

**CITRUS COMMUNITY COLLEGE
PROGRAM REVIEW
2003-2004
ENGLISH**

FULL-TIME FACULTY

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PROGRAM DESCRIPTION

The study of English encompasses much more than the mechanics of grammar, punctuation and spelling. Through preparatory and advanced courses in literature and composition, students are afforded the opportunity to sharpen their critical reading and writing skills. The English curriculum develops the students' ability to communicate and also fosters a strong liberal arts background. Such a background gives students not only marketable communication skills, but also an understanding of the history and development of civilization.

Careers in education have provided satisfying occupations for English majors in the past and will continue to do so. However, the ability to handle language effectively and clearly is valuable in any occupation the college graduate may pursue. In fact, the English major is invaluable preparation for many professional careers. Professional schools find that students who have specialized narrowly in their undergraduate educations often enter without broad general knowledge and without the skills of communication necessary for success in their chosen professions. Results of extended studies indicate that a major in English is particularly effective as pre-professional training for students going into law, business, or government.

MISSION

The English department's curriculum offers courses from the pre-collegiate through the college sophomore levels to provide students with a comprehensive foundation for writing, textual analysis, and critical thinking which will help them to succeed in composition and literature courses, as well as enter a satisfying occupation or profession. The English program reflects the diversity found in the college population and fosters a strong liberal arts background through instruction in literature and its cultural contexts, including history, philosophy, politics and religion. Courses are sequenced appropriately to lead to the A.A. degree or to university transfer: English 40 and 100 are demonstrably effective prerequisites for English 101 and 101H, and these courses are in turn demonstrably effective prerequisites for the advanced writing courses (102, 103, 103H, 104).

Commendations

- a) The English program fulfills the objectives of and generates outcomes in line with the mission of Citrus College.
- b) The English program's student population is culturally diverse.
- c) The English program is one of the largest on campus and contributes substantially to the college's finances.
 - * 247 sections serving over 7,000 students.
 - * approximately 715 FTE's generating revenue in excess of \$2M.
- d) English 101, 101H, 102, 103, 103H and 104 provide students with rigorous training in the use of the English language consistent with University of California standards.
- e) Students read literature from multicultural authors and explore various cultural contexts, including history, philosophy, politics, and religion.
- f) The English program works closely with DSP&S to accommodate students with learning disabilities.
- g) The English program offers honors classes in 101, 103 and 293, and its distance education course offerings continue to expand.

Recommendations

- a) Consider requiring of students English 101 as a requirement toward the AA degree.
- b) Review course outlines and course contents for rigor, consistency, and continuity consistent with the requirements of a four-year college or university so that incoming professors will understand the objectives and requirements for all literature courses.
- c) Revise course outlines to measure student outcomes.
- d) Explore differences between any course and its honors equivalent and work with articulation officer toward ultimate acceptance by state colleges and universities.
- e) Advance innovative programs such as distance education and technology in the classroom.

- f) Encourage students to pursue a habit of lifelong reading for personal development and recreation through forums, book clubs, book-of-the-year promotions, and other activities.
- g) Continue to explore scheduling options to ensure access for all students.
- h) Continue to engage colleagues in the Transfer Center and in Counseling to discuss student needs and class offerings in order to ensure transfer within two years.
- i) Pursue participation with the GOAL! grant to improve program outreach and assessment to better serve the Hispanic population.

NEED

According to recent STAR testing results from area secondary schools, more than 50% of incoming students are at the developmental reading/writing level. Composition and critical thinking skills are universally required for transfer and gainful employment. The demand for English courses is also indicated by strong levels of enrollment. Enrollment capacity averages 97%.

Commendations

- a) Approximately 40% of our sections of English 40, 100, 101 and 103 are offered in the evening to accommodate the needs of an increasingly large number of working students.
- b) In recognition of the diverse student population of non-native and native speakers, the faculty works hard to accommodate the particular cultural and academic needs of each group.
- c) The faculty now uses technology to enhance basic skills instruction.
- d) The faculty works closely with the library to establish on-line research materials for English 101 and 103.
- e) Several faculty members have developed web sites to assist the learning process for non-native speaking and international students.
- f) English 103, 103H and 104 continue to meet the IGETC requirements.
- g) There continues to be a high demand for advanced literature courses.

Recommendations

- a) Offer more sections of English 40 and 100 to help students graduate within two years.
- b) Help students prepare for and ultimately transfer to English 101 by amending English 100 with a section which introduces and requires a literature component and requiring a written response.
- c) Continue to research transfer rates and success of transfer students so that we can monitor our progress in meeting their needs.
- d) Revisit all courses to ensure they are current with IGETC standards and, if possible, apply for IGETC approval if the need is there.

