b>Age</b>	Min: 15
Max: 79	Max: 72		Max: 88
Avg: 26.56	Avg: 34.2		Avg: 29.47

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

In general, the English Department program reflects the college's population. However, noteworthy in our analysis is the data that we serve a slightly higher population of female, Asian, and Hispanic population than college demographics, both in the English program and the ESL program, and show a lower percentage of Caucasian and African American students than the college as a whole.

Specifically, the higher percentage of Asian students (22.4% when compared with 6.2% campus) served by our program is the result of these students enrolling in our ESL program, which indicates second language learners taking more ESL classes in preparation for our mainstream composition course sequence.

There is a lower than campus (20.3%) percentage of African Americans in both ESL (4.6%) and English (17.4%) courses, which is likely because most African American students are native speakers of English and therefore do not see themselves as needing ESL classes. However, a possible reason for fewer African Americans in the English program could, to some extent, reveal an educational gap, but we are encouraged to see that these groups are becoming increasingly proactive in taking responsibility for their educations, and therefore, they are beginning to understand that reading and writing are the foundation to their success in life, career, and college. This idea is further supported by the trend for disciplines across campus to include basic writing prerequisites and departmental recommendations of pre-collegiate English for their courses. In conjunction with the Writing Center, the English department currently has plans to address some of the slight differences by providing skill-specific Basic Skills and ESL workshops each semester that we believe will help assist these and other students in improving their reading and writing skills.

The higher than campus percentage (48.6%) of Hispanic students both in English (55.5%) and ESL (65.5%) is explained by the fact that these students, based upon assessment data, largely comprise our ESL program since these students are second language learners. An analysis of this number indicates an accurate reflection of our student population and our community as well as assessment data.

Native American, Other, and Pacific Islander numbers indicate that English and ESL are in line with campus percentages at 0-1.0%.

Where White students are concerned, English seems to also be in line with the campus percentage at 18% (campus 21%), but the ESL program indicates a significantly lower percentage of White students at 5.9%. Analysis indicates that most White students are native speakers of the English language, and therefore, do not need to take ESL classes, which are specifically designed for non-native speakers.

The data indicates only slight differences between ages, disability, and gender with regard to the English program. The differences are slightly higher for our ESL program when compared with the rest of the campus. We can interpret from this that older, female students enroll in our ESL classes, which is reflective of our college, diverse student population, community, culture, and current economic climate in that these students are learning English, both conversation and written, in order to begin an educational path or in order to more effectively participate in their children's education and the community in general.

In short, we believe the department demographics accurately reflect the diverse population of students in our college community as well as the current economic climate.

### **Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The English department offers classes at a wide variety of day/time patterns to meet the needs of a greater number of student schedules and situations. While we have experienced section reductions, going from 136 sections 4 years ago to 112 sections today, the English Department is still able to offer day and time patterns to meet the demand and enrollment needs of our students. We currently offer classes in the more traditional two day per week pattern (M/W, T/TH) in 13 week, 14 week, and 18 week formats. We have also offered classes in the 8 week format. On average, we offer 13-18% of our courses in a pattern other than 18 week. The department plans to increase the number and variety of late start (13 or 14 week) classes should the budget situation improve and we be allotted more sections. We also offer classes one day per week, including Monday nights, Tuesday nights, Wednesday nights, and Thursday nights as well as Friday only classes and Saturday only classes, both morning and afternoon/evening for the weekend classes. Although enrollment in Friday and Saturday classes has increased, the department would like to increase the number of sections on Fridays and Saturdays, but we are somewhat hesitant due to a lack of resources, such as library, cafeteria, tutoring services, etc. for our weekend students. In addition, we offer MTWTH and MWF classes for a shortened length of time per class. We utilize all available times of day, including 7:00am classes, the full range of morning and afternoon classes, and classes that begin at 3:00, 4:00, 5:30, and 6:00 pm going to 9:30 pm. To meet the needs of our community, we offer 30% of our classes after 4:00 pm. Combined with these multiple day/time patterns are the alternate deliveries of a portion of our classes, including ITV. We offer at least one class per semester in this format for our students in Big Bear. We also offer a portion, ranging from 10 – 15% of our classes in the online format, which tend to fill usually within hours of registration opening. This indicates we are serving the needs of our online students. The English Department also offers classes as a part of the Honors Program, although with more funding, we could offer more than the current two honors sections.

We continue to offer a core of ESL classes ranging from ESL 907, Basic Conversational English to ESL 941, Composition Based ESL Level 4 – Advanced, but due to budget and section restrictions, we have not been able to add sections in this area to grow the ESL Program. In an effort to help our ESL community, we have created a series of non-credit ESL classes ranging from Citizenship classes to ESL composition classes meant to bridge second language learners to our core ESL composition classes mentioned above. There has been slow progress in actually offering the non-credit ESL classes because of collective bargaining issues as well as a college-wide uncertainty about non-credit classes, but the department does plan to continue its effort and offer appropriate non-credit courses as permitted.

The wide variety of class day/time/delivery patterns meets the needs of our diverse student population, including working students, high school students, middle college students, returning students, and those attending multiple institutions. In particular, we have been very supportive of the Weekend College by offering multiple sections of all of our core classes on Fridays and Saturdays (8am – 5pm) for those working students who also have family or other obligations. Doing so allows these students to complete the sequence of English classes without having to come to campus during the week.

### **Part II: Questions Related to Strategic Initiative: Student Success**

Strategic Initiative	Institutional Expectations
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	<b>Does Not Meet</b>	<b>Meets</b>
<b>Part II: Student Success - Rubric</b>		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate analysis of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded" on page 3 of this form.)

