

Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: English

Division Name: Arts & Letters

Program Contact Information:

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Professor Ryane Granados	x51156	HS 122	rnjones
Professor Theresa Lavarini	x51145	Hum 131	tlavarini
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- 4) Ryan Sandowicz
- 5) Karen Hanania
- 6) Mifanwy Kaiser
- 7) Elaine Folayan
- 8) Rene Scheys
- 9) Claudia Jereb
- 10) Anthony Atherton
- 11) Marisa Whitney
- 12) Mark Salerno
- 13) Ian Whitney
- 14) Jennifer Gianunzio
- 15) Josh Teague
- 16) Chris Kennison
- 17) Dan Cornfield
- 18) Russell Boyd
- 19) Stephanie Bridges
- 20) Jamie Buehler
- 21) Kacie Wills
- 22) Jack Patterson
- 23) Paul Richard
- 24) Alan Passman
- 25) Sol Smith
- 26) Jessica Patapoff
- 27) Jacqueline Pham
- 28) Cynthia Donelan
- 29) Jessica Budica
- 30) Bruce Peppard
- 31) Mujib Tahir
- 32) K.T. Shaver
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Golden West College English Department: Spring 2016 INSTRUCTIONAL PROGRAM REVIEW

PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals.](#)

The English Department offers courses for native speakers and advanced second-language students, including developmental courses in reading and writing, college-level composition courses for transfer and Associate degree students, and courses in creative writing and literature. The curriculum emphasizes reading and writing in all its courses, reflecting the faculty's commitment to integrating the study of language and the uses of writing within the context of culture. Courses offered through the department meet general education and transfer requirements in English, critical thinking, literature, and humanities. The department also offers basic skills instruction, innovative learning opportunities at several remedial levels, self-paced mini-courses for individualized instruction, and word-processing and on-line services in the Writing Center. A separate Program Review report on the Writing Center is being prepared by Dr. Brian Thill, the Writing Center Coordinator. Our Department offers online, 14 week and 8 week classes to meet varying student needs. The department participates actively in other college-wide academic programs, such as the Puente Project, preparing Latino students for transfer to four-year colleges. The Puente Project is co-sponsored by the University of California and the California Community Colleges. In addition, the English department works closely with the Golden West College Peace Studies, Summer Bridge Programs, and participates in Title III and Basic Skills grants.

Our full-time faculty members include published writers and poets: Dr. Dibakar Barua, Professor Ryane Granados, Dr. Paul Tayyar, and Dr. Brian Thill. Other tenured faculty members are specifically trained to teach developmental writing and reading skills: Dr. Cecelia Galassi, Professor Keisha Cosand, Professor Elizabeth Remsburg-Shiroishi, Professor Ryane Granados, and Dr. Brian Thill. The English Department's full-time faculty are renowned for their leadership on campus, as our faculty have often stepped outside the classroom to take active leadership roles: Dr. Dibakar Barua and Professor Theresa Lavarini, both former senate presidents; current Student Learning Outcome Coordinators Assistant Professor Sacha Moore and Professor Theresa Lavarini; former Puente Coordinator Professor Abraham Tarango; former Writing Center Coordinator (WRC) Professor Keisha Cosand and Dr. Brian Thill, our current WRC Coordinator; former Basic Skills Coordinator Professor Ryane Granados; and current Assessment Coordinator Sacha Moore, Assistant Professor. Our full-time and part-time English faculty members are regularly nominated for the Teacher-of-the-Year awards and have been commended locally and statewide for their teaching excellence.

Part-time faculty members contribute tremendously to the success of our students, and many of them are published writers as well as experts in teaching composition and basic skills. This year several notable part-time faculty members have contributed greatly to the success of the department. Martha Bergman and Ayesha Zia both have taught this Fall 2015-Spring 2016 year as temporary full-time faculty, bringing their zeal for innovation into the classroom and have helped represent the department on the Academic Senate and Council for Curriculum & Instruction. Jessica Patapoff took over as the Puente Coordinator and has been instrumental in

revitalizing the program; Chris Kennison is guiding the Basic Skills program during Spring 2016. Part-time Instructor Rene Scheys produced a play in June 2015, and Mifanwy Kaiser continues her work as a creative writer adviser, publishing student creative writing via her publishing house. Our part-timers and full-timers regularly communicate to share best practices and assess teaching techniques that work best for the changing needs of students attending Golden West College. The GWC English Department takes great pride in providing a stimulating, inclusive, creative, and equitable teaching environment for our students and staff.

