English
PROGRAM REVIEW REPORT
2014 - 2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Cross, Cynthia	Amaya-Anderson, Beatriz	
Dau, Carsten	Andreoli, Bethel	
Eiland, Thomas	Azpeitia, Maria	
Eisel, Roberta	Beach, Kristine	
Gunderson, Mark	Birmingham, Thomas	
Hogan, Ghada	Blake, Lesley	
Lawrence, Patricia	Brower, Cecil	
Odegaard, Eric	Burns, Linda	
Overly, David	Cardenas, John	
Rudd , Rebecca	Chai, Janet	
Salwak, Dale	Curran, Keith	
Telesca, Lisa	Davis, Deanna	
Van Citters, Beverly	Davis, John	
Villeneuve, Anna	Dougall, Natalie	
	Durfield Amber	
	Fehr, Jodie	
	Fisher, Jamie	
	Gamberg, Julie	
	Gonzalez, Nicole	
	Hall, James	
	Iskander, Christine	
	Jonas, Vida	
	Joshua, Stacey	
	Kang, Eun	
	Kawai, Julie	
	Kelly, Donna	
	Kuroki, Mikage	
	Lawrence, Hugh	
	Leano, Esther	

	Linville, Brian	
	Mitchell Lambert, Janet	
	Myers, Kimberly	
	Myrtetus, Juliet	
	Naiyer, Zakaria	
	Null, Nicholas	
	Plummer, Brian	
	Ramos, Christopher	
	Reed, Jeanine	
	Resto-Ometeotl, Luivette	
	Romero, Vienessa	
	Seccombe, June	
	Shearer, Margaret	
	Smythe, Colville	

English

I. Executive Summary

Program Description:
The English discipline focuses on the appreciation of literature in its cultural context and the development of composition, critical thinking, and textual analysis in both basic skills and transfer-level courses. English courses provide students with intensive instruction and practice in the composition, revision, and editing of academic essays. *English 101 Reading and Composition* satisfies the writing competency requirement for the associate degree. Also, English courses satisfy general education requirements for the associate degree and lower division transfer, and can be used to fulfill the associate degree majors in English Literature and in Language Arts. An English ADT Degree is also offered. Students may also earn one of two certificates of achievement. The certificate of achievement in English Literature provides verification of literature knowledge or competency for entry-level jobs in tutoring, editing and publishing, journalism, theatre or entertainment. The certificate of achievement in Writing Competency provides verification of writing competency for entry-level jobs in tutoring, editing and publishing, journalism, pre-law, theatre, entertainment, freelance writing, and university or college teacher assisting.

The Honors Program includes five English courses:
ENGL 101H Reading and Composition – Honors
ENGL 103H Composition and Critical Thinking – Honors
ENGL 213H Horror Literature – Honors
ENGL 291H Film as Literature - Honors
ENGL 293H Children's Literature - Honors

Courses in English are offered in the day and evening, as well as online, fast-track, and hybrid format. The department participates in learning communities and in the Study Abroad Program.

Strengths/Effective Practices:

1. Critical thinking and an integration of reading and writing have been incorporated into all English classes.
2. The department engages adjunct faculty to participate in a wide range of departmental activities by offering retreats.

3. Our department works collectively, both full-time and adjunct faculty in curriculum and learning assessment processes.

Weaknesses/Lessons Learned:

1. Based on SLOs assessments, the level and complexity of critical thinking may need to be evaluated in all our classes.
2. The lack of regular department meetings has negative effects on the progress of the department.
3. We have learned that the samples gathered affect the SLO assessment process. We have learned to fine tune our sampling strategies for all courses.

Recommendations/Next Steps:

1. Meetings need to be scheduled to evaluate the level and complexity of critical thinking in all our classes.
2. Request additional full time English instructor position to increase ability to schedule needed course offerings and increase transfer rates.
3. We should offer American Latino Literature and expand elective course offerings.