Despite a steady decline in the number of sections being offered (26 total since the last efficacy report), our FTES remain strong overall while showing only a slight decrease between 2011 and 2012 academic years, primarily due to 15 fewer sections between these two years. We interpret this steady number of 904 plus FTES is partially due to students feeling more pressure to enroll initially and stay enrolled because it now takes them too long to get classes, and there is a lot more competition for classes, especially English classes that all students must take. Our analysis indicates that more students are competing for fewer English classes partially because the CSU and UC are now accepting fewer incoming freshman straight from high school as well as fewer students into their institutions who do not already have their general education requirements completed. CSU and UC are now placing a higher priority on accepting community college transfer students, which in turn may account for our FTES as well as overall enrollment numbers.

As indicated in the EMP report, the English Department enrollment numbers are still higher than before budgets caused course reductions, with a slight decrease of about 100 from 2011-2012. However, our peak high of 7,055 in 2009/2010 is a direct reflection of the additional 26 course sections the department offered during those semesters that we have not been able to offer since. In analyzing the data, our currently strong enrollment of 6,894 could be due to recent state legislation changes, particularly the mandates requiring students to have an Educational Plan and Mandatory assessment and orientation (SSTF #3.4). We believe that more students are beginning to acknowledge the importance of taking the core communication and computation classes, like English and Math first in their educational careers rather than our previous experience where students waited until the last semester to take their English requirements. We also expect that with the implementation of English prerequisites being added to other discipline courses there may be increase in the number of students trying to enroll in our ENGL 914, ENGL 015, and ENGL 101 classes, which further emphasizes the importance of increasing section numbers.

Based upon the EMP data, despite our concerns over the accuracy of the current assessment/placement test, the English Department has experienced increases in both retention and success rates, even though we noted slightly fewer FTES. Our interpretation of this data includes several contributing factors. First is

the Three Attempts restriction (Title V) implemented by the state a year ago that now limits the number of total attempts students have for each class. We believe students are realizing that they have more at stake now when they take their required English classes, and despite life situations that would have otherwise caused them to stop coming or stop doing the course work, they are pushing through and succeeding so they can move forward in the sequence of English classes. Another factor that may account for the increased success and retention numbers is the additional pressure placed on students by the mandatory Educational Plan requirement, which hopefully causes them to view English course requirements as foundational for all other courses, which in turn, motivates them to succeed. Lastly, our analysis of increased retention and success rates includes the fact that students are fully aware of, and many times scared of the 90 unit maximum limitation that is about to be implemented by the state as a part of Governor Brown's plan for community colleges. Students have reported that they see this cap as a gatekeeper for priority registration and for transfer to CSU and UC colleges. Students are not only motivated to stay in their classes, but they are motivated to succeed or else risk losing their place in the priority registration process. This directly impacts English classes because students must compete for a place in the class, so they want to make sure that when they get this place, they don't "waste" those units.

As seen on the EMP data sheet, the total number of online sections for the English Department has dropped slightly, by two, from 2009/2010 academic year. This is a direct reflection of the reduced number of total sections allotted to the department for scheduling. We saw course reductions in all types of classes and deliveries, both on campus and online. As we are given more allotted sections to offer in the Post Proposition 30 semesters, we hope to add sections to our online course offerings. Our analysis shows that we have been consistent in both the number of online sections and the percentage of enrollment over the past three years, but our analysis also shows a significant increase in both numbers between 2007/2008 and 2009-2010 years, going from 254 sections to 262 online sections. This increase was partially due to more faculty members being trained to teach in the online format as well as the fact that there was a severe shortage of classrooms due to the Business Building renovation, so we added online sections to accommodate our students' needs for ENGL 101 and ENGL 102, specifically.

The English Department currently is awaiting state approval of our TMC AA English Degree, which we believe will attract English Majors to our college and program since they will have a streamlined transfer to CSU and which will strengthen our program and help it grow. It further may be the case that we will be able to increase even further our success and retention rates since the TMC AA English Degree students will be focused with a clear plan of courses to take and when. Transfer students in programs such as this tend to complete their courses and are motivated to seek out any resources needed to help them succeed.

## **Supplemental Data**

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

## **Student Learning Outcomes and/or Student Area Outcomes**

Demonstrate that your program has continued to make progress on Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See [Strategic Initiative 5.1](#)

The English Department has continued to make marked progress on meeting the goals of the three-year assessment plan for SLOs. Each semester we submit to our dean the confirmation of this plan as well as the progress achieved on assessment of SLOs. Faculty members regularly discuss the plans for improvement of student learning and SLOs for all courses. A typical example of this is the year-long meetings and discussion regarding ENGL 015, the curriculum, the departmental final exam processes, procedures, rubric, and SLOs. The department has the dates and notes taken at the formal meetings and discussions as well as the newly revised documents. Although our success rates are steady at 54% (fall 2013), the goal of these discussions and revisions is that more students will succeed at this level and move on to college writing, which is the graduation requirement, and transfer to their four-year institution. Often, other discussions about SLOs and student success occur informally in faculty offices and through emails. Typically, for our core classes, ENGL 914, ENGL 015, ENGL 101, ENGL 102, the discussions about student learning and SLOs take place at department meetings or at sub-committee meetings while the discussions about student learning for courses taught by only one or two instructors often take place in informally faculty offices. Below is the most recent report submitted to our division dean. It should be noted that due to section cuts and the need to create rotation cycles for all of our literature courses, SLOs may not have been assessed recently because the courses have not been offered.