College's mission (check all that apply)

- Basic Skills**
- Career Technical Education**
- Transfer**
- Offer Degrees/Certificates**

College goals(check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement (new college goal: how do we focus on engaging students—group projects, college activities, service learning)
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The English Department contributes greatly to the campus climate of success by preparing students to transfer to other academic institutions (usually CSUs, UCs, and private colleges) and by transforming their basic reading and writing entry skills into college-level ones. Students graduate and/or accomplish their personal educational goals with the solid English writing and reading skills needed in the 21st century world. With our student-centered approach to teaching, we encourage life-long learning and strive to create a culturally and intellectually

stimulating environment. Furthermore, because our overall success rates are higher than the college's overall success rates, the English Department is definitely contributing to raising the overall statistical success rates of the college.

For the next two years the college has committed to work with the Center of Urban Education (CUE) to create a more equitable learning environment, and at the forefront of that effort is Assistant Professor Sacha Moore, who is leading the campus in reducing disproportionate impact. Several of our English faculty members have served as master teachers at the two new campus-wide symposiums this past year: Teacher Toolkit – Training for Teachers by Teachers. English faculty members regularly attend On Course training and teacher conferences, and the English department has been on the forefront of hosting and leading basic skills workshops for the campus. Our faculty members play key roles on important campus committees, most notably Asst. Prof. Moore in co-chairing the Institutional Effectiveness Committee and Dr. Cecelia Galassi in lending her sagacity and experience to Recruitment to College Completion Committee (RCC). Because English is such a crucial part of the curriculum, the our instructors are much in demand to lend their skills to coordinate and/or support to Summer Bridge/Jumpstart programs, the Title III grant and other grants, as well as the Basic Skills Initiative. Indeed, it is difficult for the English full-time faculty to meet all the college's need in the areas of student engagement and student equity.

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

The English Department currently finds itself responding to various placement initiatives, such as ERWC and Multiple Measures. Both will have a profound effect on how the department schedules classes for Fall 2016 and probably beyond. ERWC is a course that the high schools offer to prepare students for college English. If students pass with at least a C in the first and second semester, students may choose to place into ENG G100. While data shows that 80% will do well, the department will need to create teaching strategies to deal with the remaining 20%. How can the department encourage students to take the much-needed classes below freshman composition? Conversely, how can faculty teach to the 80% while providing equity for the other 20% of students in the course? Multiple Measures will have a more immediate effect in the coming year as one thousand high school students from our feeder high schools will be subject to a different method of English course placement upon entering Golden West College in Fall 2016. Using a student's cumulative GPA from CAL PASS and a placement test score, students will be placed into English classes. The department is pondering how to prepare for the probability of far more students entering freshman composition courses while ignoring the two courses below English 100: ENG G098 and ENG G099. Many more sections of English 100 will be required while less English 098 and 099 classes may be needed. English 100 teachers may need to make time in their course to review topics routinely covered in the two non-transferable courses. Faculty members teaching English 100 may need training in how to effectively teach the differing levels of skills in the course, and the course outline of record most likely will need to be reviewed and revised to incorporate curriculum to meet the changing needs of incoming students.

