

# Citrus College Instruction Annual Program Review 2017

English

# Table of Contents

<b>General Information</b>	<b>1</b>
<b>Standing Requirements</b>	<b>2</b>
Faculty and Staff (List All)	2
Program Catalog Description	2
Past Annual Program Reviews	4
<b>2016-2017 Assessment Cycle/2017-2018 Planning Cycle</b>	<b>5</b>
Strengths/Effective Practices	5
Weaknesses/Lessons Learned	5
Recommendations/Next Steps	5
Curriculum Table (Information Only)	5
Student Success Data	6
Student Learning Outcomes Assessment Reflection (SLOA Forms)	6
Past Goals/Accomplishments	7
New Goals for 2017-2018	7
<b>2017-2018 Resource Requests</b>	<b>10</b>
Certificated Personnel (FNIC) Resources Requested	10
Certificated Personnel (FNIC) Status Report	11
Classified Personnel Resources Requested	14
Classified Personnel Status Report	15
Staff Development (Division) Resources Requested	16
Staff Development (Division) Status Report	16
Facilities (Facilities) Resources Requested	16
Facilities (Facilities) Status Report	17
Computers / Software (TeCS) Resources Requested	18
Computers / Software (TeCS) Status Report	18
Equipment Resources Requested	19
Equipment Status Report	19
Supplies (Division) Resources Requested	19
Supplies (Division) Status Report	19

**Career and Technical Education**

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**20**

Review Summary .....

20

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## **General Information (Citrus College Instruction Annual Program Review 2017)**

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## Standing Requirements

### Faculty and Staff (List All)

Full Time	Adjunct	Support Staff
Dau, Carsten	Amaya-Anderson, Beatriz	
Dingman, Jamie	Andreoli, Bethel	
Durfield, Amberly	Beach, Kristine	
Eiland, Thomas	Camacho, Steven	
Eisel, Roberta	Canton, Jessica	
Gunderson, Mark	Cardenas, John	
Henson, Nicholas	Cortez, Brittany	
Heyman, Jana	Curran, Keith	
Kang, Eun	Curran, Sean	
Martinez, Suzanne	Galvez, Laryssa	
Odegaard, Eric	Godoy, David	
Overly, David	Hall, James	
Rudd, Rebecca	Handa, Shea	
Salwak, Dale	Hanson, Shanyn	
Telesca, Lisa	Harvey, Joseph	
Van Citters, Beverly	Hernandez, Adrianna	
Villeneuve, Anna	Huver, Joseph	
	Kelly, Donna	
	Kuroki, Mikage	
	Lam, Wood	
	Lamph, Samantha	
	Leano, Esther	
	Linville, Brian	
	Long, Andrew	
	Markossian, Marina	
	Medrano, April	
	Monaster, Patricia	
	Muehlmann, Sarah	
	Myrtetus, Juliet	
	Naiyer, Zakaria	
	Phillips, Riley	
	Philpot, Cynthia	
	Ramos, Christopher	
	Seccombe, June	
	White, John	
	Zavala, Robert	

## Program Catalog Description (Mission Statement)

The English discipline fosters an 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 courses are taught using multiple methods of delivery:

- Online,
- Hybrid (on and off campus),
- Fast Track, and
- Learning Communities.

English courses also satisfy general education requirements for lower division transfer and can be used to fulfill the associate degree majors in English Literature or in Language Arts, the English associate degree for transfer, or the liberal arts associate degree with an emphasis in humanities. Students may also earn one of two certificates of achievement:

- English Literature
- Writing Competency.

Students in English courses receive skills that will help prepare them for the following jobs and/or careers:

- Blog Writing,
- Business Writing,
- Editing and Publishing,
- Entertainment,
- Freelance Writing,
- Grant Writing,

- Human Resources,
- Journalism,
- Management,
- Non-profit work,
- Online Content Creation,
- Pre-Law,
- Research,
- Sales,
- Screenwriting,
- Teaching domestically and abroad,
- Technical Writing,
- Theater,
- Tutoring, and
- University or College Teacher Assisting.