<b>Division:</b> <b>Arts and Humanities</b>						
<b>Department - English</b>		<b>Next Assessment</b>			<b>Comments</b>	
<b>Discipline</b>	<b>course</b>	<b>Last Assessment</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	

ENGL	911	SP/11		X		
ENGL	912					delete years ago
ENGL	914	FA/09	X			FA12
ENGL	920					delete years ago
ENGL	015	SP/12			X	
ENGL	020					delete years ago
ENGL	022X4	SP/12			X	
ENGL	032	SP/12			X	
ENGL	055	SP/09	X			FA12
ENGL	061	SP/10	X			
ENGL	063	FA/09				not offered til FA13
ENGL	065	SP/09	X			FA12
ENGL	070	SP/09	X			FA12
ENGL	071	SP/09	X			SP13
ENGL	075	SP/11		X		
ENGL	077					not offered
ENGL	080	FA/09		X		
ENGL	081	SP/12		X		
ENGL	101	SP/12			X	
ENGL	101H	SP/08	X			FA12
ENGL	102	SP/12				
ENGL	102H	SP/08	X			FA12
ENGL	120					deleted
ENGL	122X4	SP/12			X	
ENGL	125X2	SP/12			X	
ENGL	151	SP/12			X	
ENGL	153	SP/12			X	
ENGL	155	SP/09	X			FA12
ENGL	161	SP/09	X			
ENGL	163	FA/09		X		not offered til FA13
ENGL	165	SP/09	X			
ENGL	175	SP/11		X		
ENGL	222					not offered
ENGL	232	SP/12			X	
ENGL	270	SP/09	X			
ENGL	271	SP/09	X			
ENGL	275					not offered
ENGL	280	FA/09		X		
ENGL	281	SP/12		X		
ESL	601					not offered
ESL	602					not offered
ESL	603					not offered
ESL	604					not offered
ESL	620					not offered
ESL	645					not offered
ESL	650					not offered

ESL	651					not offered
ESL	907	SP/12			X	
ESL	931	SP/12			X	
ESL	940	SP/12			X	
ESL	941	SP/12			X	

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the course SLOs are mapped to the core competencies.

See [Strategic Initiative 5.1](#)

Based on the three-year plan, the SLO assessment data is gathered for the courses, and then the results are discussed by the faculty in the department. We adjust or modify the SLOs as necessary if the data and discussion determines the SLO is not an accurate measurement of success. For example, ENGL151 SLOs have been modified because they did not accurately reflect the assessment method chosen by the department, which we agreed was an accurate method. With the SLO now aligned with the course outline of record as well as the assessment method, we will have a clearer and more accurate measure of student success with these SLOs. Sometime, the discussions lead to faculty adjusting their instructional techniques and assignments as was the case with ENGL 102, ENGL 032/232, and Journalism 022/122. In some cases, as with ENGL 153, the SLOs were rewritten to more accurately reflect discipline trend and content being taught. With ENGL 914, we convened a sub-committee (fall 2012) of full-time and part-time faculty to update curriculum and align the SLOs with the newly updated course outline of record. Assessment of these SLOs and curriculum is currently being discussed. Another example of using SLOs to improve student learning is our department-wide revision of the ENGL 015 final exam structure, rubric, and curriculum, which is evaluated each semester by the department faculty.

The English Department has made steady, successful progress in the writing, assessing, and revising of its course SLOs over the past five years. Despite outside factors, we find that our student success rates as well as retention rates have improved, 49%-54% and 71%-56% respectively. We credit some of this success to the collaboration, evaluation, and continual assessment among department faculty, both part-time and full-time, of SLOs and connecting these with what we teach in the classroom.

The English Department has written a new TMC AA English Degree, but we are awaiting final approval from the state, and therefore, do not have any assessment of these program SLOs. Once the last changes to the degree are finalized and the degree approved by the state, our students will be able to earn this AA Degree, and we will begin the process of assessing the program SLOs and continue our support of the Core Competencies.

To map our SLOs with Core Competencies, we created our SLOs by beginning with the Expected Outcomes on the course outline of record and in sub-committees wrote the SLOs based on those outcomes. Then we ranked core competencies as 1, 2, or 3 for each course based on the established SLOs. This “mapping” is on file with the Instruction Office.

<https://doclib.sbccd.org/index.php?CurrentDir=/SBVC/Instruction/CoreCompetencies/Arts> and  
[Humanities/English/](#)

### Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part III: Institutional Effectiveness - Rubric</b>		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

#### Mission and Purpose:

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the mission statement of the program?

It is the mission of the English Department to provide a quality education for our diverse community of learners through use of instructional design emphasizing both spoken and written comprehension to produce clear and effective communication.

How does this purpose relate to the college mission?

Our mission is directly related to the mission statement of the college, and this mission is reflected in the demographics of the students we serve and the variety of English composition and ESL courses that the department offers in response to those diverse student learners.

#### Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain

any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Despite a steady decline in the number of sections being offered (26 total since the last efficacy report), our FTES remain strong overall while showing only a slight decrease between 2011 and 2012 academic years, primarily due to 15 fewer sections between these two years. We interpret this steady number of 904 plus FTES is partially due to students feeling more pressure to enroll initially and stay enrolled because it now takes them longer to get classes, and there is a lot more competition for classes, especially English classes that all students must take. Our analysis indicates that more students are competing for fewer English classes partially because the CSU and US are now accepting fewer incoming freshman straight from high school as well as fewer students into their institutions who do not already have their general education requirements completed. CSU and US are now placing a higher priority on accepting community college transfer students, which in turn may account for our FTES as well as overall enrollment numbers.

As indicated in the EMP report, the English Department enrollment numbers are still higher than before budgets caused course reductions, with a slight decrease of about 100 from 2011-2012. However, our peak high of 7,055 in 2009/2010 is a direct reflection of the additional 26 course sections the department offered during those semesters that we have not been able to offer since. In analyzing the data, our currently strong enrollment of 6,894 could be due to recent state legislation changes, particularly the mandates requiring students to have an Educational Plan and Mandatory assessment and orientation (SSTF #3.4). We believe that more students are beginning to acknowledge the importance of taking the core communication and computation classes, like English and Math first in their educational careers rather than our previous experience where students waited until the last semester to take their English requirements. .

The English Department's productivity numbers also indicate that department productivity has increased overall as noted in our WSCH 409 in 2008/2009 and 412 in 2011/2012 the EMP data, while it has dropped slightly from 2010/2011 at 423 to the most recent figure 412. This slight decrease is in direct correlation to the total number of sections and students being served by this department as the WSCH numbers are based on our course caps and hours/units for each class. One interpretation is that in the college-wide effort to maintain strict FTES, faculty were sticking strictly to our class caps, which are slightly lower at 25 (collective bargaining contractual obligation) than other disciplines across campus, and not adding students to their classes. With faculty adding fewer students or not going over class caps, the WSCH number would naturally decrease slightly. This is further supported by the reverse when our WSCH number increased from 379 to 409 in 2007/2008 – 2008/2009. This is partially because faculty more freely and frequently added students beyond class caps.