II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	**Date of last Curriculum Committee Review**	**2013 - 2014 Course offerings By Term and # of Sections**				**SLOs Assessed (Semester / year)**
		Summer	Fall	Winter	Spring	
ENGL098 English Fundamentals	F12	3	18	4	12	S14
ENGL099 Intro to Reading/Composition	S11	8	34	5	33	S14
ENGL101 Reading and Composition	S13	10	38	7	33	S14
ENGL101H Read and Comp - Honors	S09	0	1	0	0	FA 13
ENGL102 Introduction to Literature	S10	0	1	0	1	SP 13
ENGL103 Comp/Crit Thinking	F08	7	26	7	24	SP 13
ENGL103H Comp & Crit Think - Honors	S08	0	1	0	1	SP 13

ENGL104 The Classical Essay	**S14**	0	3	0	2	**S14**
ENGL 210 Creative Writing I	**S09**	0	0	0	0	**To be offered F15**
ENGL 213 Horror Literature	**S14**	0	0	0	0	**FA 12** **Not offered**
ENGL213H Horror Literature - Honors	**S14**	0	1	0	0	**SP 14**
ENGL 216 American Latino Literature	**S11**	0	0	0	0	**To be offered S15**
ENGL251 Intro to English Literature I	**S10**	0	1	0	0	**FA 13**
ENGL252 Intro English Literature II	**S10**	0	1	0	1	**SP 14**
ENGL261 Intro to U.S. American Lit	**S09**	0	1	0	0	**FA 13**
ENGL262 Intro. to U.S. American Lit	**S09**	0	0	0	1	**SP 14**
ENGL271 Ancient Early Modern	**F09**	0	1	0	0	**FA13**
ENGL272 World Lit Renaissance - Modern	**F09**	0	1	0	1	**SP 14**
ENGL291 Film as Literature	**S08**	0	2	0	0	**FA 13**
ENGL291H Film as Literature - Honors	**S14**	0	0	0	1	**SP 14**
ENGL293 Children's Literature	**F09**	0	2	0	2	**FA 13**
ENGL 293H Children's Literature Honors	**S14**	0	0	0	0	**SP 14**
ENGL294 Intro to Shakespeare	**F09**	0	2	0	1	**SP 14**
ENGL298 Lit of the Bible	**F08**	0	2	0	2	**FA 13**

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
English Literature	AA	2010	2	2	1	2
Language Arts	AA	1950	56	80	59	76

Liberal Arts: Arts and Humanities	AA	2009	7	18	20	30
English	AA-T	2013			3	6

TYPE: AA = Associate in Arts   **AS** = Associate in Science Degree   **C** = Certificate   **S** = Skill Award
       AA-T = Associate in Arts for Transfer   **AS-T** = Associate in Arts for Transfer

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:
1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Our precollegiate courses, major core courses, and major elective courses enjoy high retention rates but moderate success rates. However, the data supplied through Section Count by Course Category offers insufficient information due to lack of segregation of data by course. Because of an insufficient number of sections of English 101, student persistence is impacted. The new state budget will allow the department to offer more sections after a long period of reductions in sections. Evaluating when and where those classes are offered will impact whether those classes are underfilled or overenrolled. In order to facilitate analysis as to course demand for transfer English courses we need to have a separate table for the data concerning English 101 and English 101H as well as a separate table for data analyzing English 103, English 103H, and English 104.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Data concerning course enrollment and success should be broken down by course rather than grouped by multiple courses.

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

Emily Stupar. Last semester, she transferred to Cal State Fullerton. Emily started in my English 101 class in her first semester at Citrus with unfocused career goals and without a major. In the next semester, she became my SI leader, and from there decided to major in English. By the end of her two years at Citrus, she earned a departmental achievement award and has decided on a career teaching English at the high school level.

Kevin Belcher. One of my "A" students from English 101 became a Supplemental Instructor for my English 099. He excelled in that position, pulling up to two-thirds of the class to his after-class sessions. He recently visited to share that he is graduating with his bachelor's degree in English from UCLA. He credits his experience at Citrus with his desire to seek higher education and become a community college professor himself.

Amanda Jones. She is completing her AA Transfer degree in English and is the 2014 recipient of the Writing Skills Scholarship. Amanda is impressive with her dedication to education and her steadfast perseverance for a better life despite the major obstacles she has had to contend with including being partially deaf and growing up in an abusive environment. She has had to pull out of college several times due to financial hardships and abuse, but she came back and, after 9 years of going back and forth, she is now one semester away from completing her transfer requirements at Citrus. Because she has excelled in all her English classes at Citrus, she has changed her major to English, and she hopes to teach that subject after she completes her Bachelors and/or Masters.

