

Program Review - Academic & Service - English Latest Version

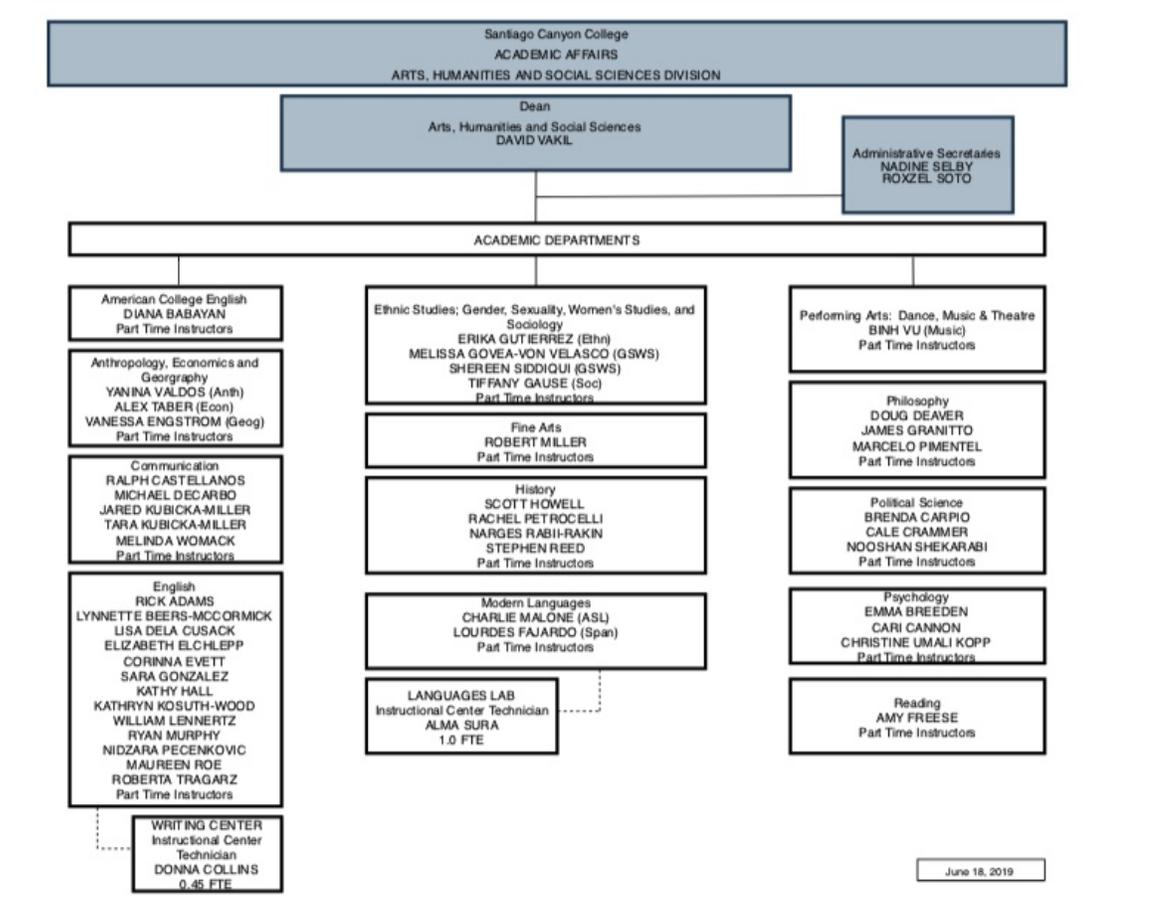
Overview

Program Review - Collaborators : Version by **Dela Cusack, Lisa** on **11/17/2019 02:48**

Collaborators
Rick Adams, Lynnette Beers-McCormick, Lisa Dela Cusack, Elizabeth Elchlepp, Corinna Evett, Sara Gonzalez, Kathy Hall, Kathryn Kosuth-Wood, William Lennertz, Ryan Murphy, Nidžara Pečenković, Maureen Roe, Roberta Tragarz

Program Review Overview - Organizational Chart : Version by **Dela Cusack, Lisa** on **11/17/2019 02:48**

Please insert the organizational chart for this program or service area.



Program Review Overview - Award Programs : Version by **Dela Cusack, Lisa** on **11/17/2019 02:48**

Award Programs
AA in English
AA-T in English

Program Review Overview - Course Offerings: Unique Courses : Version by **Dela Cusack, Lisa** on **11/17/2019 02:48**

Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
21	21	23	25

Program Review Overview - Course Offerings - Number of Sections Offered : Version by **Dela Cusack, Lisa** on **11/17/2019 02:48**

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
755	177	181	215	182

Program Review Overview - Course Offerings - Total Enrollment : Version by Dela Cusack, Lisa on 11/17/2019 02:48

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
15,432	3826	3874	3909	3823

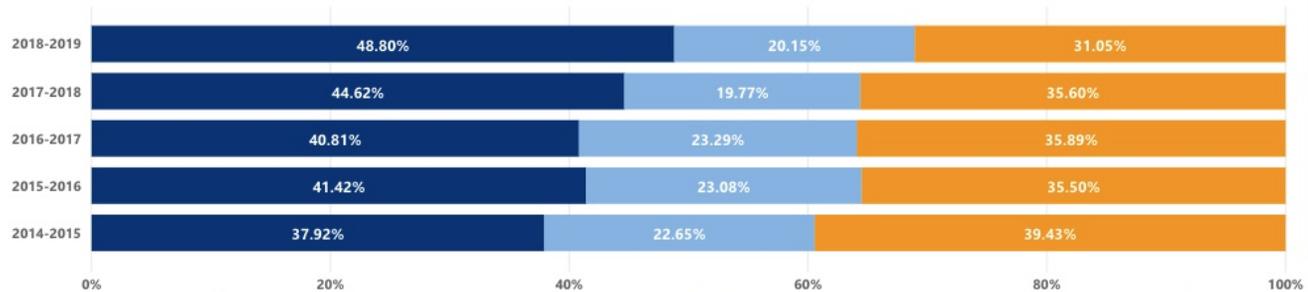
Program Review Overview - Course Offerings - Students per Offered Section : Version by Dela Cusack, Lisa on 11/17/2019 02:48

Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
20.55 average	21.6	21.4	18.2	21.0

Program Review Overview - Faculty Workload LHE : Version by Dela Cusack, Lisa on 11/17/2019 02:48

Instructional LHE Proportion by Contract Type

TYPE ● Full-Time ● Overload ● Part-Time



Terms
 Fall
 Intercession
 Spring
 Summer

Subjects
 ENGL

2017-2018					
Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF
Full-Time	350.9	44.62%	12	29.25	11.70
Overload	155.5	19.77%	12	12.96	5.18
Part-Time	280.0	35.60%	25	11.20	9.33
Total	786.4	100.00%	37	21.26	26.21

2018-2019					
Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF
Full-Time	356.0	48.80%	12	29.67	11.87
Overload	147.0	20.15%	12	12.25	4.90
Part-Time	226.5	31.05%	21	10.79	7.55
Total	729.5	100.00%	33	22.11	24.32

2014-2015					
Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF
Full-Time	288.0	37.92%	11	26.18	9.60
Overload	172.0	22.65%	11	15.64	5.73
Part-Time	299.5	39.43%	22	13.61	9.98
Total	759.5	100.00%	33	23.02	25.32

2015-2016					
Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF
Full-Time	315.6	41.42%	12	26.30	10.52
Overload	175.9	23.08%	12	14.66	5.86
Part-Time	270.5	35.50%	18	15.03	9.02
Total	762.0	100.00%	30	25.40	25.40

2016-2017					
Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF
Full-Time	311.0	40.81%	11	28.27	10.37
Overload	177.5	23.29%	13	13.65	5.92
Part-Time	273.5	35.89%	23	11.89	9.12
Total	762.0	100.00%	35	21.77	25.40

Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE %	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
288-356	37.92%-48.80%	226.5-299.5	31.05%-39.43%	147-177.5	19.77%-23.29%	729.5-786.4	100%

Program Review Overview - Faculty Workload Faculty Headcount : Version by Dela Cusack, Lisa on 11/17/2019 02:48

In 2016-2017, the department is listed as having 13 overload faculty; however, the department did not have 13 full-time faculty members at the time.

Full-time Faculty Headcount	Part-time Faculty Headcount	Overload Faculty Headcount	Total Faculty Headcount
11-12	18-25	11-13	30-37

Program Review Overview - Faculty Workload LHE per Faculty : Version by Dela Cusack, Lisa on 11/17/2019 02:48

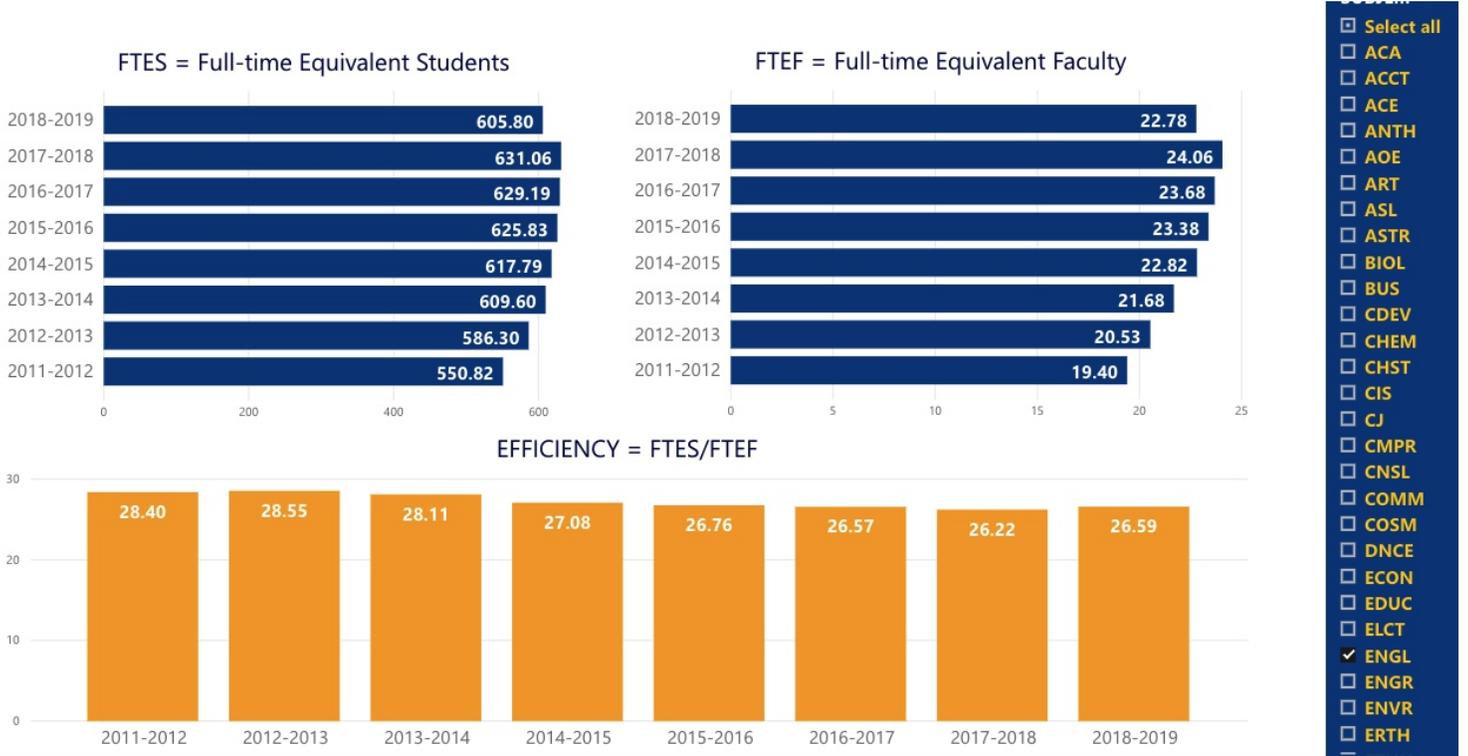
Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
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Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
26.18-29.67	10.79-15.03	12.25-15.64	21.26-25.4

Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by **Dela Cusack, Lisa** on **11/17/2019 02:48**

Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
9.60-11.87	7.55-9.98	4.90-5.92	24.32-26.21

Program Review Overview - Faculty Workload FTES and Efficiency : Version by **Dela Cusack, Lisa** on **11/17/2019 02:48**



The numbers used above are from 2014-2019.