## **Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from CurricUNET.

	<b>Course</b>	<b>Status</b>	<b>Last Content Review</b>	<b>Next Review Date</b>
	ENGL015 Preparation for College Writing	Active	02/09/2009	02/09/2015
	ENGL020 Fundamentals of News Writing	Active	04/15/2004	04/15/2010
	ENGL022X4 Journalism Production	Active	04/15/2004	04/15/2010
	ENGL032 Creative Writing	Active	09/14/2009	09/14/2015
	ENGL055 Children's Literature	Active	03/23/2009	03/23/2015
	ENGL061 Women Writers	Active	05/14/2012	05/14/2018
	ENGL063 Chicano Literature	Active	04/13/2009	04/13/2015
	ENGL065 African-American Literature	Active	10/08/2007	10/08/2013
	ENGL070 English Literature: Middle Ages to 18th Century	Active	10/04/2010	10/04/2016
	ENGL071 English Literature: 18th Century to Present	Active	10/04/2010	10/04/2016
	ENGL075 Literature and Religion of the Bible	Active	05/11/2009	05/11/2015
	ENGL077 Shakespeare	Active	10/04/2010	10/04/2016
	ENGL080 World Literature: To 17th Century	Active	11/14/2011	11/14/2017
	ENGL081 World Literature: 17th Century to Present	Active	11/14/2011	11/14/2017
	ENGL101 Freshman Composition	Active	11/19/2007	11/19/2013
	ENGL101H Freshman Composition-Honors	Active	11/19/2007	11/19/2013
	ENGL102 Intermediate Composition and Critical Thinking	Active	11/19/2007	11/19/2013
	ENGL102H Intermediate Composition and Critical Thinking - Honors	Active	11/19/2007	11/19/2013
	ENGL120 Fundamentals of News Writing	Active	04/15/2002	04/15/2008
	ENGL122X4 Journalism Production	Active	04/15/2005	04/15/2011
	ENGL125x2 Literary Magazine Production	Active	04/18/2011	04/18/2017
	ENGL151 Freshman Composition and Literature	Active	05/16/2008	05/16/2014
	ENGL153 Literature and Film	Active	05/11/2009	05/11/2015
	ENGL155 Children's Literature	Active	03/23/2009	03/23/2015
	ENGL161 Women Writers	Active	05/14/2012	05/14/2018
	ENGL163 Chicano Literature	Active	04/13/2009	04/13/2015
	ENGL165 African-American Literature	Active	10/08/2007	10/08/2013
	ENGL175 The Literature and Religion of the Bible	Active	05/11/2009	05/11/2015
	ENGL222 Independent Study in English	Active	05/02/2011	05/02/2017

	ENGL232 Creative Writing	Active	09/14/2009	09/14/2015
	ENGL270 English Literature: Middle Ages to 18th Century	Active	10/04/2010	10/04/2016
	ENGL271 English Literature: 18th Century to Present	Active	10/04/2010	10/04/2016
	ENGL275 Shakespeare	Active	10/04/2010	10/04/2016
	ENGL280 World Literature: To 17th Century	Active	11/14/2011	11/14/2017
	ENGL281 World Literature: 17th Century to Present	Active	11/14/2011	11/14/2017
	ESL601 ESL Beginning Level 1 - Introduction to Basic English Literacy	Active	04/13/2009	04/13/2015
	ESL602 ESL Beginning Level 2 - English at Home and School	Active	04/13/2009	04/13/2015
	ESL603 ESL Intermediate Level 3 - English for Work and Leisure	Active	04/27/2009	04/27/2015
	ESL604 ESL Advanced Level 4 - English for Work and Education	Active	04/27/2009	04/27/2015
	ESL620 English Pronunciation	Active	04/27/2009	04/27/2015
	ESL645 Idioms: The Secret Language	Active	04/27/2009	04/27/2015
	ESL650 Citizenship Preparation - Part 1: Basic English Listening, Speaking, Reading, and Writing	Active	04/27/2009	04/27/2015
	ESL651 Citizenship Preparation - Part 2: Civic Principles and Fundamental U.S. History	Active	04/27/2009	04/27/2015
	ESL907 Basic Conversational English	Active	10/28/2008	10/28/2014
	ENGL911 Basic Grammar and Usage Review	Active	10/28/2008	10/28/2014
	ENGL914 Basic Writing	Active	05/14/2007	05/14/2013
	ESL930 Composition Based ESL Level 1 â€“ Beginning	Active	10/28/2008	10/28/2014
	ESL931 Composition Based ESL Level 2 â€“ Beginning	Active	10/28/2008	10/28/2014
	ESL940 Composition Based ESL Level 3 - Intermediate	Active	10/28/2008	10/28/2014
	ESL941 Composition Based ESL Level 4 - Advanced	Active	10/28/2008	10/28/2014
	ENGL022X4 Journalism Production	Pending	04/15/2004	04/15/2010
	ENGL122X4 Journalism Production	Pending	04/15/2005	04/15/2011
	ENGL260 American Literature through the Civil War	Pending	04/26/2010	04/26/2016
	ENGL261 American Literature from 1865 to the Present	Pending	04/26/2010	04/26/2016

The Content Review Summary from CurricUNET indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

All English courses are current in the content review process. The **highlighted courses** were updated and approved by the SBVC Curriculum Committee fall 2012, and we are waiting for these updates to be reflected in CurricUNET. The courses whose next review is fall 2013 are already being discussed in the department and the curriculum is being updated in CurricUNET with the recent launch of at least one of these, ENGL 015. These will likely be approved in fall 2013, right on schedule.

The courses that are listed as "pending" have either been a technical part of our leveling of repeatable courses, or they are a part of the department's current plan to update our courses and TMC Degree, which cannot be done until we receive confirmation from the state that the degree submitted over a year ago has been state approved. Once that occurs, these pending courses will be launched in CurricUNET and the TMC Degree modified accordingly.