VII. Student Learning Outcomes Assessment Reflection

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:
http://intranet/SLO/Pages/default.aspx

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

ENGL 098 English Fundamentals:
Since 2010, all SLOs have been assessed. In 2011, course unit load was increased to 2 units to allow for expanded reading practice/instruction. Since 2011, all 3 SLOs have been assessed, and evidence from assessing the SLOs indicated that instruction appears effective and students are aware of the course's SLOs and understand the instructional strategies used to reach course outcomes. No further changes are needed for the time being.

ENGL 099 Introduction to Reading/Composition:
Since 2010, all SLOs have been assessed. Most recently, evidence from assessments indicated consistent instruction in the integration of reading and writing has resulted in a significant number of students effectively applying critical thinking in their essays. Evidence further indicated that while students are aware of 099's outcomes, there seems to be some confusion as to what SLO 3 really means. Plans are under way to revise the wording of SLO 3 and to reassess all 099's SLOs and even more specifically SLO 3.

ENGL 101 and ENGL 101H Reading and Composition:
Discussions which followed both our fall 2013 and spring 2014 SLO assessment revealed problems in phrasing of our SLOs. In the fall, concerns about being able to assess what an "objective" thesis is led to a revision to read "arguable" thesis. In the spring, we noticed a lot of overlap with two of our SLOs and thus revised all SLOs in the Spring, so our language reflects the skills we will assess each term.

Assessment of the full essays we did in the spring semester also reveals the difficulty the faculty have in agreeing on whether students meets the SLO, especially in terms of providing, integrating, and analyzing quotations. This has opened up productive discussions about what skills a student must demonstrate to meet the SLOs and whether those skills will lead to success in higher-level courses.

ENGL 103 and ENGL 103H Composition and Critical Thinking:

Since 2011, all SLOs have been assessed. In general, students are demonstrating competence in this course's learning outcomes, although the last round of SLO assessment has led to a reconsideration of using a specific SLO to see if students are employing both inductive and deductive reasoning in their writing. Discussions between faculty members have largely concluded that this particular SLO is already being measured when we test for college level writing skills. As a result, the 'inductive/deductive' SLO will be folded into the language of the college writing SLO, thus reducing the number of SLOs in English 103 to four.

ENGL 104 The Classical Essay:

This semester the updated SLOs for this course went into effect. These SLOs are much more objective and measurable. 90% of the samples have reached proficiency for each SLO that we assessed this academic year. The plan is to assess each SLO at least once a semester more robustly as the course offerings of English 104 expand in the 2014-2015 academic year.

Literature Courses (ENGL 102, 213H, 251, 252, 261, 262. 271, 272 291, 291H, 293, 293H, 294)

During the 2013-14 year, all SLOs in the literature courses were assessed. A combined assessment was used for all four SLOs during Summer/Fall 2013. While 87.5% of the student assignment samples demonstrated competence on outcomes, faculty found a weakness in the effective use of textual evidence (SLO 1). Therefore, SLO 1 was the focus of assessment for Winter/Spring 2014. In these samples, fewer students demonstrated competency, but among those that did, the use of textual evidence was of high quality. It seems clear that certain faculty have made instruction in effective use of quoted textual evidence a priority. To confirm this, SLO 1 will be assessed again in Fall 2014. Over the academic year, all SLOS have been revised.

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VIII. Progress toward previous goals:

During 2013-2014, we accomplished

	Previous Goals	**Progress/ Persons Responsible**	**Status**	**Institutional Goal**
Goal 1	Institutionalize and expand the Writing Café to increase student access to support with writing across the curriculum	Writing Café is not institutionalized, but in classroom orientation, consultants encourage students to visit the Writing Café and give examples on how it can support writing in multiple disciplines. Consultations are now offered on a drop-in basis and online.	In progress	2.2.4; EFMP 1
Goal 2	Further refine and improve our SLO measurements	We used data to monitor student success.	ongoing	1.2
Goal 3	Determine the success rate of 099 students.	Success rates of 099 students who progress into 101 are currently being measured.	Ongoing	2.2.4:2

In addition to previous goals, during 2014-2015, we plan to:

	Description	**Actions / Target Date**	**Data Index***	**Institutional Goal****
Goal 1	Collaborate with facilities planners to design classrooms appropriate to English pedagogy	We will continue to model classrooms to fit departmental suggestions.	ongoing	3.1.4:1; EFMP 4 and 5
Goal 2	Improve teacher/student ratio by decreasing class size to 20 per NCTE recommendations	Continue to explore the feasibility of this option. (2015)	ongoing	2.3.5:1
Goal 3	Maintain balance in full-time	Plan to hire 2 faculty members with	in	5.2.1:5

	to adjunct ratio by hiring two new full-time faculty	literature composition focus for Fall 2015.	progress	
Goal 4	Further refine and improve our SLO measurements	Use data to monitor student success	ongoing	1.2
Goal 5	Research how other area schools have increased unit loads of courses equivalent to 101, 102, 103, and 104 to gauge the value of increasing unit loads in our department	Find data that demonstrates success of this strategy at other institutions	ongoing	2.2,2.3

For instutional goals visit link below.
http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf

**For Educational and Facilities Master Plan, use table below.

EFMP 1 – Institutionalize and expand the Writing Café to increase student success to support with writing across the curriculum.
EFMP 2 – Establish writing-across-the-curriculum standards and distribute these online to faculty and students.
EFMP 3 – Collaborate with local high schools to align curriculum and facilitate seamless flow between the high schools and the College and thereby increase student success in Citrus College English courses.
EFMP 4 – Utilize technology resources to facilitate more effective pedagogy.
EFMP 5 – Collaborate with facilities planners to design classrooms appropriate to English pedagogy.

English

IX. Budget Recommendations for 2014 - 2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Hire two full time faculty members	Increase ability to schedule needed course offerings and increase transfer rates	M, N, Q	1
Stipend for release time for faculty member to liaison with other division to establish writing across the curriculum standards campus-wide	First step in achieving EFMP 2	M, N, Q	2

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Hire staff to increase hours of operation of CSC lab	Increase student access and success to increased number of 098 sections being offered	M, N, Q	1
Fund a person to video record lessons that can be shared with other faculty	Demonstrate and share effective pedagogy This help meet EFMP 4 and 5	M, N, Q, F	2

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Fund ten professional development opportunities such as MLA, NADE, CCCC, and 3CSN events	Enhance professional expertise and student success resulting in improved student learning outcomes and increased student completion rates	$7,500	M, N, Q	2
Funding for supplies, stipends, parking, and lunch for a staff development event in which high school English teachers communicate what they are requiring of their	First step toward completing EFMP 3	$5,000	M, N, Q	1

students and pedagogy used.				
Funding for informational session exploring technological opportunities in the classroom	One of the first steps toward completing EFMP 4 and 5	$1,000	M, N, Q	3

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Wireless capability in all English classrooms	Enhance student technological access and skills	LB, P1, ED	M, N, Q, F	1
Provide smart panel technology in two classrooms	Increase teacher productivity and student success	ED 235, ED 246	M, N, Q, F	2
Add print capability to smart panel	Increase teacher productivity and student success	LB, P1, ED	M, N, Q, F, C	4
Add zone lighting to classrooms for better projection	Increase student success and teacher productivity	ED, TC, P1	Q, F, C	5
Improve the stairway lighting and reduce the effluvia	Increase student and teacher safety	LB	N, Q, F, C	3

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Continue to fund Blackboard and Turnitin	Maintain student access and quality control		M, N, Q, F	1
Update computers in classrooms	Increase teacher productivity			2

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Furnish one experimental class with bookcases	To increase the scholarly environment	$5,000	M, N, Q, F	3
Provide smart screen (or a similar technology) in each classroom	One of the steps toward completing EFMP 4	$25,000	M, N, Q, F	2
Install emergency communication system	Increase student and teacher safety	$40,000	M, N, Q, F	1

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)

- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.

- Identify unit cost (cost per item) and the number of units desired in requests.

- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request $30,000 for a classroom set of equipment (one item for each student), if $15,000 were available, would it be possible for two students to share an item? Is the request "All or nothing"?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District's mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.
Priority 2: This item is essential to program success.
Priority 3: This item is necessary to maintain / improve program student learning outcomes.