English 2014 - 2015

Year Five Focus Area: PROGRAM SELF EVALUATION and SUMMARY[1]

Program review should model a miniature accreditation self-evaluation process within a designated area of the campus. In essence, it provides a model and practice that generates and analyzes evidence about specific programs. Eventually this work should guide the larger work of the accreditation self-evaluation as well as guiding planning and budgeting decisions. The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program.

Program Review: Setting A Standard – The Academic Senate for California Community Colleges

I. 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.

II. Discuss progress toward objectives identified in the Educational and Facilities Master Plan 2011 - 2020.

EFMP 1 – Institutionalize and expand the Writing Café to increase student success in support of writing across the curriculum.

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[1] **Reference to Accrediting Commission for Community and Junior Colleges (ACCJC) Standards:**

Standard IIA.2 (b) The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving these outcomes.

The switch to drop-in appointments has been made in an effort to expand student use of the Writing Café. To institutionalize the Writing Café, funding must be stable, ongoing, and independent of short-term, grant-based sources. In order to honor the intentions of the Bridges to Success grant to institutionalize successful programs, the college needs to begin this process now.

EFMP 2 – Establish writing-across-the-curriculum standards and distribute these online to faculty and students.

Adopt, endorse, and promote the campus-wide use of existing handbooks and writing tools from other institutions (e.g., Purdue OWL). Create a program review request for a stipend and/or release time in order to facilitate meeting with other divisions to align writing standards and expectations. The ultimate goal of these requests is to ensure that students understand the shifting demands of different disciplines. Develop shared language for assessment and evaluation.

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.

The English department faculty representative on the College Transfer Taskforce, which includes high school counselors, has informally articulated expectations for incoming English students. The taskforce has also articulated changes to the English course sequence and the significance of student placement.

Brainstorming for the future: The department is currently developing the top ten traits and/or skills of successful college readers and writers. We plan to host an articulation mixer for high school English teachers in spring 2015. Faculty need to become more familiar with the Common Core standards.

EFMP 4 – Utilize technology resources to facilitate more effective pedagogy.

English faculty participated in the College Success Retreat which incorporated instruction in the use of classroom technology to enhance the learning experience and student engagement. Some instructors use the student response system to offer seamless student feedback.

EFMP 5 – Collaborate with facilities planners to design classrooms appropriate to English pedagogy.

The English program has converted three classrooms to provide a collaborative learning environment and increase student engagement.

III.   **Are there obstacles or barriers that restrict the rate of student completions or are delaying timely completion?**

The physical environment of classrooms is not conducive to effective instruction. For example, the furniture is sub-standard, and technological needs are insufficient, and opportunities such as the Wi-Fi in every classroom need to be available. More classrooms need to be updated to facilitate collaboration, active learning, and guided instruction. Whiteboards on several walls in the room, computer stations for students, and printers would provide instructors with the necessary tools.

IV. **Identify three to five measurable self-improvement objectives to improve student retention and completion during the next five years.**

We need to discuss ways to streamline the transition between English 099 and English 101.

Currently, not enough sections of English 101 are offered to allow students to complete the sequence in a timely fashion. We should bring this deficiency to the attention to enrollment management.

Expand student support resources, such as the Writing Café, computer lab assistance, and in-class support.

V. **Discuss opportunities for change that may exist within the next five years.**

- We need more professional development opportunities designed to help instructors expand and improve their use of technology for instruction.

- We can expand the variety of text formats to provide students with multiple options for class materials.

- We could establish an electronic book bank and compile our own textbooks in electronic formats.

- We could expand the course offerings to allow for more elective options for English majors by reviving creative writing and Latino literature courses.

- We could examine the textbooks we currently use to ensure that a broader representation multicultural voice is represented.

- Expand promotion of the department book club and provide more opportunities for shared reading experiences.