#### Articulation and Transfer

List Courses above 100 where articulation or transfer is <u>not</u> occurring	With CSU	With UC
The English Department currently does NOT offer any 100 level courses that do not articulate with BOTH CUS and UC.		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Not necessary.

## Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

There are two courses listed in the 2012/2013 SBVC Catalog that had been deleted from our course offerings years ago. These courses include, ENGL 020 and 120. All deletions were Curriculum Committee approved, and the courses are currently listed as "deleted" in CurricUNET (see below). Two courses, ENGL 912 and ENGL 920 were automatically included in the data dump when the District adopted CurricUNET, but they are courses we have not offered or taught in more than 13 years and were deleted before CurricUNET was used. We have submitted a catalog correction memo to the Humanities Division office, so next year's catalog will reflect these corrections. The catalog does not reflect the newly approved curriculum items as well as our recently approved TMC AA English Degree. These changes should be reflected in the 2013/2014 catalog.

ENGL020 Fundamentals of News Writing \*Historical\* \*\*Course Deletion\*\*  
Diane S. Hunter

ENGL120 Fundamentals of News Writing \*Historical\* \*\*Course Deletion\*\*  
Diane S. Hunter

## Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part IV: Planning - Rubric</b>		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

One of the most current trends that will likely impact our department's planning includes elements of the State's Student Success Task Force (SSTF) Recommendations, some parts already being implemented and others being implemented within the next year, 2013/2014. Assessment is the first element that will impact the English Department's planning, specifically SSTF 2.1 "We will develop and implement a common centralized assessment linked to high school exit standards." While current high school exit exams as well as placement tests for CSU and UC (as well as private universities and colleges) use student writing as the measure for placement, our current assessment test, Accuplacer, does not. The current test that students take is computerized, requiring clicking boxes, not students writing any sentences, paragraphs, or essays. As noted in the "challenges" section of this report, assessment remains a key concern for this department as we believe the best opportunity for student success begins with accurate placement of students into our English classes. We suspect that any state mandated changes in the assessment test and/or process will directly impact our students and our planning since assessment is the mechanism by which 98% of students are placed into our English classes. The department's course offerings, the number of sections for each level of composition and ESL, are based upon assessment data. This department believes that because of the diverse student population and needs illustrated by our demographics we need to maintain some local control over measurements like cut scores and alternate placement options, including challenge exams. In the fall, we expect to have data via the Matriculation Committee upon which we can base decisions for cut score adjustment and state validation of our current assessment test as well as planning for future semesters. We are also exploring possible alternative assessment measures, similar to our ENGL 101 Challenge Exam, that align closer with the high school exit exams and CSU/UC placement exams where student writing samples are used to place them into composition (writing) classes and thereby improving the accuracy of placement, which then should lead to improved success for students. The ability to receive accurate and timely assessment data remains critical in our planning for course sections and program growth. We will continue our English Department faculty participation on key committees, like Basic Skills, Matriculation, Curriculum, and the SBVC Academic Senate so that we will have the most current information on which to base future assessment and planning decisions.

Another component of assessment that directly impacts our program planning is SSTF 2.4 "Require students whose diagnostic assessments show a lack of readiness for college to participate in a support resource, such as a student success course, learning community, or other sustained intervention, provided by the college for new students." With this recommendation in mind, our current assessment data indicates that 36% of students assess into ENGL 015 (Preparation for College Writing) and 25% assess into ENGL 101 (college level writing), while 33% assess into ENGL 914 (basic skills) and only 6% assess into ESL. The department is currently addressing this component with our participation in various learning communities previously mentioned in this report, including The Puente Project, an English/Chemistry learning community, an English/Spanish learning community, and we are planning for fall 2013 to participate in English/Biology learning community and for spring 2014 possibly an English/Reading learning community where students will take READ 950 (the prerequisite course for ENGL 914) in the first 8 weeks of the semester and take ENGL 914 the second 8 weeks. One additional learning community that we are planning for fall 2013 involves math and science to form a STEM learning community with English, Math, and Chemistry. With this trend of providing support in the form of a learning community, the goal of the department is to provide a network of support for students enrolled in these learning communities so that they can succeed in not only their English classes (ENGL 914, ENGL 015, ENGL 101) but also in their classes across the curriculum. The connection to planning is that we will continue the discussions with our colleagues in other disciplines and departments by evaluating the success of these current learning communities and explore other possibilities across campus to see where we can best provide support for student success.

Additional planning includes requesting that SBVC implement a different assessment test to help more accurately place second language learners into our ESL program and classes. Currently, most ESL students

self-place in our ESL courses and are not assessed or placed there (only 6% of all students assessed). Based upon our demographics noted previously in this report, 22.2% Asian, 65.5% Hispanic, we believe more students would succeed in the core composition classes if we are able to first help them establish foundational English language, reading, and writing skills as are the focus of our ESL classes.

In addition to securing a more accurate ESL assessment test, the English Department's lead ESL Instructor, Dirkson Lee, has created and received Curriculum Committee approval for a series of non-credit ESL classes to help prepare our lowest students for the credit courses, both ESL and mainstream composition. The department plans on offering the non-credit ESL courses when the collective bargaining issues have been resolved regarding workload and pay for non-credit instructors. These plans directly align with SSTF 5.2 "Develop a comprehensive strategy for addressing basic skills education that provides all adults with the access to basic skills courses in mathematics and English and addressing the needs of adults for courses in English as a Second Language (ESL)." The non-credit and learning community formats that we have already used as well as those we are planning to offer directly support SSTF 8.3, "Encourage innovation and flexibility in the delivery of basic skills instruction" as both types of classes provide basic skills students with alternatives for their learning environments combined with resources and support geared toward their success.