Total FTES	Overall Efficiency (FTES/FTEF)
605.8-629.19	26.22-27.08

Program Review Overview - Service Area Functions : Version by **Dela Cusack, Lisa** on **11/17/2019 02:48**

From the SCC Website:

"The Writing Center is designed to assist students in their study, practice, and communication of English. The Writing Center exists to promote student success, particularly in skills fundamental to effective communication in all disciplines, so we welcome all SCC students, not only those enrolled in English classes but also students taking any course in which writing assignments are required. English Department professors as well as our Writing Center Instructional Assistant, Donna Collins, staff the center in order to best serve students' needs.

In working with a professor, students may focus on improving their writing in a number of areas: developing an assignment's content, organizing their ideas, and enhancing their sentence structure and vocabulary. Moreover, we believe students are most capable of writing well if they can learn to identify their own errors and develop the skills to correct those errors in a way that reveals a unique tone and style, so WC staff will assist them in using proper grammar and punctuation as well as in developing their own voices."

Function	Description
Writing Center	see below

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by **Tragarz, Roberta** on **02/22/2020 19:50**

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

At our monthly meetings, we have standing agenda items for reviewing SLOs, department communication, college-wide involvement, curriculum, and progress toward each. This leads to a semi-annual review of the Annual Plan with evaluation of goals completed and addition of new goals as determined. Essentially, our Annual Plan is reviewed and updated each semester.

How is SCC's mission statement (<https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

Primarily, our goals focus on student success, whether we are increasing our offerings or differentiating and expanding our pedagogy (for example, our accelerated English 99 and English 100).

We teach to multiple learning styles, emphasize accessibility and equity, and stay current with technological approaches that enhance learning. This includes constant evaluation of methodologies that support our key initiatives: Writing Center/Basic Skills and Foundational Instruction, Composition and Critical Thinking, Literature, Creative Writing, and Honors,

As a department, our cohesiveness and range of skills/expertise are among our main strengths, making us an integral part of the entire SCC community; department members serve on various (and key) college committees, many of which are governance committees, including Academic Senate, Curriculum, Facilities, and Equity. In all of these capacities, department members participate in discussing, planning, and implementing college initiatives.

We develop our goals in direct relationship to student success objectives and in conjunction with SCC's Mission. We design SLOs with student success in mind and vet them according to the Mission; we revise and create curriculum to accomplish these outcomes, and conversations within the department regularly focus on how to meet the particular needs of students with diverse backgrounds and divergent objectives. These conversations allow us to innovate constantly and to take the lead in campus-wide discussions and initiatives and to introduce novel instructional approaches, including English 100 active learning best practices, Reading Apprenticeship, and Learning Communities, to access interdisciplinary learning.

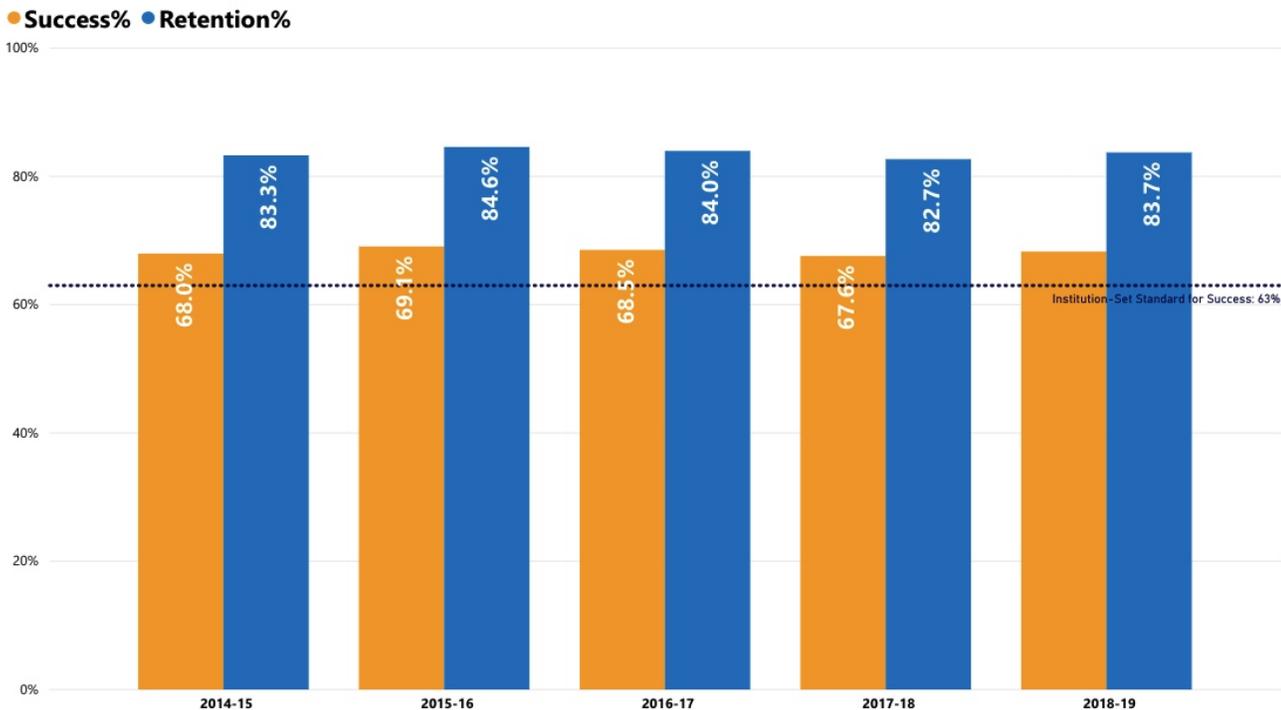
Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by **Dela Cusack, Lisa** on **11/17/2019 02:48**

Annual Plan Goal
All of our current department goals are aligned with the Educational Master Plan goals.

Data Analysis

Program Review Data Analysis - 1 to 4 : Version by **Tragarz, Roberta** on **02/22/2020 20:38**

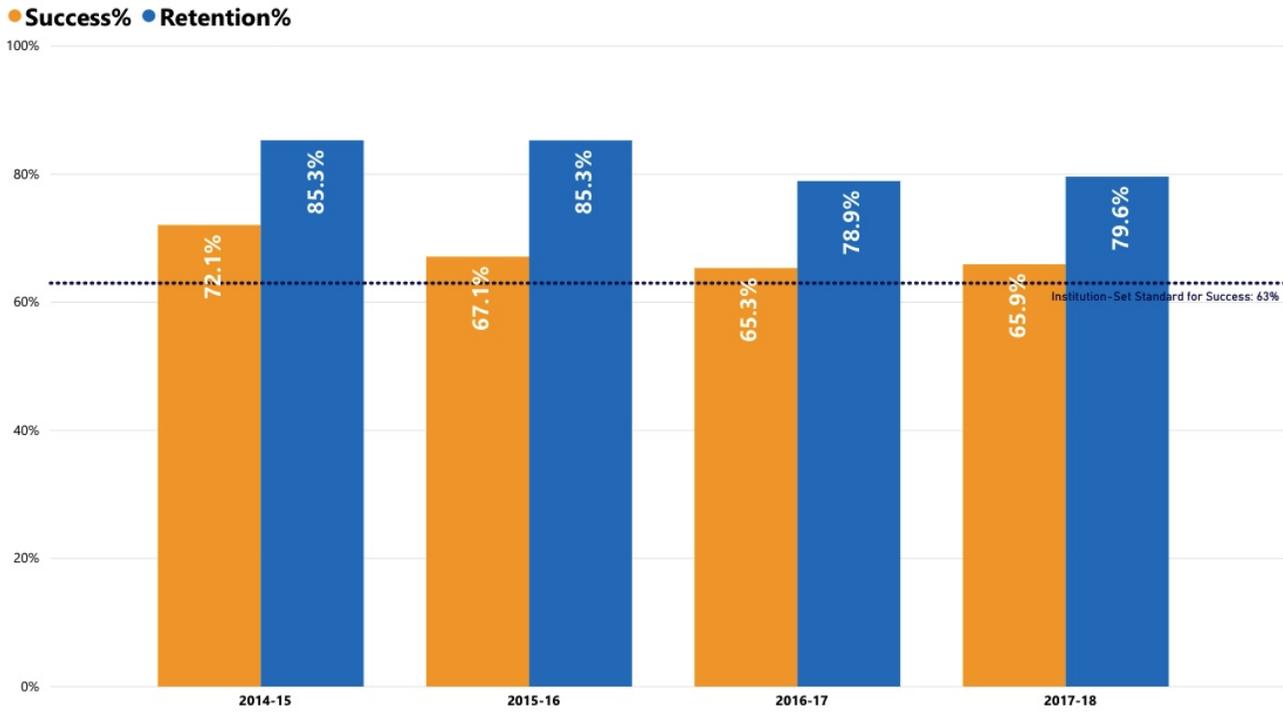
What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of 63%?



SUBJECTS
ENGL

These numbers represent a composite of all the courses we offer and no longer offer, from foundational classes (e.g. English N60) through the composition/critical thinking classes (e.g. English 101 and English 103) to the literature courses (e.g. English 231-232: Survey of British Literature). Although there is varying success within the composite, by these measures student success in English courses overall surpasses the institutional standard and demonstrates a high degree of retention in each area.

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?



These numbers represent all of the basic skills course offerings in our program. Overall, our success rates are not as high as they are in the non-basic skills courses; however, they are above the institution-set standard for successful course completion in every academic year.

The beginning of guided self-placement and AB 705 accelerated courses will likely change these numbers in ways we cannot fully predict. As faculty, we are attending conferences, creating trainings, presenting FLEX activities, and monitoring success rates in our English 100 classes to promote student success. We are also working closely with the counseling and math departments as we all navigate the changes required by AB 705.

What is the course retention rate (any grade except W) for courses within the program?

These numbers represent a composite of all the courses we offer in the English program. Although there is varying success within the composite, our retention rate is consistent, ranging from 82.7% to 84.6% every year.

What is the course retention rate in basic skills courses (any grade except W) within the program?