### Past Annual Program Reviews

**File Attachments:**

1. ENGL\_Program Review Report 2012.docx
2. ENGL\_Program Review Report 2013.docx
3. ENGL\_Program Review Report 2014.docx
4. ENGL\_Program Review Report 2015.docx
5. ENGL\_Program Review Report 2016-17-Finalized.docx

## 2016-2017 Assessment Cycle/2017-2018 Planning Cycle

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### ◆ Strengths/Effective Practices

Implemented changes have expanded the scope and availability of the Writing Center. Because peer interaction and student engagement are important elements to student success, we have expanded the role of embedded tutors to facilitate student acquisition of skills through interaction with a successful student from that course. In order to further increase student engagement and success, we have made the transition from Blackboard to Canvas. The English Society fosters a passion for literature through the sharing of student writing, field trips, and the sponsoring of a campus-wide poetry contest, which has had growing success every year. Student engagement outside of the classroom enhances student completion. Thus, the English Society offers an opportunity to engage. The Honors offerings for English are wide and offer many opportunities for student engagement. Many English faculty support and mentor students who are a part of the Honors research consortium as well as those writing personal statements for transfer applications. The addition of two new full-time faculty has brought in innovative pedagogy and new ideas.

### ◆ Weaknesses/Lessons Learned

There is some inconsistency among sections within course levels. For example, this applies 099/101/103/104 in areas such as rigor, content, and outcomes. There is no identifiable instrument by which we can evaluate the consistency across sections. SLO assessment suggests that students do not consistently demonstrate competency at the end of the term.

It's a weakness that precollegiate courses are predominately taught by adjunct instructors. Students have less access to these professors which impacts student success. Although the program has hired two full-time instructors, there is no net gain because of two vacancies.

### ◆ Recommendations/Next Steps

Encourage full-time faculty to teach English 099 as part of their course load.

Full time faculty will mentor and evaluate adjunct to create a support structure to improve course consistency and student success.

Give English 099 courses priority for embedded tutors.

Full-time and adjunct faculty should be responsible for creating a portfolio collecting their best practices and sample assignments in order to learn from each other.

The English program will schedule a retreat for full time and adjunct faculty, and explore the possibility of obtaining flex credit for it.

Submit an FNIC request for one new faculty member, with expertise in basic skills *and* literature.

### ◆ Curriculum Table (Information Only)

Course ID	Course Title  (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2016-2017 Course offerings by Term and # of Sections				SLO Assessed (term/year) Provide most recent assessment period
			Summer	Fall	Winter	Spring	
ENGL 098	English Fundamentals	11/29/2012	2	8	3	8	Spring 2016
ENGL 099	Introduction to Reading and Composition	12/1/2016	8	31	6	29	Spring 2016
ENGL 101	Reading and Composition	4/11/2013	13	53	11	53	Spring 2016
ENGL 101H	Reading and Composition - Honors	4/10/2015	0	1	0	1	Fall 13
ENGL 102	Introduction to Literature	12/7/2014	0	1	0	2	Spring 2016
ENGL 103	Composition and Critical Thinking	4/10/2015	6	31	9	36	Spring 2016
ENGL 103H	Composition and Critical Thinking - Honors	4/10/2015	0	1	0	1	Spring 2016
ENGL 104	Argumentative Writing and Critical Thinking	5/29/2014	2	7	2	6	Spring 2016
ENGL 104H	Argumentative Writing and Critical Thinking - Honors	4/6/2017	0	0	0	0	
ENGL 120	Introduction to Women's Literature	9/24/2015	0	0	0	1	Not offered
ENGL 210	Creative Writing	5/7/2015	0	1	0	1	Spring 2016
ENGL 211	Creative Writing II	11/10/2016	0	0	0	0	
ENGL 213	Horror Literature	7/1/2014	0	1	0	1	Spring 2016
ENGL 213H	Horror Literature - Honors	7/1/2014	0	0	0	0	Spring 2016
ENGL 216	American Latino Literature	9/24/2015	0	0	0	0	
ENGL 251	Introduction to English Literature I	4/10/2016	0	1	0	0	Spring 2016
ENGL 252	Introduction to English Literature II	12/7/2014	0	0	0	1	Spring 2016
ENGL 261	Introduction to U.S. American Literature I	5/7/2015	0	1	0	0	Spring 2016
ENGL 262	Introduction to U.S. American Literature II	5/7/2015	0	0	0	1	Spring 2016
ENGL 271	Introduction to World Literature: Ancient - Early Modern	11/17/2015	0	1	0	0	Spring 2016
ENGL 272	Introduction to World Literature: 1600's through Twentieth Century	11/17/2015	0	0	0	2	Spring 2016
ENGL 290	Ethnic Voices in Film	9/24/2015	0	0	0	0	Not offered
ENGL 291	Film as Literature	5/7/2015	0	1	0	1	Spring 2016
ENGL 291H	Film as Literature - Honors	7/1/2014	0	1	0	0	Spring 2016
ENGL 293	Children's Literature	12/5/2014	0	2	0	2	Spring 2016
ENGL 293H	Children's Literature - Honors	7/1/2014	0	0	0	1	Spring 2016
ENGL 294	Introduction to Shakespeare	9/24/2015	0	1	0	1	Spring 2016
ENGL 298	Literature of the Bible	5/7/2015	0	1	0	1	Spring 2016