One final trend that may impact our planning is the state requirement of TMC AA degrees. With our new TMC English AA Degree in place (once approved), we plan to work with our counterparts at CSUSB, our primary transfer institution destination, to advertise and recruit students for our AA Degree. We have established a partnership with the English faculty at CSUSB so that we can provide our English major students with a streamlined transition from SBVC to CSUSB. With the TMC degree in place the department has plans to revise our TMC degree to include additional courses, American Literature, ENGL 260 and ENGL 261, which are currently in CurricUNET and waiting to make their way to the final Curriculum Committee approval process, hopefully fall 2013. This plan is in conjunction with CSUSB's realignment of their American Literature courses, which will mean that our students will be able to take the classes at SBVC and CSUSB will articulate them. This will strengthen our transfer program as we anticipate more students taking these classes at SBVC due to the lower cost and the availability here as opposed to CSUSB. It is likely that this partnership and our TMC degree will help improve our transfer rate once all components are fully implemented.

## Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

Some of the English Department accomplishments include more faculty in the department being granted sabbaticals over the past 4 years. This is significant since the faculty sabbatical topics directly connect to discipline specific topics, including methods of instruction, curriculum development, and strategies for student success. For example, Tom Kinnaird, who studied in Russia for one year with a focus on better understanding how ESL students learn a second language; Yvette Lee, who gained valuable pedagogy by enrolling and completing the online fiction, poetry, and novel writing courses and an on-site publication class through UCLA Extension; Paula Ferri-Milligan whose focus was the struggles faced by developmental writers and the frustration experienced by instructors across the disciplines who try to help them; Sharon Chapman, who spent a one-semester sabbatical researching her dissertation at the Film Institute in Sweden, attending a depth psychology related leadership conference, and developing a new mythology course for English curricula, and Dirkson Lee, who is currently on sabbatical leave to conduct "a qualitative study that explores and examines the factors that lead to persistence among Hispanic female basic skills students at SBVC." These English faculty members were all granted sabbaticals just

since the last Program Review Efficacy phase. This accomplishment strengthens the English Department as our faculty return to provide valuable information, education and input to our English faculty as well as our students and campus community in general. Our department's planning is directly impacted because as a direct result of most of these sabbaticals, we have created new curriculum (Mythology classes, ESL classes) updated current courses (Creative Writing), and are able to provide students with additional expertise in these focused areas, particularly ESL and adult learners.

Another accomplishment by department faculty is that the English Department was one of the first in our district to develop a TMC AA Degree, even though we had no prior AA Degree. This is significant in helping our transfer students who would like to major in English and it helps the college meet state requirements. While our TMC Degree in English was locally approved last year, we are still awaiting the state's final stamp of approval. This degree will be key factor in the planning of our course offerings, especially with regard to the rotation of literature courses, and we believe this accomplishment strengthens the program by providing a strong core of English classes for our transfer students.

The English Department faculty members have been the driving force for the Arts and Lectures Committee for many years, which is a great accomplishment as it is directly in line with the College's Mission Statement and continues to ensure the college's goal to provide a diverse, academic, cultural climate. In particular, English faculty have provided a substantial contribution to the Arts and Lectures "SBVC Professor Lecture" series that began last semester with Professor Joel Lamore's "Mad, Bad, and Dangerous to Know: An Underground Survey of Poetry" lecture and continued most recently with Dr. Alexander's lecture, Job and Theodicy in Bible Literature. Adjunct Professor Chuck Murillo is scheduled this semester for his lecture on poetry.

In addition to participating in the Professor Lecture Series, English faculty also contribute substantially to the monthly Book Club Discussions, including Yvette Lee, Michael Slusser, Dolores Moreno, Mary Copeland, Joel Lamore, Horace Alexander, Sharon Chapman, Sheela Free, Paula Ferri-Milligan, and Diane Hunter to name a few of the recurring facilitators and participants. These last two accomplishments illustrate outstanding faculty dedication to our students and to establishing an academic climate here at SBVC that our students need. The connection to planning is that many times our students are unsure how to function in an academic environment, yet their exposure to these many Arts and Lectures experiences provides them a safe place in which they can participate as academics and learn about the other cultures and perspectives. Quite often, English faculty connect these Arts and Lectures presentations and material, whether the SBVC Professor Lecture Series or the Open Poetry Readings, with the curriculum being taught in their English classes, which strengthens our program.

In addition, the English Department has spent a full year planning, re-evaluating and revising the Preparation For College Writing course and the processes, procedures, and rubrics for the departmental final exam connected with this level of composition. With most students assessing into this level of writing, updating and revising all aspects of this course is expected to strengthen our program, as this level is a prerequisite for college writing and the sequence of courses above that. It was quite an accomplishment to convene such a large number of people at multiple workshop sessions and meetings to research, discuss, and rewrite the curriculum as well as the previously mentioned exam rubric, processes, and procedures. We are currently in the evaluation stage of this major revision, and the changes are directly connected to the planning of future curriculum and course offerings that will also strengthen our program.

Another substantial accomplishment we want to mention is that we were one of the first departments to level our repeatable courses in CurricUNET due to Title V regulation changes. All of our production-type courses, Journalism and Literary Magazine Production changed from repeatable courses to separate,

unique courses. All have been approved by the Curriculum Committee. We believe this strengthens our program because each course now has unique objectives and SLOs, as opposed to the same course taken multiple times, which may provide a clearer message to students and to transfer institutions where our courses articulate. With the degree in place, planning will be important so that students will be able to enroll in the courses needed for the degree and their eventual transfer. This accomplishment is critical to maintaining the integrity and balance of our English Program by providing students with a strong, complete transfer program in addition to our Basic Skills courses.