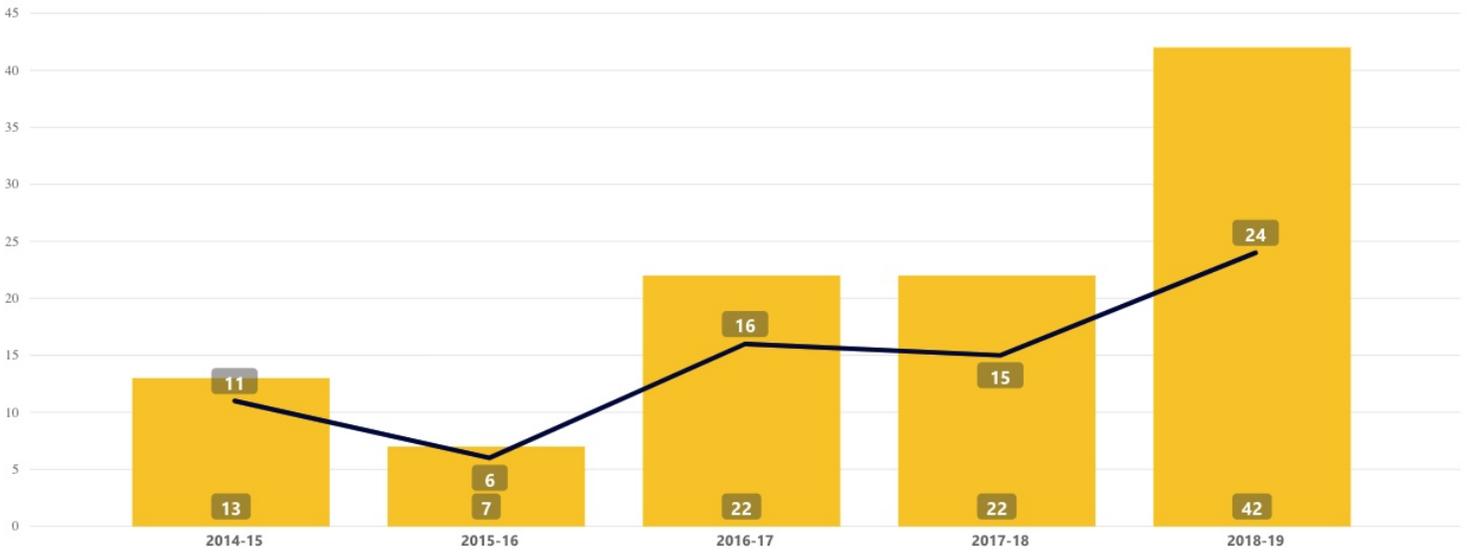
These numbers represent all of the basic skill course offerings in our program. Overall, our retention rates range from 78.9% to 85.3%.

Program Review Data Analysis - 5 : Version by Dela Cusack, Lisa on 11/17/2019 02:48

Major Description
English ▼

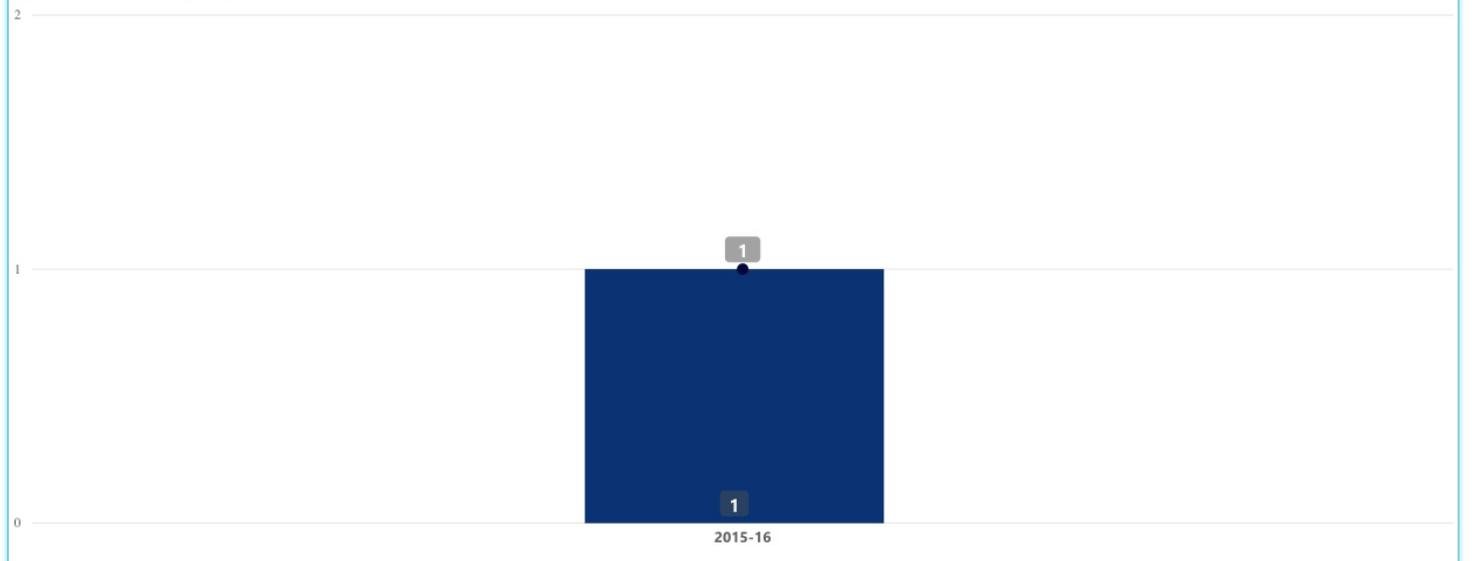


● Associate of Arts for Transfer Degree ● Headcount



Major Description
English ▼

● Associate of Arts Degree ● Headcount



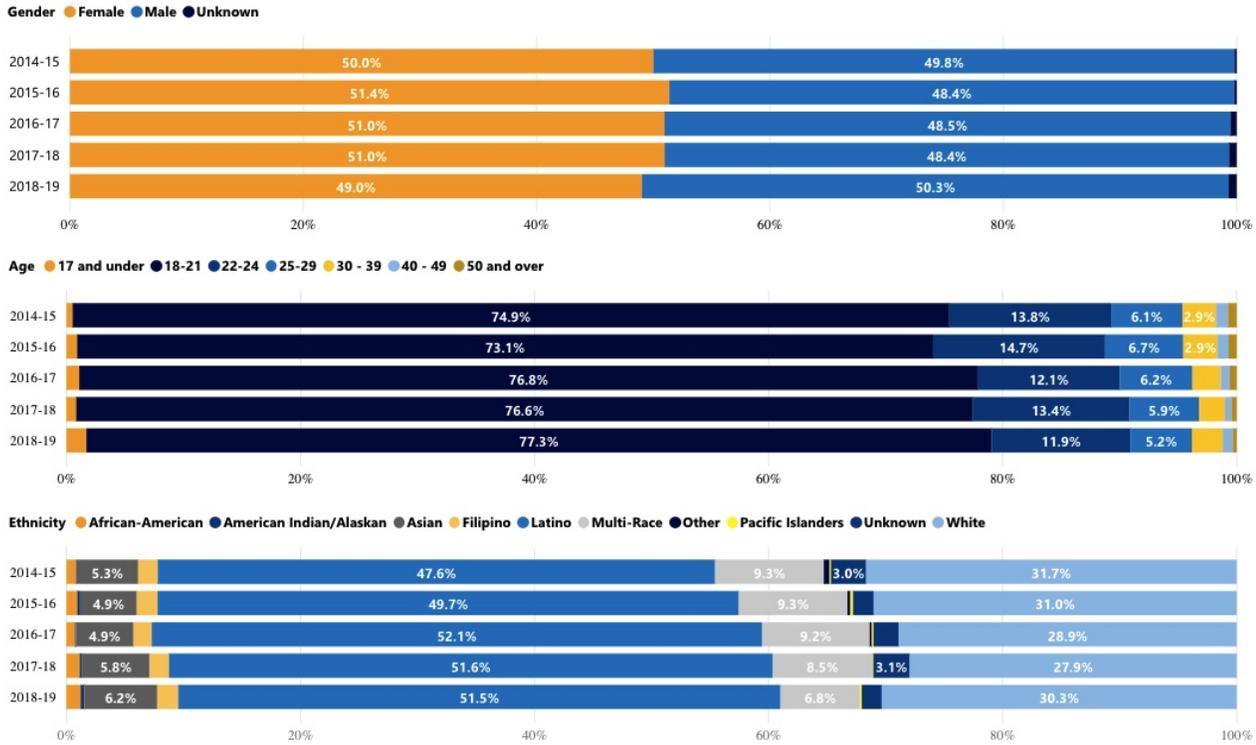
This section is incorrect--the chart is wrong on the SCC website. I'll change it when the website is fixed.

Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018

Program Review Data Analysis - 6 to 13 : Version by Tragarz, Roberta on 02/22/2020 20:42

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?

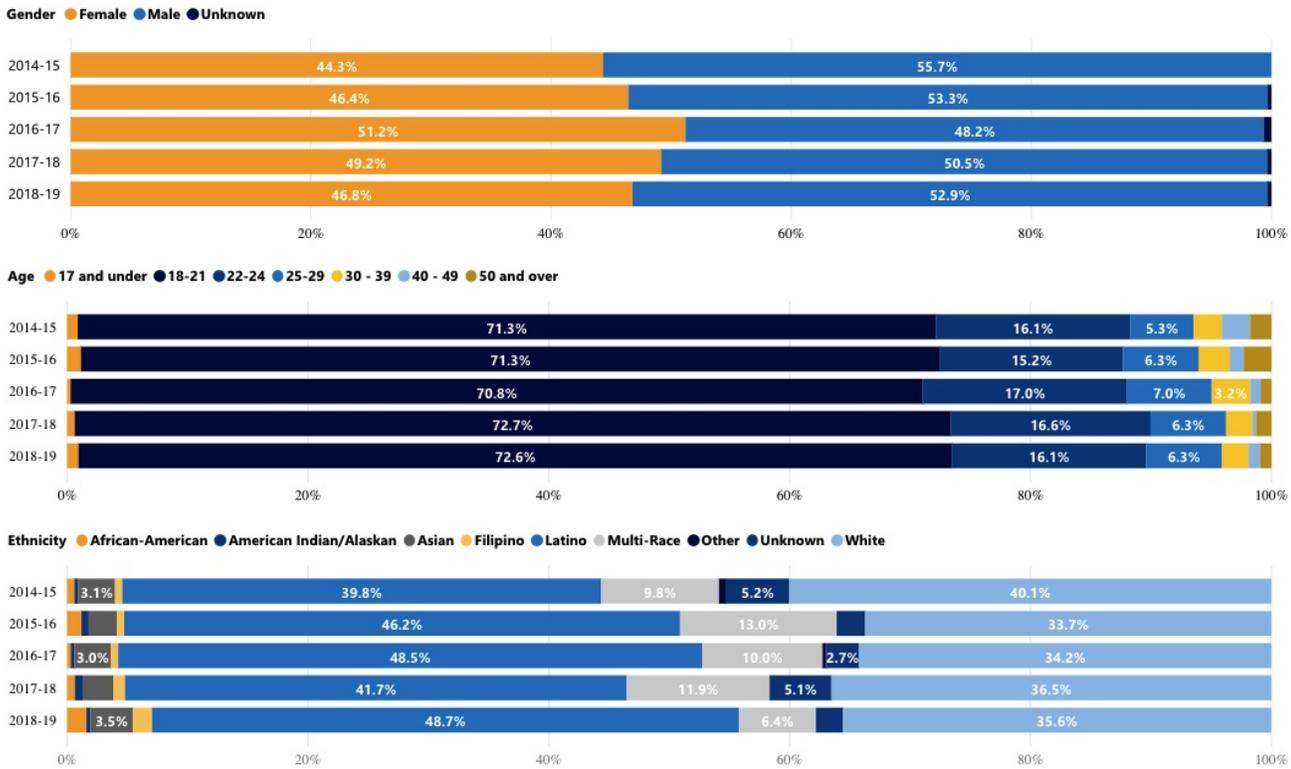
All English students:



SUBJECTS
ENGL

The vast majority of our students are 18-24 years of age with most reporting as Latino or white; these numbers have been generally consistent since 2014-2015.