**Student Success Data**

**File Attachments:**

1. **2017-18 Program Review Data Packet A\_Enrollment, Retention and Success-ENGL.pdf**
2. **2017-18 Program Review Data Packet B\_Course Counts-ENGL.pdf**
3. **2017-18 Program Review Data Packet C\_Degree Award-ENGL.pdf**

**Web Folios:**

1. **College-wide Data Packets**

ENGL	2012-13	2013-14	2014-15	2015-16	2016-17
Enrollment	8243	8985	8844	9595	10097
Retention	91%	89%	88%	88%	89%
Success	71%	70%	69%	70%	69%

We've noted that there are general trends for dropping enrollment and success within courses between semesters and over time. However, the causes for these trends are unclear from present data. In order to better interpret the data, we need qualitative data to inform causes for these trends. To that end, we will work with institutional research and effectiveness to develop a student survey to discover the causes.

**Student Learning Outcomes Assessment Reflection (SLOA Forms)**

In reviewing the SLOs for the varying course levels, faculty see a need for a better alignment from course level to course level. Also, within a course level there needs to be greater consistency. English 099 and the literature courses demonstrate a high percentage of competency on learning outcomes. There was a lower level of competency in English 101, English 103, and English 104. Faculty are in the process of revising SLOs in most courses. The program noted that we need complete participation from all faculty in SLO sample submission.

**Past Goals/Accomplishments**

	Description	Actions / Target Date / Persons Responsible	SLO or EFMP Goal* or Strategic Plan Objective**
<b>Goal 1</b>	Institutionalize and expand the Writing Center to increase student access to support with writing across the curriculum	The Writing Center moved to a somewhat larger space and now includes tutors embedded in courses at multiple levels. Tutoring hours and availability have also expanded. The division has grown to include the library to foster collaboration with the Writing Center.	Objectives 1-12; EFMP 1
<b>Goal 2</b>	Maintain balance in full-time to adjunct ratio by hiring two new full-time faculty	Identified research that supports impact of full-time to part-time ratio on student success. Hired two full-time instructors for Fall 2017.	Objectives 1-2, 4-7
<b>Goal 3</b>	Develop a method to track and recommend student achievement award recipients	Roberta Eisel created a file using share point but the program needs to refine how it coordinates and works with the Student Awards Committee.	EFMP 4
<b>Goal 4</b>	Support participation in the Multiple Measures Assessment Project pilot.	Faculty have participated in committee work to stay engaged in this project.	Objectives 1, 4-6
<b>Goal 5</b>	Adopt MLA 8 <sup>th</sup> edition as the official citation method in courses	Roberta Eisel coordinated with the library and the division to develop the training for teachers and students.	Objectives 4, 7, and 12
<b>Goal 6</b>	Investigate the possibility of increasing the unit load of English 101, 103, and 104	A workgroup convened to devise a strategy and gather evidence but concerns were expressed timing of completion and limitations on campus resources	Objective 12
<b>Goal 7</b>	Offer Women's Literature and American Latino Literature in daytime schedule	Both classes are currently in the schedule of offerings.	Objectives 8, 10, 12

