

Program Efficacy Report Spring 2013

Name of Department: English

Efficacy Team: Michael C. Mayne, Rose King, and Dena Murillo-Peters

Overall Recommendation (include rationale): Continuation

Continuation is recommended. The English department, arguably the largest department at the college, has submitted a well-written document filled with data and analyses chronicling how focused and efficiently they have been operating. Despite cutbacks in sections offerings, success and retention rates are up and the department has maintained its academic integrity offering a full range of classes including ESL classes and has begun recruiting students for its TMC AA degree in English (F13).

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	<i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>	<i>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</i> <i>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</i>

Efficacy Team Analysis and Feedback: Meets

The English Department has a detailed analysis of their demographics and population served. Their overall data is skewed with respect to Asians (Eng 22.4% vs. College 6.2%) and Hispanics (Eng 65.5% vs. College 48.6%); otherwise their demographics reflect the population of the college. The reason for the disparity is explained by the ESL (English as a Second Language) program being predominantly populated by these two groups in preparation for mainstream composition classes.

Pattern of Service

The program's pattern of service is not related to the needs of students.

The program provides evidence 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.

Efficacy Team Analysis and Feedback: Meets

Although the English Department has cut course offerings over the last three years, the department has maintained its wide variety of courses offered over a wide array of times and modalities. With 1 manager, 17 full-time faculty and several part-time faculty, the department offers regular 18 week classes, 13 or 14 week classes, evening classes, weekend classes and ITV courses. The English Department has its fingerprint on every modality offered at or through Valley College. The department has balanced their offerings to meet the needs of both daytime students and night students. Even with all this success, the department is still trying to grow more courses especially with respect to the ESL program and the new TMC AA English Degree beginning Fall 2013.

Part II: Student Success

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 analysis of the data which indicates progress on departmental goals.

If applicable, supplemental data is analyzed.

Efficacy Team Analysis and Feedback: Meets

The department lists data including FTES of 904.65, WSCH of 412, enrollment, success (54%) and retention (76%) and more. Analysis of the data recognizes that sections have been cut due to budgetary constraints yet English shows minors statistical cuts in FTES while increasing in both success and retention. This increase is attributed to students need to pass the classes within the allotted Three Attempt restrictions (Title V), despite a poor assessment instrument to place students into appropriate classes. Also, students are more aware of their need to pass classes at Valley College in order to matriculate to CSUSB, UCR or other universities. Mandatory assessment and an Ed Plan along with students fear of losing their place in priority registration has motivated students to achieve at higher rates.

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.

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Efficacy Team Analysis and Feedback: Meets

The English Department is current with all SLOs and in line with their 3 year plan. All current classes have been assessed except 600 level courses which are not currently being offered. Worthy of mention is the fact that as a department, SLOs are discussed in some form and confirmation of progress with respect to the 3 year plan is submitted to the dean every semester.

Part III: Institutional Effectiveness

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.

Efficacy Team Analysis and Feedback: Meets

“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.” This mission replicates the mission of the college.

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.

Efficacy Team Analysis and Feedback: Meets

The data shows the English Department functioning remarkably with a success rate of 54% and a retention rate of 76%, both highest in each category over the last six years. Lower WSCH score and FTES were explained by the colleges' directive to decrease course sections and adhere strictly to course cap sizes.

Relevance, Currency, Articulation

The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.

Out of date course(s) that are not launched into CurricUNET by Oct. 1 may result in an overall recommendation no higher than Conditional.

The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Efficacy Team Analysis and Feedback: Meets

All English classes are current and approved by the curriculum committee. Some of the courses have not been updated on yet on CurricUNET, however this is an exercise of patience. There are some courses pending; courses that are part of the TMC Degree which cannot be approved until the state confirms the degree coursework at Valley.

Part IV: Planning

Trends

The program does not identify major trends, or the plans are not supported by the data and information provided.

The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.

Efficacy Team Analysis and Feedback: Meets

The trends that the English department mentions are tied into recommendations made by the State's Student Success Task Force (SSTF). Essential to student success is a proper assessment tool to properly place students into the right classes so they can be functioning in a class congruent to the level of their abilities. Assessment tools are constantly being updated and modified to fit with the particular needs of differing districts. Another trend is that of learning communities – different departments and disciplines coordinating their efforts to help create pathways for students to take classes in cohorts and take classes concurrently or consecutively. The English department has begun discussion with Chemistry and Biology and Math slated to start Fall 2013 in coordination with STEM recommendations and funding. Lastly, the TMC AA Degree that Valley is set to begin is a trend to help students create more rapid pathways to streamline transition from junior colleges to universities, specifically from SBVC to CSUSB.

Accomplishments

The program does not incorporate accomplishments and strengths into planning.

The program incorporates substantial accomplishments and strengths into planning.

Efficacy Team Analysis and Feedback: Meets

Many noteworthy accomplishments were mentioned, a few of which are: 1.) Faculty sabbatical leaves over the last 4 years which are directly related to discipline topics which will support the college in its mission and strengthens the English department, 2.) the TCM AA degree awaiting state approval, 3.) the departments involvement in SBVC Professor Lecture series and the Book Club Discussions, and 4.) the reimaging of the college newspaper, *The Arrowhead*, now in an online multi-media publication.

Weaknesses/challenges

The program does not incorporate weaknesses and challenges into planning.

The program incorporates weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback: Meets

The English department incorporates many weaknesses and challenges in its report, the most prominent which has been discussed several times, the assessment/placement issue (i.e. the lack of a proper assessment tool in place). Other challenges include the English department offering the most classes, but having trouble finding rooms to accommodate those classes during high volume hours and the financial constraints all departments face funding equipment and full time faculty to meet departmental needs.

Part V: Technology, Partnerships & Campus Climate

Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.

Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.

Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Efficacy Team Analysis and Feedback: Meets

The program demonstrates a multiplicity of partnerships both on campus, citywide and statewide. The learning communities show partnerships with Biology, Chemistry, Mathematics, Reading and Spanish which are already functioning. The new TMC AA English Degree is in partnership with CSUSB, while the English faculty are working with the Middle College to create smooth transitions from high school English classes to college English courses. Statewide, the English department has maintained a long and rich partnership with the Puente Program and presently with the Tumaini Program. The technology initiative is met through the new and improved reimaging of the college newspaper, *The Arrowhead*, now in an online multi-media publication. The continued involvement in the SBVC Professor Lecture series and the Book Club Discussions contribute to the mission of the college to help a diverse community of learners by contributing to the overall campus climate.

Part VI: Previous Does Not Meets Categories

<i>Program does not show that previous deficiencies have been adequately remedied.</i>	<i>Program describes how previous deficiencies have been adequately remedied.</i>
Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review): NA There were no previous Does Not Meet.	