DSPS students:

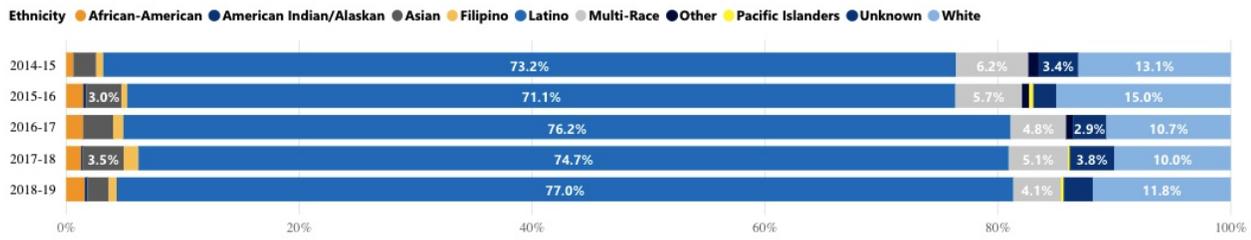
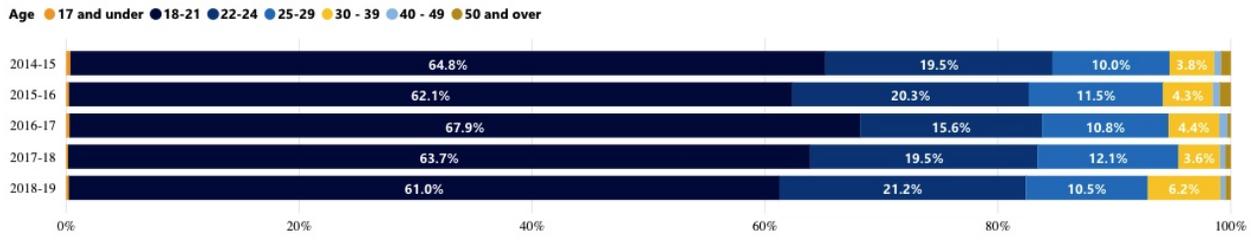
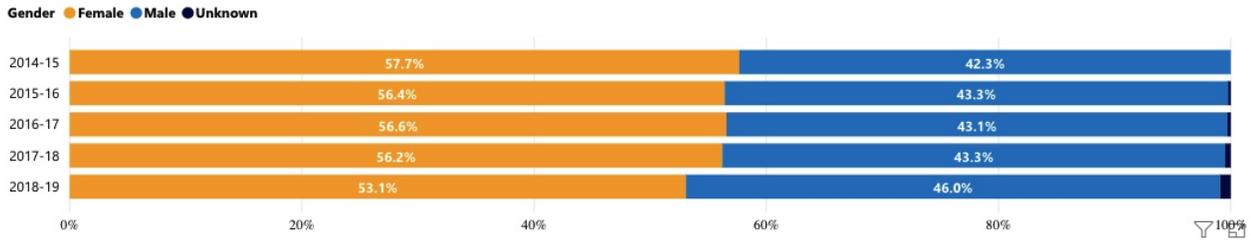


SUBJECTS
ENGL

Our DSPS students were more likely to be white or multi-racial, and slightly more likely to be male, than our overall demographic.

Low income students:

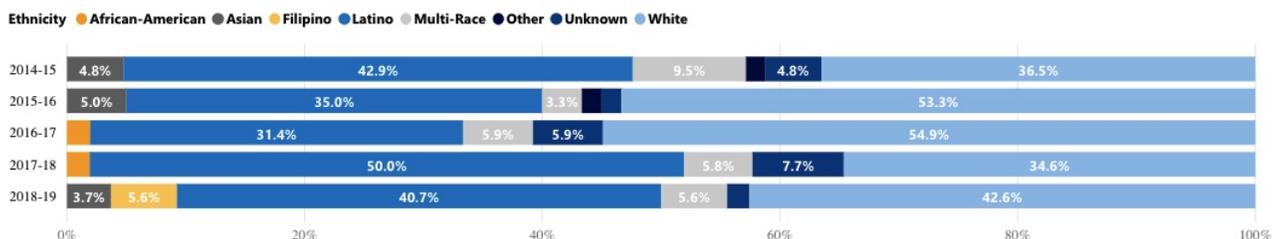
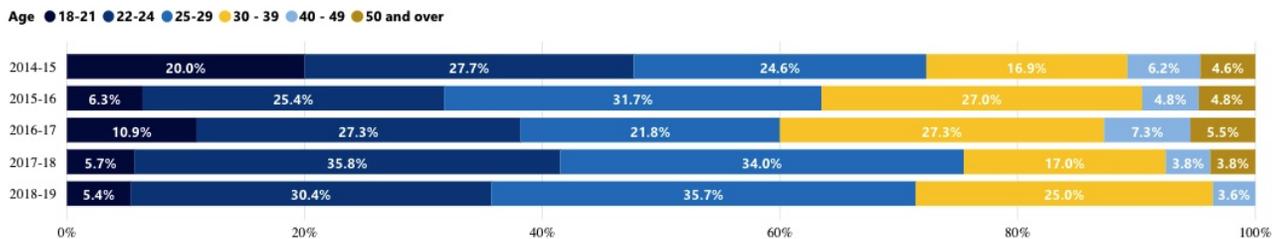
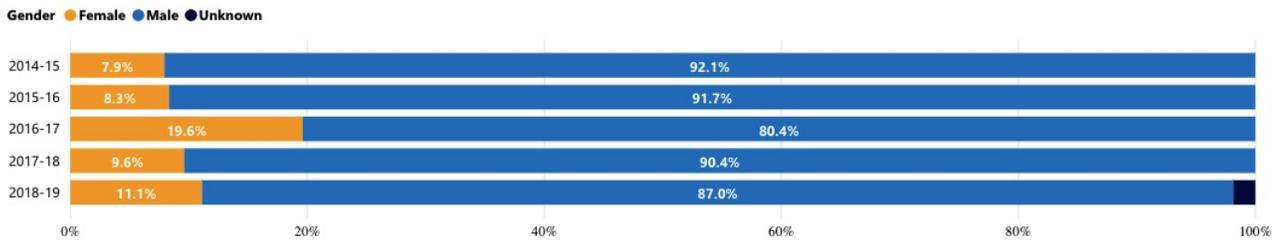
SUBJECTS
ENGL



Our low-income students were more likely than non-low income students to be Latino, female, and between 18-24 years old.

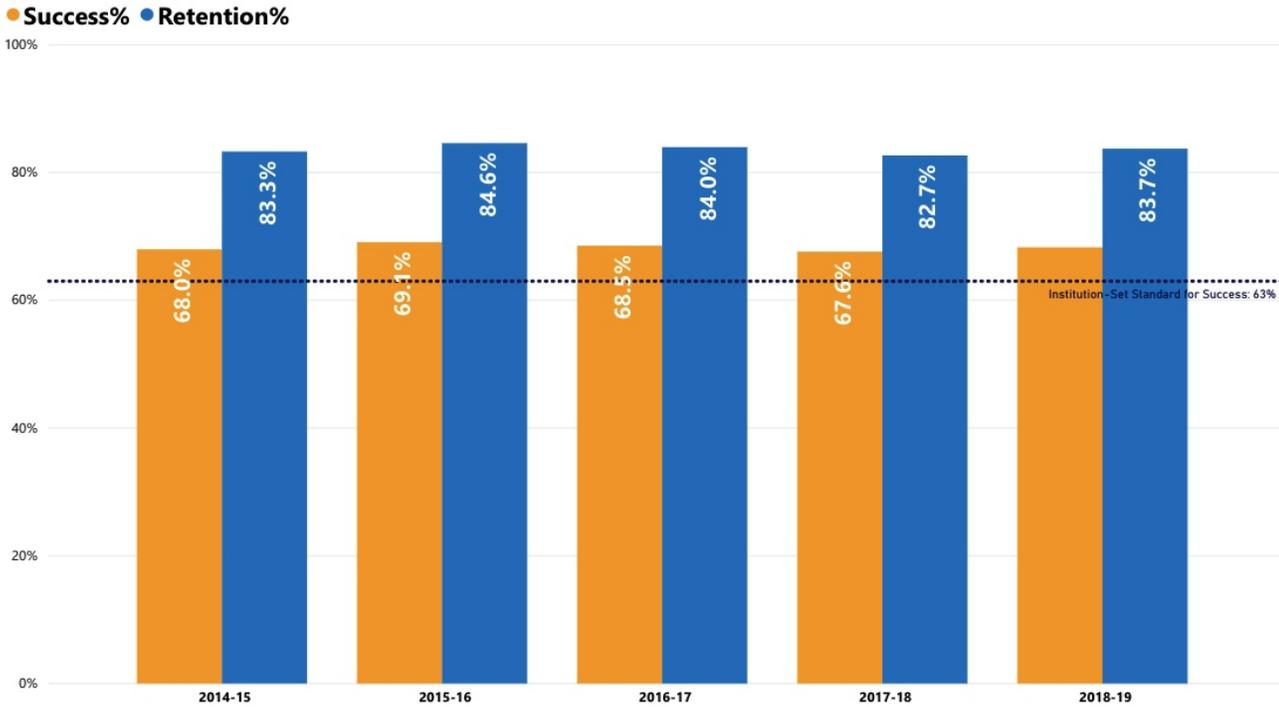
Veteran students:

SUBJECTS
ENGL



This demographic changes dramatically from year to year. Overall, our veterans are more likely to be white and male than our general population. They are also much more likely to be older than our average student.

Success and persistence for all English students:



- The vast majority of our students are 18-24 years of age with most reporting as Latinx or white; these numbers have been generally consistent since the 2014-2015 academic year.
- Our DSPS students were more likely to be white or multi-racial and slightly more likely to be male than our overall demographic.
- Our low-income students were more likely than non-low income students to be Latinx, female and between 18 to 24 years old.
- Our veteran student demographic changes dramatically from year to year. Overall, our veterans are more likely to be white and male than our general population. They are also much more likely to be older than our average student.
- Overall, our students succeed above the institutional goal every year. As a department, we take pride in our students' success. However, we do have a few places to improve. First, male students generally succeed in our classes at only 63% to 65%, and in 2017-18, we fell below the institutional goal of 63% to 62.2%. Male students' persistence levels are only a few points below female students', but male students are less likely to succeed. This is something the department will address in the future.
- Another area to note is the success and persistence rates of our African American students. Until 2018-19, African American success rates ranged from the low- to mid-50%. Fortunately, in 2018-2019 the African American success rate was 66.7%. Persistence rates vary from 71.4% to 80.9%. These success rates may have improved because of the efforts of the Office of Student Equity and Success and faculty in the department and on campus. The importance of the recent creation of the Black Student Union and Umoja program should not be overlooked. In addition, the department should remain alert to the ways in which (if any) AB 705 accelerated courses have affected these rates.
- The Latinx success rate is generally right around 63% but never below it. While these students are succeeding, we should closely monitor success rates for Latinx students and make adjustments in teaching and curriculum as necessary. This is also a population that may be represented in data related to AB 705. We will monitor these data going forward.
- Our DSPS students succeed at 61.7%-65.2%. As a department, we should monitor the degree to which these students use campus support services and collaborate with DSPS to gauge the extent to which students' use of these programs strengthens their success
- Unfortunately, our success rates for low-income students have been trending down since 2015, from 64.9% to 57.4%. In addition, the headcount of low-income students is down from 819 to 439. We need to examine these trends, both as a department and college-wide, to better serve these students, including investigating internal and external factors that may contribute to the trend. As stated above, data on AB 705 effects on this demographic might provide insights as well.
- Fortunately, our veterans have been succeeding at increasingly higher rates since 2016-2017, from 58.5% to 63.5% and finally 67.6%
- Finally, our foster youth population has not passed the 63% goal since at least 2014-15. Rates are generally from mid-40% to high 50%. We currently collaborate with the Guardian Scholar program to ensure success for these students and will coordinate approaches to increase success.
- Most other demographic groups are succeeding by a comfortable margin
- In conclusion, our pedagogy remains stable, and the department routinely takes diversity and equity into consideration when choosing literature and employing assessment tools to stay relevant, extend access, and maintain interest for all students.