**New Goals for 2017-2018**

English Goals 2017-2018
Outcome

Outcome	Mapping
<p>English Program Goal #1 Enhance and expand the Writing Center and embedded tutor program</p>	<p><b>Strategic Plan Objectives:</b> 1. Basic skills course completion, 10. Degree completion, 11. Certificate completion, 12. Transfer to four-year colleges and universities, 2. Pass rate in noncredit ESL, 3. Course completion of academic programs below college average, 4. Course completion of disproportionately impacted groups, 5. Fall-to-spring persistence of first time freshmen, 6. Fall-to-fall persistence of 1st time freshmen, 7. Graduate with associate degree, 8. Completion of disproportionately impacted groups, 9. Transfer of disproportionately impacted groups</p>
<p>English Program Goal #2 Increase the rate of submissions of samples for SLO assessment among faculty</p>	<p><b>Strategic Plan Objectives:</b> 1. Basic skills course completion, 10. Degree completion, 11. Certificate completion, 12. Transfer to four-year colleges and universities, 13. Underrepresented students completing STEM programs, 3. Course completion of academic programs below college average, 4. Course completion of disproportionately impacted groups, 5. Fall-to-spring persistence of first time freshmen, 6. Fall-to-fall persistence of 1st time freshmen, 7. Graduate with associate degree, 8. Completion of disproportionately impacted groups, 9. Transfer of disproportionately impacted groups</p>
<p>English Program Goal #3 Develop a teaching information packet and other resources for adjunct mentoring and evaluation</p>	<p><b>Strategic Plan Objectives:</b> 1. Basic skills course completion, 10. Degree completion, 11. Certificate completion, 12. Transfer to four-year colleges and universities, 3. Course completion of academic programs below college average, 4. Course completion of disproportionately impacted groups, 5. Fall-to-spring persistence of first time freshmen, 6. Fall-to-fall persistence of 1st time freshmen, 7. Graduate with associate degree, 8. Completion of disproportionately impacted groups, 9. Transfer of disproportionately impacted groups</p>
<p>English Program Goal #4 Review SLO alignment of courses on all levels (e.g., developmental, transfer, etc.)</p>	<p><b>Strategic Plan Objectives:</b> 1. Basic skills course completion, 10. Degree completion, 11. Certificate completion, 12. Transfer to four-year colleges and universities, 3. Course completion of academic programs below college average, 4. Course completion of disproportionately impacted groups, 5. Fall-to-spring persistence of first time freshmen, 6. Fall-to-fall persistence of 1st time freshmen, 7. Graduate with associate degree, 8. Completion of disproportionately impacted groups, 9. Transfer of disproportionately impacted groups</p>
<p>English Program Goal #5 Improve program-wide student success and completion rates</p>	<p><b>Strategic Plan Objectives:</b> 1. Basic skills course completion, 10. Degree completion, 11. Certificate completion, 12. Transfer to four-year colleges and universities, 3. Course completion of academic programs below college average, 4. Course completion of disproportionately impacted groups, 5. Fall-to-spring persistence of first time freshmen, 6. Fall-to-fall persistence of 1st time freshmen, 7. Graduate with associate degree, 8. Completion of disproportionately impacted groups, 9. Transfer of disproportionately impacted groups</p>
<p>English Program Goal #6 Increase communication and interaction between full-time and adjunct faculty</p>	<p><b>Strategic Plan Objectives:</b> 1. Basic skills course completion, 10. Degree completion, 11. Certificate completion, 12. Transfer to four-year colleges and universities, 3. Course completion of academic programs below college average, 4. Course completion of disproportionately impacted groups, 5. Fall-to-spring persistence of first time freshmen, 6. Fall-to-fall persistence of 1st time freshmen, 7. Graduate with associate</p>

degree, 8. Completion of disproportionately impacted groups,  
9. Transfer of disproportionately impacted groups

## 2017-2018 Resource Requests

### 🔗 **Certificated Personnel (FNIC) Resources Requested**

#### Actions

#### English Goals 2017-2018

##### Outcome

##### **Outcome : English Program Goal #4**

Review SLO alignment of courses on all levels (e.g., developmental, transfer, etc.)