Directly related to department planning, student success, and strengthening our college community climate are the successful Service Learning media production classes created and offered by the English Department. Most recently is the substantial accomplishment of reimagining the college newspaper *The Arrowhead*, which last semester went from a print publication to an online multi-media publication. This was a great accomplishment not only for the department but also for the college, the community, and our students. We currently live in technically rich multi-media environment, and the skills students in this journalism class are learning reflect this technological trend and will help them in the job market by teaching them marketable skills, such as digital design, writing for an online audience, working with multiple platforms (in addition to journalism foundational skills) that are critical in any job market today. The college and community benefit from our department's accomplishment in that our students can easily access college news and features about SBVC from anywhere they have an Internet connection, including mobile devices. The *Arrowhead News* is forging a new online presence that will benefit the college greatly in the years to come. The second media production class that remains a substantial accomplishment is the *Phineas* class. The accomplishment comes in the form of the final printed production of the magazine in May, being unveiled at Humanities Day, when students can actually see their published artwork photographs, poems, and short stories. The contribution to the cultural climate of SBVC is substantial as the *Phineas* magazine directly celebrates and reflects our own student's cultures, personalities, styles and skills in every aspect from submission of work to layout to production of the magazine, and students learn concrete skills that help make them more marketable as employees in most industries. In addition, research has shown that students who take Service Learning classes such as these tend to have higher on-time graduation rates and improved employment opportunities.

## Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

One of the greatest challenges is the assessment/placement instrument adopted by the college several years ago. Students are being placed in writing courses without writing a sentence. Since the implementation of Accuplacer, our department has seen students being inappropriately placed in the sequence of English classes, including more students being placed in courses where they do not have the necessary skills for success and some students being placed in classes where they are already proficient. Current assessment data indicates that the majority of our students 61% are being placed in ENGL 015 (prep. for college level) and ENGL 101 (college level), and 33% are placed in ENGL 914 (basic skills). With our current placement test, only 6% are placed into ESL classes ("Assessment Data Report Jan. 2012-Jan. 2013"). These numbers seem to indicate that we have more students being placed in higher than basic skills classes, yet the qualitative data suggests that more of the students who are placed in both ENGL 015 and ENGL 101 are being placed at levels higher than their abilities. Both scenarios create frustration and delays for students. Along with this, is the challenge for planning and scheduling because the department does not receive consistent data for student assessment/placement.

Typically, planning for schedules is done before we receive assessment data, and there is no consistent access to the data. The connection with planning is obvious. We can better plan if we have the data before the planning of the schedule of classes. Connected with the assessment data is the Validation process for the cut scores of the current assessment/placement test. We are awaiting information about cut scores and pass rates from the Matriculation Committee so that we can evaluate the data to determine if adjustments to the current cut scores are warranted. Challenges noted here may in part be due to multiple interims in both VP of Instruction and VP of Student Services and the college's restructuring, which have resulted in a lack of continuity for processes and procedures that directly impact assessment and data collection. The department will continue to monitor the assessment data we receive and plan our courses and programs accordingly so that the course offerings align with the placement data and other discipline, college, and state trends, such as developmental writing skills, cross-discipline prerequisites and advisories, and the Three Attempts rule, respectively.

Our ability to serve students in the Writing Center was negatively impacted with Human Resources mandated that adjunct English Instructors could no longer tutor in the Writing Center. The mandate not only impacts staffing, but has resulted in a loss of expertise that has resulted in a grave disservice for our students and that has noticeably weakened our program. Going from seasoned instructors who have taught the full array and sequence of our English courses to tutors who have (and cannot) teach any courses has severely impacted the continuity and quality of tutoring services because when instructors were also tutors, students were provided with the expertise and consistency a classroom instructor who has taught multiple levels, that the current tutors cannot provide since they have never taught at SBVC. To have a tutor who also teaches the current course, the previous course, and the next course in sequence is a strength that has since been lost, resulting in a direct impact on students. The department has discussed with the Basic Skills Committee chair the possibility of a plan to embed writing tutors in our classes under the supervision of the course instructors. The department will continue to explore other ways to bring instructors back into the Writing Center to improve student success across disciplines and adjust our planning accordingly.

Another major challenge is that while the English Department offers the most sections of any department each semester (135 – 112 depending on budget), we are limited on when and where we can offer English classes because there are typically not enough classrooms available. For example, in fall 2012 and spring 2013, we were not able to offer the number of needed day ENGL 101 or 102 classes between 10am and 2pm due to no classroom space, so the department had to move these sections to an online format in order to keep the valuable course sections. The same situation occurs with our 914 and 015 classes, which are not online approved, so there is no alternative delivery possibility which means we risk losing valuable needed student classes. While we hope the situation is less dire once the Business Building is re-opened, the lack of classroom space for core English classes directly impacts student access because many times we are asked to offer classes in configurations (pattern, meeting duration) that are not pedagogically sound or not in a format or at a time based upon student needs, but solely based upon classroom availability or risk losing the section(s). This is a great disservice for our students. This is not a department weakness but is a challenge that must be acknowledged by divisions and departments across campus, so it can be remedied through unified collaboration and cooperation from all.

A recent challenge largely brought on by technology is the increase in plagiarism by students in our classes. Our concern is how we can work to prevent future academicians who are also cheaters but also focus on the integrity of our student writers. The challenge is that there are many different types of plagiarism check software available, including Turnitin.com and Safe Assign by Blackboard, but both are cost prohibitive for one department and would require college-wide or even district participation in order to be cost effective for us. The cost range is approximately \$2.00 per student per year, but some institutions report paying \$300.00 - \$400.00 per instructor. The annual licensing fees could range between

\$6,500.00 - \$10,000.00 depending on the number of submissions and level of service required. The connection to our planning is that we would like to educate faculty in other disciplines through professional development workshops or address the concern with the Technology Committee since the District already pays licensing fees for Blackboard. Maybe that will lead to a college-wide awareness and eventual purchase of one of these plagiarism prevention software packages. The English Department views such a software package as a worthwhile investment for the college as we create a pool of educated students with higher ethical standards. The department will keep this challenge at the forefront as we plan the next years' goals and partnerships both on and off campus.

The final challenge remains the lack of enough full-time faculty to maintain balance and continuity of our program so that we can not only continue to serve the 7,000 students annually that we have typically been able to serve but to grow. This directly impacts planning as we continue to seek qualified adjunct instructors to teach the bulk of our courses so as to maintain a complete program and continue to offer the wide variety of course selections and day/time patterns.