Labor market trends and needs: Review the labor market data on the [California Employment Development Department \(http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011\)](http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?

Occupations for English Language and Literature, General in California

Occupation Title	Estimated Year - Projected Year	Employment		Employment Change Number	Employment Change Percent	Minimum Educational Requirement
		Estimated	Projected			
English Language Teachers, Postsecondary	2016 - 2026	7,400	8,200	800	10.8	Master`s degree
Secondary School Teachers, Except Special and Career/Technical Education	2016 - 2026	106,600	114,200	7,600	7.1	Bachelor`s degree

English teachers are in demand in California. Also, the need for technical writers, reporters and correspondents, and proofreaders and copywriters is increasing in California.

We do not directly use these projections when planning our program; however, we make sure to offer classes to meet student demand, such as Children's Literature for future teachers and Critical Thinking for careers that rely on problem solving, data analysis and argumentation.

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker \(http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx\)](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

English 061:

Basic Skills Progress Tracker - Parameter Selection Area

Select College: Select Cohort Term: Select End Term: Select Basic Skills Subject:

Select Starting Cohort Level: Customize cohort (Optional):

Export To -> Excel CSV Text Records Per Page: Simple Layout Advanced Layout

Report Data & Format Area

Report Area

	Fall 2016-Spring 2019					
	+ One Level Below Transfer			+ Transferable		
	Students	Attempts	Success	Students	Attempts	Success
<input type="checkbox"/> Santiago Canyon Total						
English - Writing	235	288	155	145	217	103

English N60:

Basic Skills Progress Tracker - Parameter Selection Area

Select College: Select Cohort Term: Select End Term: Select Basic Skills Subject:

Select Starting Cohort Level: Customize cohort (Optional):

Export To -> Excel CSV Text Records Per Page: Simple Layout Advanced Layout

Report Data & Format Area

Report Area

	Fall 2016-Spring 2019								
	+ Two Levels Below Transfer			+ One Level Below Transfer			+ Transferable		
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
<input type="checkbox"/> Santiago Canyon Total									
English - Writing	110	120	88	78	85	67	54	81	43

English N50:

Basic Skills Progress Tracker - Parameter Selection Area

Select College: | Select Cohort Term: | Select End Term: | Select Basic Skills Subject:

Select Starting Cohort Level: | Customize cohort (Optional):

Export To -> Excel CSV Text | Records Per Page: | Simple Layout Advanced Layout

Report Data & Format Area

Report Area

	Fall 2016-Spring 2019											
	[-] Three Levels Below Transfer			[+] Two Levels Below Transfer			[+] One Level Below Transfer			[+] Transferable		
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
<input checked="" type="checkbox"/> Santiago Canyon Total												
English - Writing	59	61	43	28	31	21	22	23	17	17	18	15

While these success rates are generally lower than we would like, these classes have been modified to adapt to AB 705 needs and as part of our overall evaluation of student success under AB 705. We will closely monitor success rates for our English 99 and English100 classes.

Please provide comment on student survey results administered by the program, if any.

Currently, we do not use department-wide student surveys.

Please provide comment on program exit exams or other assessments of graduating students, if any.

We receive emails, recommendation requests and informal/anecdotal communication that reinforce the effectiveness of the content and processes in the program. We do not use a post-graduation survey.

Please provide the number of students who take and pass external license examinations, if relevant to the program.

Currently, we have none.

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

Currently, we do not formally collect and evaluate this data as a department. Anecdotal data by professors exist

Please provide data pertaining to the instruction or delivery of service, if any.

Currently, we do not administer any exit exams.

Outcomes Assessment

Program Review Outcomes Assessment - Course and Section Count : Version by **Dela Cusack, Lisa** on **11/17/2019 02:48**

Courses	Section Count

Program Review Outcomes Assessment - CSLOs : Version by **Dela Cusack, Lisa** on **11/17/2019 02:48**

Student Learning Outcomes	CSLO Count	CSLOs Measured
ENGL101 - Freshman Composition		
Use the writing process to compose essays—including research papers in the MLA format—that contain unity, coherence, development, logic, grammatical precision, and selection of appropriate sources and their correct use.		
Analyze written and visual texts for content, structure, rhetorical strategies, visual and written techniques, and grammatical precision.		
ENGL102 - Literature and Composition		
Use the writing process to compose essays—including research papers in the Modern Language Association (MLA) format—that critically analyze fiction, poetry, and drama and that contain unity, coherence, development, logic, grammatical precision, and select		

Student Learning Outcomes	CSLO Count	CSLOs Measured
Critically analyze written and visual texts for content, structure, rhetorical strategies, visual and written techniques and grammatical precision.		
ENGL103 - Critical Thinking and Writing		
Use the writing process to compose argumentative and persuasive essays—including research papers in the Modern Language Association (MLA) format—that contain unity, coherence, development, logic, sound reasoning, meaningful structure, counter argument, gr		
Analyze written and visual texts for content, structure, rhetorical strategies, visual and written techniques and grammatical precision.		
ENGL232 - Survey of English Literature II		
Analyze and evaluate texts of the English literary tradition from the Romantic movement through the present for structure, soundness, originality and importance.		
Plan and compose original essays and presentations that analyze and evaluate literary works from the Romantic movement through the present.		
ENGL241 - Survey of American Literature, 1600-1865		
Analyze texts of the American literary tradition from the 1600s through 1865 and evaluate inter-textual significance for structure, soundness, originality, and importance.		
Plan and compose original essays and presentations that analyze and evaluate literary works from the 1600s through to 1865.		
ENGL272 - Survey of World Literature II		
Analyze and evaluate texts of the literary tradition of the world since the Renaissance for structure, soundness, originality and importance		
Plan and compose original essays and presentations that analyze and evaluate literary works since the Renaissance.		
ENGLN59 - Fundamentals of Reasoning and Writing		
Use the writing process to compose sentences, paragraphs, and short essays that contain unity, development, coherence, logic, and grammatical precision.		
Analyze written texts for content, essay and paragraph structure, rhetorical strategies, and grammatical precision.		
ENGL102H - Honors Literature and Composition		
Use the writing process to compose essays—including research papers in the Modern Language Association (MLA) format—that critically analyze fiction, poetry, and drama and that contain unity, coherence, development, logic, grammatical precision, and select		
Critically analyze written and visual texts for content, structure, rhetorical strategies, visual and written techniques and grammatical precision.		
ENGL103H - Honors Critical Thinking and Writing		
Use the writing process to compose argumentative and persuasive essays—including research papers in the Modern Language Association (MLA) format—that contain unity, coherence, development, logic, sound reasoning, meaningful structure, counter argument, gr		
Analyze written and visual texts for content, structure, rhetorical strategies, visual and written techniques and grammatical precision.		
ENGL233A - Shakespeare's Comedies and Romances		
Analyze and evaluate texts of Shakespeare's comedies and romances for structure, soundness, originality and importance.		

Student Learning Outcomes	CSLO Count	CSLOs Measured
Plan and compose original essays and presentations that analyze and evaluate the comedies and romances.		

Program Review Outcomes Assessment - PSLOs : Version by Dela Cusack, Lisa on 11/17/2019 02:48

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
English Department		
PSLO		
English*		
PSLO		
English, AA		
Analyze and evaluate texts, written, visual, and oral, for structure, soundness, and creativity.		
Compose texts that focus on specific purposes for specific audiences and that demonstrate effective organization, development, grammatical precision, clarity, originality, and correct use of sources.		
English, AA-T		
Analyze and evaluate texts, written, visual, and oral, for structure, soundness, and creativity.		
Compose texts that focus on specific purposes for specific audiences and that demonstrate effective organization, development, grammatical precision, clarity, originality, and correct use of sources.		
Writing Center		
PSLO		

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by Tragarz, Roberta on 02/22/2020 20:46

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?
We have a department designee who takes the lead in discussions, development, and assessment of SLOs.

Each semester, s/he takes the approved assessments and provides procedures for collecting data from courses taught by tenured/tenure-track *and* adjunct English instructors. Those data are compiled near the end of the semester and then shared with the department for analysis; SLO reporting is a standard part of every department meeting. Each semester, data from the previous semester is analyzed, reviewed, and reported to the *Office of Institutional Effectiveness*. The department evaluates data and determines whether changes to SLOs, assessments, and/or courses are required.

As of this Program Review, the materials for our CSLOs are incomplete. The auto-generated material was derived from spring rather than fall; as a result, it lacks our typical fall offerings. These usually include English N59 (no longer taught), English N60 (no longer taught), English 061 (no longer taught), English 101, English 231, English 242, and English 271. Writing Center-related courses were also included. The shift from Curricnet to eLumen made much of our data inaccessible. The delay in eLumen's launch affected our typical collection and analysis, including our course and section count. That said, we were early adopters of SLO assessments, and we have always tested, evaluated, and made adjustments concerning data collected across several semesters of assessment.

What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

Currently, we assess all SLOs for all classes annually (unless the course is taught less frequently). Foundational and composition classes are assessed in the fall semester, and literature and transfer level critical thinking classes are assessed in the spring. We use a rubric for the writing SLOs in our classes. For our recent reading SLO assessments, we used an eight-question, multiple choice, level appropriate test for each designated course. We codify results using *Parscore*.

Upon review of course student learning outcome assessment data, give at least one specific example of:

1. A course student learning outcome which students have definitely met and why you think students were successful.
2. A course student learning outcome which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

English 102 has had sustained success in the reading SLO. In large part, we believe students have been successful because we have improved reading instruction in English 101 due to our SLO analysis.

After analyzing our SLO data, we also realized that the English 103 reading SLO needs improvement. We have considered revising instruction, but in evaluating students' coursework, we have come to realize that the problem might be the tool's validity, not students' reading ability. During this period, many of us took Reading Apprenticeship training. We have employed our Reading Apprenticeship training not only to help students with critical reading skills but also to examine the assessment tool. We also have continued to improve instruction in critical thinking and writing skills in the classroom, but we continue to evaluate the tool to make sure it is accurately measures students' ability to process/understand and analyze texts

What changes has the program **already** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?

After analyzing our 101 SLOs, we learned students needed to improve in their ability to use sources in their essays. We discussed best practices as a department and hope to see success rates on our SLOs in this area improve over time. We also realized that reading instruction in English 101 needed improvement, so the department has focused on strengthening it through FLEX workshops, Reading Apprenticeship courses, and department discussions of best practices.

Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

Overall, composition courses have been successful. When we have seen problems, we have addressed them, such as in our 102 and 103 reading SLO assessments. Moreover, we carefully evaluate our SLOs over time to ensure their usefulness.

Program Review Outcomes Assessment - SAOs : Version by Dela Cusack, Lisa on 11/17/2019 02:48

Total Number of Service Areas	Total Number of SAOs	Total Number of SAOs Measured
1	0	0

Program Review Outcomes Assessment - SAOs Table : Version by Tragarz, Roberta on 02/22/2020 20:49

Currently, Writing Center uses the same Annual Plan and SLOs as the English Department. We are developing SAOs for Writing Center and will have them ready by 2020-2021.

We do, however, have data that come from our student surveys at the end of the Fall 2018 and Spring 2019 semesters. These are qualitative results, but they do show that the center is helping students to be more successful in any course where writing and or reading is a significant factor.

Here is a summary with some highlights:

- 337 students responded
- The majority of them (about 70%) had visited the center five times during the semester.
- About 70% received assistance with their English assignments. However, Writing Center instructors also provided assistance with literature, history, ASL, education, reading, sociology, math, counseling, communications, and ACE courses.
- Of the respondents, 86% said that the time spent in the Writing Center was highly or mostly helpful, and 76% said that they were highly or mostly confident that getting assistance in the center helped to improve their grades.
- A few of the typical student comments included the following:
 - "I found it very helpful to be able to ask any questions I had regarding my paper and research."
 - "I can't imagine not having this resource available. It has helped me so much with not only my English class but other classes that I have to write papers for as well. My grades have also improved immensely because of this great resource. It is definitely a hidden gem on campus."
 - "I got an 'A' in history class this semester thanks to the writing center instructors. Thank you for the center!"
 - "I am very happy with the school and the writing center. It's a great place to work and study and seek help with projects."

Finally, we often have long lines for conferences with an instructor. This high demand exists because of students' satisfaction with the instruction they receive.

Service Area Outcome	Outcome Met?	Explanation of Assessment Result
undefined	undefined	undefined

Program Review Outcomes Assessment - SAOs Prompted Change : Version by Dela Cusack, Lisa on 11/17/2019 02:48

What changes will the service area make based on its assessment of service area outcomes? Give specific examples.

The data we have is overwhelmingly positive. Therefore, in order to serve more students, we would like to stay open 40 hours per week and add two more Instructional Center Technicians in part-time ongoing positions.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by Tragarz, Roberta on 02/22/2020 20:55

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

- Students apply their learning across the curriculum and use the skills they develop in our classes to think critically and write effectively.
- All college-level English courses emphasize reading of diverse literature, discussion of challenging texts, and connection to personal as well as global themes in student writing and critical thinking. Our department values and reflects diversity and equity in our reading selections and teaching methodologies.
- The English Department adequately prepares students as they transfer to four-year universities.
- For students who may not seek to transfer to a four-year university but instead are interested in lifelong learning or personal enrichment, we offer a variety of classes (e.g. English 213: Creative Writing, English 270: Children's Literature, and English 233A: Shakespeare).
- Articulated course sequences ensure increasing depth and breadth of academic experiences.
- In partnership with our SCC Library colleagues, we facilitate and encourage development of a research orientation and academic scholarship.
- Additionally, in light of the changes implemented due to AB 705, we offer two courses that utilize integrated support (English 099 and 100) for students who may need or want additional guidance with their writing.
- Our Writing Center offers one-on-one assistance, as well as workshops, whole group instruction and independent learning, to students who need help with their writing.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

- English courses are offered at a variety of times during the week to meet the needs of a diverse student body. Classes are typically offered once or twice a week. In a typical 16-week semester, a variety of courses are offered Monday through Thursday, with morning sections beginning at 7 a.m., 8 a.m., 8:35 a.m., 9:15 a.m., 10:15 a.m., and 11:00 a.m.; afternoon sections are offered at 12:30 p.m., 1:30 p.m., and 3:45 p.m. To meet the needs of students who work during the day, we offer some evening sections; these classes are offered at 5 p.m., 6 p.m., 6:30 p.m., and 7:15 p.m. We also offer a Friday morning English 101 class.

- Among the foundational courses, one English 099 is usually offered in the spring, and two are offered in the fall.
- In 2018, 29 sections of English 101 were offered in spring; 42 sections were offered in the fall, with early morning, afternoon, and evening options.
- Approximately 30 sections of English 101/100 are offered in spring (approximately 50 in the fall), with early morning, afternoon, and evening options. Typically, a few sections begin at or after 5 p.m. to accommodate non-traditional and working students.
- During 2018, we offered 4 intersession courses and 6 summer courses at various levels and times, including English 101 (3 sections), English 102 (2 sections), and English 103 (one section).
- We also offer 45 to 60 minute Writing Center workshops throughout the semester, typically 25 to 30 per year, serving between 200 and 250 students across disciplines. The workshops focus on a variety of issues related to writing (grammar, punctuation, MLA format, research, etc.)

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

- Specialized conferences (e.g. annual HTCC Honors conference)
- Community events as part of the extended learning experience (e.g. Family Nights for Early Welcome students and the Summer Advantage Academy program for incoming freshmen)
- The SCC Research Symposium
- Writing Center (one-on-one conferencing and special workshops in coordination with the Reading Department)
- NetTutor Online Tutoring (integrated on all Canvas sites) for students who may need help with their papers but may not be able to go to the Writing Center during open hours.
- Learning communities
- English Department writing contests (in three categories: poetry, short story, and research paper)
- Outdoor learning
- Theater/library/museum/music and other cultural outings—on campus and in the nearby community
- Poetry/fiction readings on campus
- Shakespeare in the Park (movie night and student performances)—co-sponsored by the English Department, ASG, and the Foundation.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

All curriculum matters are discussed at monthly department meetings. We examine courses in quinquennial review, make suggestions for revisions, and approve changes. Our curriculum designee posts changes on e-Lumen to keep English offerings current. Those members who typically teach the designated courses examine the classes being evaluated and assist in completing the quinquennial review process.

At our department meetings, we discuss and evaluate potential new courses/programs and go through the process of creating and introducing these new offerings. For example, English 100 (Freshman Composition with Integrated Support) was recently created and approved prior to launch. We currently offer all approved courses in their naturally occurring sequences and introduce course revisions. We often evaluate offerings based on student demand for specialty courses and assist each other in marketing and course development.

The Writing Center program is a standing agenda item at each department meeting and reviewed/revise based on department goals.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

Campus and community programs are invited into English classrooms to introduce and promote their activities and offerings. Additionally, because we recognize that their involvement outside of class enhances students' commitment to their coursework and to the institution, instructors are invited and encouraged to offer incentives for students' participation in on and off-campus events. The following programs on campus are supported by our department:

ASG/ICC:

- We encourage our students to participate in clubs and student government.
- Instructors invite and encourage presentations by ASG/ICC members for informational and recruitment purposes.
- Instructors are open to allowing ASG/ICC members to make announcements during class about campus events.
- English Department members are engaged in student life (e.g. serving as club advisors, attending club events, etc.).
- Many of department members participate in and/or attend activities at the request of our students (e.g. art shows, athletic events, rallies, readings, musical/theatre performances, and lectures sponsored by students).
- Partnerships with ASG include events like Shakespeare in the Park and Club Rush.

DSPS:

- DSPS students participate in all levels of English coursework and activities.
- We work with Disabled Students and Programs Services to provide accommodations for DSPS students. Materials are regularly reviewed to be sure that they satisfy the needs of DSPS students.
- Required accommodations are used when appropriate (e.g. closed captions for films and extended time for in-class exams or exams).

EOPS:

- EOPS students participate in all levels of English coursework and activities.
- EOPS counselors are informed of Writing Center procedures and material changes.

Equity/Diversity Speakers:

- We typically bring our classes to equity-related events on campus (such as guest speakers) or encourage them to attend.

First Year Support Center:

- We encourage students to visit the First Year Support Center for guidance from academic coaches, student success workshops, use of computers and printers, etc.

Guardian Scholars:

- We offer support and encouragement to Guardian Scholars in and out of our classrooms.

Honors Program:

- We offer three transfer-level courses in SCC's Honors Program: English 101H, English 102H, and English 103H.

Library:

- We promote attendance at library-sponsored bibliographic instruction and workshop sessions for our English 101, 102, 103, and literature courses.
- English faculty schedule library workshops which are specifically designed for their classes.
- Librarians at the reference desk support our research requirements by assisting students who need guidance from research professionals and by maintaining essential sources in the collection.
- Some instructors offer extra credit as incentive for students who attend the library workshops.
- We have added specific library materials to e-Lumen Course Outlines to indicate their importance for student research.
- Some instructors put their course textbooks and other relevant class materials on reserve for students.
- We post upcoming events/activities such as poetry readings, Writing Center workshops, and writing contests on the library's announcement board.

- During classroom demonstrations, some of us utilize the "Ask the Librarians" chat feature through the library's website to model this resource for students.
- Some instructors have ordered films to be shelved in the DVD section of the library.

Transfer Center:

- Transfer Center representatives are welcomed into classrooms to present information regarding transfer to four-year universities.
- Students are encouraged to seek individual help at the Transfer Center for the purpose of improving their chances for being accepted by and transferring to the college(s) of their choice.
- Some instructors provide feedback to students on their personal statements but generally encourage students to visit the Transfer Center to get specific advice on their college transfer essays.

TRiO:

- Department members are supportive of students enrolled in the TRiO program (a grant program funded by the U.S. Department of Education).

Veterans' Center:

- Veterans participate in all levels of coursework in our department. Because SCC has a Veterans' Services Center on campus, members of our department have made an effort to inform students about the program and actively encourage eligible students to use those services.
- Many members in our department have participated in the Vet-Net Ally training and are equipped to support veterans on campus.

Writing Center:

- We encourage other departments at SCC to use the Writing Center as a way to strengthen their students' essay writing and research. All faculty members are given information about the Writing Center prior to the start of each new semester.
- One way we promote and advertise the Writing Center is through the Student Services Showcase at the beginning of each semester. All composition classes are encouraged to attend the hour-long presentation, which provides information/materials regarding various programs and services such as the Writing Center.
- The Student Services Showcase allows us to collaborate with other services/centers around campus (STAR Center, First Year Support Center, Math Success Center, Library, and Transfer Success Center) as we seek to offer students more comprehensive and intentional support.
- We offer Writing Center workshops throughout the semester; they focus on key concepts that meet cross-curricular needs (e.g., grammar, research, and citing), and students from any discipline are invited to attend.
- Some of us offer extra credit as incentive for students who participate in Writing Center workshops.
- We continue to request funds to cover additional hours at the Writing Center.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

- Expanding initial pilots of English 099 (Introduction to Composition with Integrated Support) and English 100 (Freshman Composition with Integrated Support)
- Continuing to focus on students interested in majoring in English and relaunching the English Club to promote the department and the discipline.
- Expanding our department-sponsored activities to include celebrations of African American authors during Black History Month (Feb.), Women authors during Women's History Month (March), Shakespeare in the Park/Renaissance Faire to celebrate Shakespeare and Renaissance authors (April), Asian Pacific American authors during Asian Pacific American Heritage Month (May), Hispanic authors during Hispanic Heritage Month (September-October), LGBTQA+ authors during (June), and Native American authors during Native American Heritage Month (Nov.), Veteran authors (Nov.), etc.
- Continuing our advocacy for programs that already succeed, including the expansion of literature courses/sequences as well as the continued support for SCC Honors Program, Writing Center, Basic Skills, etc.
- Finding funds to expand the hours of operation for the Writing Center

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by Dela Cusack, Lisa on 11/17/2019

02:48

Classrooms	Labs	Offices	Storerooms	Conference Rooms
English-9	0	6	0	0
Writing Center-2	0	1	0	2

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by Dela Cusack, Lisa on

11/17/2019 02:48

Since fall 2017, English classes have been conducted in 20 rooms outside of the 9 exclusive English classrooms. Usage ranges from 2 rooms in spring 2017 to 20 rooms in spring 2018 with an average usage of 7.2 rooms beyond our exclusive 9. Almost all of these shared rooms were in the Humanities Building, but English classes were also held in A-107 and B-213.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
2-12 (average 7)	0	0	0	0

Program Review Resources - Specialized Equipment and Resources : Version by Dela Cusack, Lisa on 11/17/2019 02:48

none

Equipment/Resource	Description
undefined	undefined

Program Review Resources - Funding Sources : Version by Tragarz, Roberta on 02/22/2020 20:57

The English Department is funded through the general fund.