- e) Renumber the placement levels for English courses to allow for a passing of the 101 prerequisite.
- f) Continue to push for uniformity of instruction at the 40, 100 and 101 levels, especially among adjuncts, to ensure that all incoming students are academically prepared for 103, 103H and 104.
- g) Explore a mentorship program for adjuncts to help them meet the objectives of course outlines.
- h) Update the adjunct faculty handbook.

QUALITY

Course outlines have been revised to include appropriate unit values, disciplines, and writing requirements. Proficiency exams in English 40, 100 and 101 ensure conformity to standards for entry to the next level. Validation of English placement testing instruments is planned for Fall 2005 and is essential for maintaining quality in this program. The English faculty takes full advantage of staff development opportunities and District support for travel.

Commendations

- a) Professors regularly consult with one another concerning course offerings and scheduling.
- b) A proficiency exam (in lieu of an exit exam) acts to keep the rigor of English 40, 100 and 101.
- c) The program demands appropriate levels of critical thinking and critical writing in all courses.
- d) 103 and 104 outlines and syllabi conform to IGETC standards for transfer.
- e) All syllabi include clear grading policy, attendance and make-up policy, drop date, office hours, homework policy, EPE guidelines, office location, as well as guidelines for academic honesty and a standard DSPTS statement.
- f) Full-time professors are regularly evaluated through the tenure and post-tenure review process during which time students also have the opportunity to express written observations and concerns about faculty performance and course content.
- g) Adjunct professors are regularly evaluated by students, faculty and management.
- h) Many professors present at statewide and national conferences, write textbooks, fiction and nonfiction books, and/or publish reviews and newspaper articles.
- i) The Language Arts faculty is current in their field, dedicated, and they set high standards for their students and themselves.

Recommendations

- a) Develop a statement of academic integrity as a deterrent for plagiarism, and seek district funds to cover faculty use of *turnitin.com* as a way to check for plagiarism.

- b) Provide in-service opportunities for coordination and norming for professors of any course that requires the proficiency exam.
- c) Develop more specific guidelines for course outlines for conference time in the English 100 classroom.
- d) Establish a well-equipped, professionally staffed writing lab.
- e) Train supervised tutors to better serve the objectives of the tutorial program and to ensure uniformity within the program.
- f) Explore the idea of adding an optional lab component to English 101 and above which could be linked to the writing lab.
- g) Continue to involve library faculty and staff in instructional support and provision of print and non-print resources for all course offerings.
- h) Establish a committee that meets each term to make recommendations for textbook changes for adjuncts.
- i) Offer an annual retreat for the purpose of discussing teaching philosophies and methods.
- j) Re-examine and make recommendations regarding the current English proficiency examinations.

FEASIBILITY

The recommendations of the current Program Review are made feasible by the commitment and creativity of the faculty who teach in the department. Substantial improvements in facilities and technology have benefited the program.

Commendations

- a) The program has benefited from improvements in our Learning Resource Center and from a dedicated library staff that works in conjunction with the Language Arts department to provide course-specific texts, materials, technologies.
- b) The addition of smart panels in most classrooms has assisted professors in diversifying and improving teaching methods.
- c) Several classrooms have individual work stations; a laptop is now available for departmental use, along with video equipment for previewing tapes.
- d) Faculty network with colleagues both on campus and nationwide.

Recommendations

- a) Continue the library's commitment to purchasing new books and videotapes that support the courses.
- b) Hire instructional aids with a minimum BA to help students in the proposed writing center.
- c) Reconfigure the smart panels for easier access in the classroom.

COMPLIANCE

Sample syllabi from professors in the English Program indicate that they comply with District policies, and, in connection with the Program Review, the course requisites have all been brought up to current requirements.

Commendations

- a) All courses comply with District policies and 103 and 104 meet IGETC requirements for transfer.
- b) Courses articulate with the local high schools as well as the California State Universities and the University of California systems.

Recommendations

- a) Continue to strive for conformity of instruction at the 101 and 101H level, especially among adjuncts, to ensure that all incoming students are academically prepared for 102, 103, 103H and 104.
- b) Re-number placement levels to ensure that the registrar's office can block unqualified students from enrolling in 102, 103, 103H and 104.
- c) Continue to articulate with the local high schools as well as the California State University and University of California systems.
- d) Pay adjunct professors to attend more extensive orientation sessions to maintain high quality instruction between sections.
- e) Hire a research consultant to validate the Accuplacer results.