##### ▼ **Action** : Hire one new full-time faculty member

Impact : Hiring a new faculty member would help the program accomplish all the goals set forth in this report, not just the one listed above.

Cost\* (Salary, Benefits, and Health Breakdown if appropriate) :  
Salary: \$64,376  
Benefits: \$36,604  
(Health and Welfare: \$25,126)  
(Statutory Benefits: \$11,478)

Budget request amount : \$100,980.00

Priority : Medium

##### **Outcome : English Program Goal #5**

Improve program-wide student success and completion rates

▼ **Action** : Hire a new faculty member

Impact :	Hiring a new faculty member would help the program accomplish all the goals set forth in this report.
Cost* (Salary, Benefits, and Health Breakdown if appropriate) :	see above
Budget request amount :	\$0.00
Priority :	Medium

**Outcome : English Program Goal #6**

Increase communication and interaction between full-time and adjunct faculty

▼ **Action** : Hire a new faculty member

Impact :	Hiring a new faculty member would help the program accomplish all the goals set forth in this report.
Cost* (Salary, Benefits, and Health Breakdown if appropriate) :	See above
Budget request amount :	\$0.00
Priority :	Medium

## 🔗 Certified Personnel (FNIC) Status Report

### Action Statuses

#### English Goals 2017-2018

##### Outcome

##### Outcome : English Program Goal #4

Review SLO alignment of courses on all levels (e.g., developmental, transfer, etc.)

##### ▼ Action : Hire one new full-time faculty member

Impact : Hiring a new faculty member would help the program accomplish all the goals set forth in this report, not just the one listed above.

Cost\* (Salary, Benefits, and Health Breakdown if appropriate) : Salary: \$64,376  
Benefits: \$36,604  
(Health and Welfare: \$25,126)  
(Statutory Benefits: \$11,478)

Budget request amount : \$100,980.00

Priority : Medium

##### Status for Hire one new full-time faculty member

Current Status : Not Implemented

Budget Status : Not approved

Reviewed - Explanation/Rationale : Was not part of the 11 approved positions on the FNIC list

Next Steps : put in for FNIC again next year

**Outcome : English Program Goal #5**

Improve program-wide student success and completion rates

**▼Action : Hire a new faculty member**

Impact :	Hiring a new faculty member would help the program accomplish all the goals set forth in this report.
Cost* (Salary, Benefits, and Health Breakdown if appropriate) :	see above
Budget request amount :	\$0.00
Priority :	Medium

Status for Hire a new faculty member

*No Status Added*

**Outcome : English Program Goal #6**

Increase communication and interaction between full-time and adjunct faculty

**▼Action : Hire a new faculty member**

Impact :	Hiring a new faculty member would help the program accomplish all the goals set forth in this report.
Cost* (Salary, Benefits, and Health Breakdown	See above

if appropriate) :

Budget request amount \$0.00

:

Priority : Medium

Status for Hire a new faculty member

*No Status Added*

## Classified Personnel Resources Requested

### Actions

#### English Goals 2017-2018

Outcome

#### Outcome : English Program Goal #1

Enhance and expand the Writing Center and embedded tutor program

#### ▼Action : Increase Writing Center staff

Impact :

In order to serve more students and improve the current Writing Center services, the program requests that we hire a Writing Center Supervisor and support personnel.