The Writing Center is funded through our BSI yearly allotment. Expenses are as follows:

- \$20,720 to staff the center for open hours in summer, fall, intersession, and spring (about 17 hours weekly in fall and spring and 4 hours weekly in intersession and summer).
- \$10,710 for coordination (summer, fall, intersession, and spring—which includes staffing the center for four hours weekly in fall and spring)
- \$19,300 for one part-time Writing Center technician

TOTAL: \$50,730

When BSI became part of SEAP in 2019, we were concerned that our budget would be reduced to further support Equity or Counseling expenses. However, we have been assured by the Student Success and Equity Committee that our ongoing expenses will continue to be supported by these dollars, so we are planning accordingly. Because of this commitment/assurance, we are being told that the Writing Center has effectively been institutionalized.

Funding Source	Description
undefined	undefined

Program Review Resources : Version by Tragarz, Roberta on 02/23/2020 03:30

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

Our classes and faculty offices are currently housed in the Humanities Building (H-Building). The H-Building has nine dedicated English classrooms (with appropriate student seating and flexibility in room set-up) as well as outdoor teaching environments (available by appointment). Classrooms are fully mediated, and computers are available for student use (10 per classroom).

The Writing Center is housed in the H-Building as well and is equipped with sufficient computers, desk space, and "walk-around" room for fluid instructional delivery and multiple pedagogical approaches (e.g. group work, whole group instruction, etc.).

Offices located in the H-Building are sufficient to house *all* tenured/tenure-track and adjunct English department faculty. In addition, there is dedicated, shared office space for the Writing Center Coordinator and Instructional Center Technician as well as two student conference areas. Offices have computing, work and storage space, chairs, and a table for student conferences. Offices adjoin waiting areas for students, offering opportunities for peer collaboration.

In evaluating the current conditions, we have recorded the following observation concerning safety: instructional and non-instructional workspaces appear to meet safety standards. We do not engage in activities that would require special safety considerations (e.g. working with volatile chemicals); however, campus safety needs and threat assessments indicate that classrooms and offices need to be more secure for emergency situations, including "active shooter" events.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

While our needs are generally met, in conjunction with our Annual Plan, we submit resource requests according to a needs-based rubric. This process removes us a bit from directly negotiating for our resources, although the Annual Plan contains our anticipated needs and timelines to ensure successful instruction.

The copier in H-207 affords convenience although it does not have color capacity and frequently breaks down. In addition, supplies (paper, pens, paperclips, staples, binder clips, and white board markers) in the workroom (H-207) are sparse. The management of those supplies is inconsistent and problematic. In the past, supplies were available from the copy office in Administrative Services, but now faculty are limited to two white board markers and a correcting pen. Paper for the copy machine is supplied by the division, but the copier has been out of staples for almost a year. Expenses for standard classroom/office supplies are not currently itemized and reported (or requested in our Annual Plan).

Our annual Plan currently includes supplies for the Writing Center, a copy machine, and subscriptions for the Library. We also would like to have printer toner and paper available for student use in classrooms. These items will help our department and division as well as all SCC students. In addition, regular maintenance and replacement plans for classroom equipment need to be implemented.

To better facilitate instruction, five classrooms need trapezoidal desks.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

Humanities Building classrooms generally meet mediation needs with the following notes:

- Clickers and remotes (for slide advancement) would assist in more efficient presentations.
- Because of the importance of student writing in our courses, we make use of several kinds of technological/software programs. *TurnItIn.com* and *NoodleTools*, as well as library databases like *EbscoHost* and *Literature Resource Center* (among others), are essential parts of the curricular foundation. Continued support of these tools is beneficial and necessary to serve students properly.
- Blackout window/door treatments for media use with emergency lights positioned away from all screen areas with dimming capabilities would increase visibility of media presentations.
- We experience frequent projector malfunctions.
- The computer software needs more frequent updates.
- In several classrooms, the projector screens malfunction and need repair. They are stuck in the down position or fail to lock in the down position. Some do not pull all the way down, not allowing closed captions to be seen clearly. The screens also should have an extended pull-down cord for easier accessibility.
- Some faculty classroom computers do not have Microsoft Word and other optimal software.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

Classroom and office tech support is mostly sufficient in relationship to staffing; however, increased media support is warranted, especially for afternoon and evening classes.

Currently, we experience some of the following concerns:

- Faculty office computers are barely adequate and not only require routine software upgrades but also should be replaced as needed to keep pace with curriculum and educational innovation.
- Printers are unreliable and should come equipped with scanning capabilities to facilitate digital transfer and record-keeping.
- Color printers should be available.
- Instructors are not authorized to initiate program/system updates, so delays occur when programs await uninstalled upgrades.
- Access to individualized web development and web management is highly limited.
- Many of the technology concerns for program and service areas are concerns for our administrative needs as well.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

The Writing Center Instructional Center Technician monitors students and maintains clerical records.

The staff support in the division office should be improved to process instructional needs more promptly and accurately. Moreover, the office frequently is partially unstaffed, which means some department work experiences problematic delays.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

In the past, prior to SEAP redesign, BSI dollars had been used to pay English faculty who facilitated English Brush-up Skills workshops during the Summer Advantage Academy for incoming students. Currently, those slated to teach the new AB 705-inspired English 100 courses have been reimbursed for their curriculum development and collaborative training exercises. In addition, most tenured/tenure-track faculty have been certified as Reading Apprenticeship instructors due, in large part, to online courses funded by BSI dollars. All of these projects have effectively furthered our efforts to comply with AB 705 legislation as we seek to implement best practices and fortify support services to better prepare students for success in transfer-level courses. Funding for such activities should continue, especially given the uncertainty of how students will adjust to the curricular redesign.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

The department needs:

- Expansion of instructional and administrative support in the Writing Center
- Staff development funding to support training and preparation for AB 705 classes
- Resources designated to support Writing Center expansion, including institutionalized coordination and instructional center technical assistance
- Resources designated to complete Outdoor Teaching environments for safe, year-round use, including shades and electrical access.
- Resources designated to support English department events and English major recruitment
- Technical support for web and other basic computing needs, including administrative access
- Trapezoidal desks in the five dedicated English classrooms that do not currently have them.
- Continued support for *TurnItIn.com*, *Canvas*, *Noodle Tools*, and library databases
- Safety and emergency preparedness training
- All faculty should be provided with remote keys for their classrooms that automatically lock doors. Windows in doors should be bulletproof and have blackout shades for privacy and media viewing. In case of extended lockdowns, each classroom should be equipped with emergency kits that contain bathroom necessities, food, and water.
- Signage that makes navigating buildings easy and complies with ADA standards.

Human Resources

Program Review Human Resources - Support Staff : Version by **Dela Cusack, Lisa** on **11/17/2019 02:48**

We currently have three classified staff members who support our program and service area. Two are administrative secretaries for the Arts, Humanities, and Social Sciences Division. The other one is an instructional assistant at the Writing Center.

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Administrative Secretary	2	Full-time	12	District
Instructional Assistant	1	Part-time	12	Ongoing BSI allocations

Program Review Human Resources : Version by **Tragarz, Roberta** on **02/23/2020 03:35**

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

Many of us belong to various professional organizations related to the field of English, literature, education, and/or creative writing. Some of these organizations include the English Council of California Two-Year Colleges, the Golden Crown Literary Society, the International Virginia Woolf Society, the Modern Language Association, the National Association for Developmental Education, the National Association for Multicultural Education, and the National Council of Teachers of English.

Additionally, we attend and present at various conferences and workshops focused on the discipline of English, such as the California Teachers of Two-Year Colleges (ECTTYC), the Conference on College Composition and Communication (CCCC), On Course, and the Young Rhetoricians' Conference. In the interest of being informed of changes happening in English composition courses due to AB 705, some of us also attended the 2017, 2018, and 2019 CAP Conferences (California Acceleration Project). Most of the tenured and tenure-track members of the department and several adjunct instructors have taken the online Reading Apprenticeship (RA) class and attend regional RA conferences and workshops.

Furthermore, many of us attend literature-oriented conferences focused on Charles Dickens, William Shakespeare, and Virginia Woolf, to name a few. We also attend, present, and/or chair panels at various literature- and writing-related conferences. Some members of the department are also part of trainings held by publishers.

Because of our roles in special programs or assignments on campus, a few of us also participate in and/or present at meetings that range in content from Basic Skills (BSI) to Honors Program development (including supporting SCC's membership in Honors Transfer Council of California).

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

We are quite involved on campus and add much to various groups at SCC. We chair and co-chair many committees and serve on various work groups and governance committees, such as the Basic Skills Task Force, Student Success and Equity Committee, the Professional Development Committee, the Honors Program Committee, the Student Conduct Committee, the Curriculum and Instruction Council, Enrollment Management, the Facilities Committee, the Scholarship Committee, and the Educational Master Planning Committee. Two members from the department serve on SCC's Academic Senate. Others serve/have recently served on College Council, Enrollment Management, and Planning and Institutional Effectiveness.

Furthermore, one department member serves as the Writing Center Coordinator.

In addition to the aforementioned, we also participate in a number of efforts on campus, such as AB-540, Umoja, Safe Space, and the Vet Net Ally Program. Some faculty members are club advisors (such as for the Gay-Straight Alliance Club and the Black Student Union). A number of faculty work the Summer Advantage Academy program, and many volunteer to work at the college's Science Night and Family Night activities, which are open to the community and provide for the recruitment as well as enrichment of students. A few department members volunteer at the Hawk's Nest Food Pantry and frequently attend various sporting events on campus. Some faculty facilitate, and/or participate in poetry/fiction readings and organize events like Shakespeare in the Park in cooperation with ASG or other campus groups. A couple of members of the department perform in theatre and/or musical performances on campus.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

Although all of us in the department are well-qualified to teach the variety of sections offered within our program, we need additional adjunct and tenure-track faculty. In addition, we anticipate several retirements in the next few years which will necessitate hiring more faculty.

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

All new full-time faculty have mentors from the department to help guide them through their first years of being part of the department. Throughout the semester and during the official pre-semester Professional Development Week, we offer various workshops and trainings for faculty members and continue to seek resources for professional development activities. Many of us pursue creative interests and hobbies that support our teaching and professional endeavors in one form or another. This includes development of our artistic talents, publication, and participation and/or involvement with academic and cultural growth opportunities.