## V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part V: Technology, Partnerships &amp; Campus Climate</b>		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The English Department has been actively seeking and developing partnerships across campus. To date we have partnered with the Chemistry department to form a learning community that links ENGL 015 and CHEM 101. We are in the second consecutive semester of this learning community, and we plan to continue this learning community for fall 2013.

Another partnership is between English and Modern Languages, where we created a learning community between ENGL 914 and SPANISH 157. After evaluation by both instructors and departments, we are looking to continue this learning community in spring 2014.

The department is currently forming a partnership with Math and Chemistry as a part of a STEM learning community that will link together three classes, ENGL 101, CHEM 150, and MATH 250. The faculty and division deans have met to work out specifics of linking the classes. This learning community will begin fall 2013 semester.

Similarly, we have worked out a partnership to form a learning community between English and Biology which is also scheduled for fall 2013, linking ENGL 015 and BIO 100

For the past 29 years, the English Department at SBVC has participated in a state-wide partnership with the Puente Program. This program has earned multiple state awards for student success, and locally, this is an ongoing partnership between our department and Counseling linking our ENGL 015 and ENGL 101 with SDEV 015 and SDEV 102, respectively. This partnership requires students participate in a year-long learning community. The English Department plans on continuing this partnership, although with a reduced number of counselors, the program may be in jeopardy.

Similarly is our partnership with the Tumaini Program. Our adjunct faculty member, Chuck Murillo, is currently acting as writing coach and advisor for this program. He was also our representative at the state Umoja Conference in November 2012.

Yet another partnership is between the English Department and the city of Big Bear. Our instructors work directly with the Big Bear coordinator at Big Bear High School on the ITV classes each semester.

The department is currently in discussions with Geography for a learning community and partnership. The faculty are now discussing learning community goals, courses and curriculum. We hope to finalize for possibly a spring 2014 learning community.

While our department has always partnered with the Reading Department, another specific partnership we have explored is a learning community between Reading and English where students would take READ 950 in the first 9 weeks and the same cohort would take ENGL 914 in the second 9 weeks. We are currently in the discussion stage of this partnership working out the logistics of the possible course links.

In addition, English Department faculty are currently meeting with faculty in the Religious Studies department on a partnership for courses in our two departments, including Mythology and Religion courses. We are excited about this partnership and hope to have a learning community established by spring 2014.

Several English Department faculty participate annually in the week-long AWP exam grading sessions that occur each summer. This is where English instructors from all over the nation come together to read and score the high school AP English Writing and Composition exams and the AP English Literature exams. Another annual grading session that our faculty participate in is the Berkely Big Read. This is where English faculty from all over California read the placement essays of incoming freshman. The several faculty who participate in these grading sessions bring back invaluable information to our department and help to keep SBVC's English department current with assessment techniques and placement tools as well as the skills of our incoming students.

A local outside partnership that we are currently participating in is with the English Department at CSUSB. As they begin to align their American Literature courses with the other Cal State colleges, this will mean that students will be allowed to take American Literature courses at the community college level to transfer to CSUSB. With this in mind, our department has written two new courses in collaboration with CSUSB faculty so that students will be able to take the American Literature courses as undergraduates at SBVC and transfer the units to CSUSB or other CSU institution. These courses have been written and are in CurricUnet awaiting the curriculum process for approval next year. These courses will also be added to our TMC AA English Degree to assist English Majors at SBVC who wish to transfer to a CSU.

Finally, our department has begun meeting with the coordinator of the Middle College to establish a partnership for student success whereby the Middle College high school English teachers work directly with our faculty to help students prepare for college writing to help with their transition from high school English to college English courses.

As for the Strategic Initiative of Technology, the English Department is able to utilize technology by teaching at least three sections of our basic skills and composition courses in a computer lab (NH222). This access to technology and the computer lab-type setting has been quite beneficial for students in giving them yet another way to succeed and take advantage of online resources while under the supervision of their English instructor. Additionally, the department has created and maintained several informative and useful web pages on the college's website. Specifically, our pages provide students with easy access to the English Department, The Writing Center, The ESL Department, *Phineas* Literary magazine, and our college newspaper, *Arrowhead News*. At each page we provide information as well as valuable links and writing samples, thereby demonstrating our commitment to the strategic initiative of technology.

In addition, during the fall 2012 semester, our department is proud to have successfully transformed the college newspaper *The Arrowhead* to an online production *Arrowhead News*, thereby fully utilizing the full scope of benefits afforded by today's technology and reaching far more students, faculty, and staff in our college community. The college newspaper is now fully online, which has reduced costs (no printing), but more importantly has now reached an audience never before reached. And in keeping with this Strategic Initiative, another benefit of this utilization of technology is that students enrolled in the Journalism class are now learning skills necessary for success and employment in this media-rich technological climate in which we live and work.

All of these partnerships and technological implementations also contribute to the campus culture and climate, which is also accentuated by our department's contribution to the Arts and Lectures Committee. Both part-time and full-time English faculty regularly contribute to the student, faculty and staff Poetry Readings that take place 3-5 times per semester. With English faculty being facilitators and presenters for the Poetry Readings and Professor Lecture Series, our faculty are able to create a culturally rich academic community that embraces our diverse student, faculty, and staff populations and provides a foundation for the rest of the college and our local community, including neighboring elementary schools, middle schools, and high schools.

Related to English faculty's role in creating an academic community, is the fact that in some ways, English classes are seen as a "homeroom" class for many of our students. Every student who passes through SBVC must at one time take between one and three English classes thereby giving our faculty the rare opportunity to touch thousands of students' lives (6,894 enrollment) and provide them with a complete college experience through announcements, club advisory, writings, publications, and promotion of Arts and Lectures events and presentations. Our faculty do more than just teach our subject and significantly contribute in positive ways to the campus culture and climate.

## VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received “Does Not Meet.” Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

There were no “Does Not Meet” comments on the previous Program Review Efficacy Document.