Cost\* (Salary, Benefits, and Health Breakdown if appropriate) :

1 Writing Center Supervisor (40 hours a week- Salary Schedule Range 8 / Step 1 at \$5,083 a month) \$60,996 yearly  
1 Administrative Assistant I (Salary Range 20 / Step 1 at \$2,600 a month) \$31,200 yearly  
4 Writing Center Lab Supervisors (15 hours a week each at \$32.00 an hour for 49 weeks) \$94,080 yearly

5 Writing Center Facilitators /Professional Experts (20 hours a week at \$15.00 an hour for 49 weeks) \$73,500  
10 Writing Center Tutors /Student Workers (10 hours a week at \$10.00 an hour for 49 weeks) \$49,000  
Total Salary \$308,776 + 30,000 (approximate benefits) = \$338,776

Budget request amount \$338,776.00

:

Priority : Medium

## Classified Personnel Status Report

### Action Statuses

### English Goals 2017-2018

Outcome

#### Outcome : English Program Goal #1

Enhance and expand the Writing Center and embedded tutor program

#### ▼Action : Increase Writing Center staff

Impact : In order to serve more students and improve the current Writing Center services, the program requests that we hire a Writing Center Supervisor and support personnel.

Cost\* (Salary, Benefits, and Health Breakdown if appropriate) :  
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4 Writing Center Lab Supervisors (15 hours a week each at \$32.00 an hour for 49 weeks)  
\$94, 080 yearly  
5 Writing Center Facilitators /Professional Experts (20 hours a week at \$15.00 an hour for 49 weeks) \$73,500  
10 Writing Center Tutors /Student Workers (10 hours a week at \$10.00 an hour for 49 weeks) \$49,000  
Total Salary \$308,776 + 30,000 (approximate benefits) = \$338,776

Budget request amount \$338,776.00

:

Priority : Medium

#### Status for Increase Writing Center staff

Current Status : Not Implemented  
Budget Status : Not approved  
Reviewed - Writing Center will be moving to a swing space that  
Explanation/Rationale : is smaller than current space, so the needs need to  
be reassessed after the move.  
Next Steps : Put in for it again next year once swing space is developed.

### Staff Development (Division) Resources Requested

### Staff Development (Division) Status Report

### Facilities (Facilities) Resources Requested

#### Actions

## English Goals 2017-2018

Outcome

### Outcome : English Program Goal #1

Enhance and expand the Writing Center and embedded tutor program

#### ▼ Action : Writing Center Expansion

Impact :	The program requests 2,000 square feet of dedicated work space for the Writing Center. Half of space would serve as a computer lab with 30 computers and 2 printers, and the other half would be open and would include modular tables, rolling desks, smart boards, and portable whiteboards/room dividers. 400 square feet for 3-4 study/conference rooms.
Cost* (Salary, Benefits, and Health Breakdown if appropriate) :	30 Computers and network set up = \$53,000 60 trapezoid tables = \$ 26, 000 64 plastic chairs = \$9,500 3 mobile white boards = \$2,400
Budget request amount :	\$90,900.00
Priority :	Medium

## Facilities (Facilities) Status Report

### Action Statuses

## English Goals 2017-2018

Outcome

### Outcome : English Program Goal #1

## Enhance and expand the Writing Center and embedded tutor program

### ▼ **Action** : Writing Center Expansion

Impact :	The program requests 2,000 square feet of dedicated work space for the Writing Center. Half of space would serve as a computer lab with 30 computers and 2 printers, and the other half would be open and would include modular tables, rolling desks, smart boards, and portable whiteboards/room dividers. 400 square feet for 3-4 study/conference rooms.
Cost* (Salary, Benefits, and Health Breakdown if appropriate) :	30 Computers and network set up = \$53,000 60 trapezoid tables = \$ 26, 000 64 plastic chairs = \$9,500 3 mobile white boards = \$2,400
Budget request amount :	\$90,900.00
Priority :	Medium

### Status for Writing Center Expansion

Current Status :	Not Implemented
Budget Status :	Not approved
Reviewed - Explanation/Rationale :	space for Writing Center is under discussion and needs will be assessed once space is designated and developed.
Next Steps :	keep it in program review for next year.

## 🔗 **Computers / Software (TeCS) Resources Requested**

▣ **Computers / Software (TeCS) Status Report**

▣ **Equipment Resources Requested**

▣ **Equipment Status Report**

▣ **Supplies (Division) Resources Requested**

▣ **Supplies (Division) Status Report**

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## Career and Technical Education (Complete every other year)

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 **Review Summary** (A place for the reviewer to give a summary of their findings on the whole program review.)