In their first year, new full-time, tenure-track instructors attend the district's New Faculty Institute, a program which helps them to learn about district-wide policies and practices.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

At the start of each semester, the department chair provides adjunct instructors with information about the English department's practices, policies, and standards. In addition, adjunct instructors are encouraged to attend sessions during Professional Development Week held on campus.

Full-time faculty members also invite adjunct faculty to lead and/or participate in Basic Skills workshops, Writing Center workshops, and any poetry/fiction readings that are held on campus.

All adjunct faculty are informed and equipped in SLO assessment and the expectations regarding quality data collection each semester. The SLO Handbook was developed to facilitate and unify our department's efforts in this function and continues to serve as a useful resource for part-time faculty members.

In addition, full-time and part-time classified staff members are encouraged to attend professional development training sessions and special events on campus. The classified staff (both full-time and part-time employees) are part of email communication for issues related to the department.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Within the next three years, we will need to hire two or three more tenure-track faculty members, develop a more robust adjunct pool of experienced instructors, advocate for professional development funding and support, and continue to improve communication between adjunct and tenured/tenure-track faculty.

Internal and External Communication

Program Review Internal & External Communication : Version by **Tragarz, Roberta** on **02/23/2020 03:37**

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

Catalog and EMP updates occur annually, beginning in the fall semester. For this cycle, reviews and updates to each were completed by November 2019. Academic Program Review is submitted as scheduled in the fall semester, according to SCC's Long-Term Planning Cycle (see Appendix 3).

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

The department's Annual Plan (DPP) was last updated in September 2019 and reflects currency and accuracy.

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

One of us is designated to keep the website comprehensive and current. Our Mission Statement, contact information, course offerings, and special events are all available on the website and are updated regularly. Additionally, current contact information is listed for program faculty and staff. Currently, "outcomes assessment results" and program/course SLOs are not posted.

Our basic information (course schedules and SLO information) as well as access to our contact information currently exists globally through the campus web page, division office, and WebAdvisor. We utilize Canvas and WebAdvisor to communicate with our students.

Additionally, information about the Writing Center (such as location and hours of operation) are included on the department website.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

As a department, we consistently maintain communication with counselors, advisors, and student services personnel on campus. We work closely with these groups because we are involved in and connected with numerous college-wide programs. Honors Program, the Transfer Center, DSPS, and Basic Skills, to name a few, require discussions with counselors and advisors about recruitment, placement, assessment, and curriculum development on an ongoing basis. Approvals and updates concerning programs like EOPS, DSPS, Equity, Veterans Support Services, and others usually take place during our monthly meetings, with representatives reporting on their respective areas.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Our monthly meetings always include robust and productive discussions about the work of the program. Beyond our ongoing discussions at monthly meetings, faculty members in the English Department often extend those discussions by way of e-mails and additional informal talks. Because all of us are involved with other groups on campus, we all share the workload in the department. The division of duties within the department is well-balanced, with each of us taking on responsibilities that usually coordinate with our campus-wide obligations. For example, our Senate representatives attend Senate-related functions and sometimes attend district board meetings. Occasionally, Senate representatives in our department attend state-wide symposia and in turn seek input on various policies. As another example, members of the department who are part of Equity typically present reports during monthly meetings.

We consider ourselves to be generous and fair with our time and commitments. Whenever we see a need, we respond in a timely manner to solve problems efficiently and to serve our students effectively. If the need arises for department members to share the workload on a special project, many step forward to offer assistance.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

We want to continue to maintain good communication within the department and with other SCC community members with whom we collaborate.

Planning Agenda

Program Review Planning Agenda : Version by **Tragarz, Roberta** on **02/23/2020 03:40**

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
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Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Hire additional full-time instructors	With more sections of English, we will need more full-time instructors. Additionally, some full-time faculty will be retiring in the next two to three years.	Unspecified	\$60,826-102,877/year
Increase the adjunct pool	Insufficient qualified adjunct instructors	Unspecified	\$60.91-70.50 (lecture hourly rate)
Secure funds for acceleration training and workshops	Implementation of AB 705	Unspecified	Cost will vary.
Secure funds for training on how to best address disparate outcomes in our success rates	Low success rates for some courses	Unspecified	Cost will vary.
Maintain Writing Center open hour offerings to allow for a continuous schedule from 8:00 a.m.-5:00 p.m. daily, including during the summer and intersession.	We are not able to serve all of the students who come the Writing Center. There's typically a long wait list, with many students not being able to meet with a Writing Center instructor.	Instructors to work in the Writing Center, Instructional Center Technician(s), and various office supplies.	Approximately \$31,800
Strengthen Writing Center support staff with two Instructional Center Technicians in part-time ongoing positions of up to nineteen hours per week.	Increased traffic in the Writing Center over the past few years	Unspecified	Approximately \$22,000 at 19 hours per week per position
Secure funds for eLumen training for everyone	Full implementation of eLumen for curriculum, Program Review, Annual Plan, etc.	Unspecified	Unspecified
Get all members of the department trained in eLumen in the area of SLO assessment	Implementation of new SLO assessment tools	Unspecified	Unspecified
Get more members in the department trained in the area of PSLOs.	Implementation of new PSLO assessment tools	Unspecified	Unspecified

Summary Report

Program Review Summary Report - What is and is not working : Version by **Tragarz, Roberta** on **02/23/2020 03:42**

Briefly describe and explain what is working well in your program/service area.

We maintain a vibrant culture and open communication and respect for one another. Our monthly meetings are essential to keep all department members abreast of department business, member involvement, and campus-wide activities and to engage in meaningful discourse about pedagogical and discipline-related topics.

In the past three years, our department has grown larger. Despite the increased size of our department, we maintain open communication and respect for one another. Department members keep in touch and communicate about departmental issues via e-mail and in person (during monthly meetings or additional informal meetings). We are well-represented on various committees and task forces on campus.

We share responsibilities, understanding that it takes *all* of us to maintain a department of our size and scope. When it is time for decision-making, we work together as a team, and when disagreements arise, we discuss our differences and strive to reach a place of understanding and acceptance of one another's differences. We have developed procedures that allow for a fair distribution of course loads, class selections, and divisions of labor.

Additionally, department members help evaluate adjunct instructors. Many of us offer support and advice to adjunct instructors. Several adjunct instructors present workshops for the Writing Center and Professional Development Week.

We are dedicated to our field of study, our students, and SCC as a whole. Our professors are award-winning, excellent instructors—recognized for classroom skill and for leadership in and out of the classroom at local, county, and state levels. We care deeply about the success of our students and always strive to make sure they get the extra help they need. We enjoy good working relationships with other divisions on campus, and we are actively involved with groups outside our department.

Some of us represent SCC at conferences and in professional organizations. Others have presented papers at conferences. Some have published articles, essays, poems, and/or books that are reflective of the discipline we teach. Other department members mentor students meaningfully in their academic, athletic, and community pursuits (such as in club advisor roles).

On a practical note, we feel the reflective discussions, academic review, and campus initiatives all serve our professional practice well.

We utilize places in the Humanities Building to our advantage. For example, professional development sessions are often presented in the Writing Center. Furthermore, the Writing Center is used for reading and writing workshops for students to attend. We also advise and host various club activities in the Humanities Building and utilize the center year round including Intersession and Summer. Additionally, some instructors utilize the Outdoor Teaching environments, and several faculty members use the Honors Suite.

Briefly describe and explain what is not working well or needs attention in your program/service area.

We sometimes do not have enough adjunct instructors. Some qualified adjunct instructors leave due to getting tenure-track positions at other institutions. Our plan is to recruit and hire more experienced adjunct instructors in order to have a more robust pool.

Additionally, we are not able meet the demand for crucial, one-on-one attention for students in the Writing Center since our hours have been reduced significantly. There's usually a waitlist of students needing help, and additional open hours at the Writing Center would allow us to assist more students.

Our resource needs are humble but essential; gaps in technology and pedagogically necessary equipment hinder optimal student engagement and success.

Program Review Summary Report - Resources : Version by **Tragarz, Roberta** on **02/23/2020 03:45**

Facilities	Technology	Equipment	Personnel
We need door safety locks and blackout window/door treatments for media use.	We would like to have some upgrades to the media stations, including a freeze component and remote control capabilities.	EZ-ups and table coverings: To develop more campus-wide and community exposure, we need these items to provide increased visibility and to create interest in the various activities we support or sponsor.	Adjunct instructors: We plan to recruit more part-time instructors in order to have a larger pool of qualified adjunct instructors.
We will continue to implement use of the outdoor spaces, including gardens and meditative areas outside the Humanities building to facilitate student learning.	We plan to continue to make our department web page up to date and ADA accessible.	We need one large bulletin board in each of the classrooms.	Full-time instructors: With more sections of English courses being offered, we will need additional full-time instructors. Additionally, within the next two to three years, we will need to hire full-time instructors to replace retirees.
		We need trapezoidal desks in all of the classrooms used by English Department faculty.	Writing Center Instructional Assistant: We need to strengthen the Writing Center support with two Instructional Assistants in part-time ongoing positions.
		Art to display on the walls in the classrooms	
		We need projector screens that work.	

Program Review Summary Report - Initiatives and Other Findings : Version by **Tragarz, Roberta** on **02/23/2020 03:45**

What campus-wide initiatives intersect with your program’s activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

The following campus-wide initiatives intersect with our program’s activities, operations, and/or plans:

1. All members of the department have been involved with Student Equity and Success and often attend workshops and go to special trainings: <https://www.sccollege.edu/StudentServices/StudentEquitySuccess/Pages/default.aspx> (<https://www.sccollege.edu/StudentServices/StudentEquitySuccess/Pages/default.aspx>)
 2. Members of our department are active in leadership roles on the Student Equity and Assessment Committee, specifically representing the Basic Skills component of the Student Equity and Achievement Program (SEAP). SCC does not have a Basic Skills web page; however, they have all of the meeting summaries and agendas in the H-Drive folder.
 3. Several English faculty members are participating in the Guided Pathways work groups/clusters--particularly those related to academic pathways and student services. <https://www.sccollege.edu/CollegialGovernance/GuidedPathways/Pages/default.aspx> (<https://www.sccollege.edu/CollegialGovernance/GuidedPathways/Pages/default.aspx>)
 4. Additionally, in compliance with AB705, the English Department has played a significant part in creating the Guided Self-Placement tool: <https://www.sccollege.edu/Departments/testing/Guided%20Self-Placement/Pages/AB-705-Implementation-.aspx> (<https://remote.rscdd.edu/Departments/testing/Guided%20Self-Placement/Pages/,DanalInfo=www.sccollege.edu,SSL+AB-705-Implementation-.aspx>)
 5. Furthermore, we were involved in the production of the AB705 Implementation Video, available to incoming students who need assistance with understanding their options for course placement: <https://www.youtube.com/watch?v=NpKRofFJNUQ&feature=youtu.be\u200B> (<https://www.youtube.com/watch?v=NpKRofFJNUQ&feature=youtu.be>)
- Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.
- As we adjust to no longer having a series of foundational English courses, we plan to make necessary changes to classes such as English 099 and 100. Additionally, we will continue to seek training and guidance in composition courses because of AB705.

The department would like to express its gratitude to so many of SCC’s valuable partners. Especially helpful in this process have been the personnel in the Division Office and the leadership in the Office of Institutional Effectiveness.