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

Since our last program review, the English Department has been reviewing all aspects of its program. The department has strengthened its communication channels by creating monthly support groups for faculty teaching core classes, has gathered materials from instructors to post on the new department Blackboard page, is reviewing all of its policies and guidelines, as well as sharing best practices to help our faculty and students learn in the best ways possible. The college has hired one new English full-time faculty member—Dr. Brian Thill. He brings extensive experience to his new position as the Writing Center Coordinator. We are currently in the middle of hiring another full-time faculty member to coordinate the Puente Program along with a newly hired full-time counselor dedicated to Puente. We are hoping to hire another full-time faculty member in the coming year using funding from the Basic Skills Initiative, Student Success and Support Program (SSSP), and Title III funding. These new tenure-track faculty additions will help address the inequitable distribution of teaching between full and part-time faculty addressed in the last program review. The department has met its goal of strengthening the creative writing program: the teaching of the creative writing class now rotates between our published writers, and poetry readings are held on a regular basis. English faculty members shared their work and reflected upon the creative process during the March 2016 Arts & Letters Division Meeting hosted by Dean David Hudson in the Native Garden. Readers included Dibakar Barua, Paul Tayyar, Brian Thill, Keisha Cosand, and Ryane Granados. Recently, the Puente Program sponsored a poetry reading and invited the entire college. Creative writing students may publish their works in the journal Voices every year, as well.

FOR CTE PROGRAMS ONLY

Labor Market Demand: How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

N/A

VTEA Core Indicators: When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

N/A

Advisory Council Input: What type of inputs have your program received from your industry advisory council in the last three years?

N/A

SWOT ANALYSIS

Strengths: [internal]

- What does your program do well?
- What do you believe your students, potential employers, or transfer institutions see as your program's strengths?

The English Department possesses dedicated teachers who are passionate about student success. We define success as supporting students in achieving their academic goals, whether it be transferring, earning an AA degree, and/or eliminating grammar problems that stand in the way of workplace credibility. Our faculty members know our students' names and guide them in more than just teaching writing. We expose our students to plays, poetry, films, art, peace studies, and intercultural activities. We conduct discussions regarding current and historical events and encourage critical thinking and dialogue in class settings of thirty or less students.

The full and part-time faculty members regularly engage in meaningful dialogue among themselves about the teaching of their courses via department meetings, course-support meetings, symposiums, workshops, and attending teaching conferences together. For example, recently the faculty chose two books to read over winter break and to discuss the week before spring semester began. These books--*The College Fear Factor: How Students and Professors Misunderstand Each Other* and *Other People's Children: Cultural Conflict in the Classroom*—sparked lively discussions and activities, changing the mindset of the faculty who attended. In fact, the symposium was one of the first on campus to address equity in a specific department in its winter symposium titled “The Culture of Equity: Expectations, Motivation, and Overcoming Obstacles.” The department actively uses SLO assessments, sample assignments, prompts, and activities to teach other instructors what works best in their courses. Our part-time instructors regularly comment on feeling included and supported by the department. We encourage our part-time faculty to hold office hours, and they receive pay for doing so.

Students have expressed their appreciation of the warm and inclusive atmosphere, while potential employers benefit by having our students who can think critically and write clearly. Transfer institutions know that these community college students are more likely to persevere and succeed than non-community-college transfer students.

Weaknesses:[internal]

- In what areas does your program need to improve?
- What are your program's immediate needs?
- What limitations or barriers is your program experiencing?

The English Department is working on making sure that all faculty members understand and are able to respond to the teaching challenges that arise with each incoming group of students. We have created syllabi checklists to ensure that all of our students receive crucial information about the student learning outcomes, as well as the services available to them: the Writing and Reading Center, the Tutoring Center, Disabled Student Programs and Services, the Health Center, etc. The department could

improve in examining the variation of success rates within courses and faculty by norming and discussing best grading practices. Although the department will soon have two new full-time hires within the last two years, ideally two or three more full-time faculty would allow the department to equitably distribute the non-teaching workload. Currently, a few full-time faculty members bear a heavier burden of committee and administrative work for the college at large. When faculty burn out from overwork, they retreat into the classroom, often never to emerge again. While another full-time faculty member may take on more responsibilities for a time, often then once again that instructor will eventually step down, creating a vacuum of leadership and progress for the campus. This cycle of burnout is an internal issue for the department and college overall, as faculty are discouraged from assuming leadership roles when they are overworked, underpaid, unappreciated, and not supported by administration. Regarding our curriculum, the English Department needs to align our Shakespeare course with the C-ID designation, as the course has not made enrollment the past few semesters it has been taught, probably because the class does not easily transfer. We need to find way to address the ongoing issue of students at all levels in all areas of study not understanding the basics of grammar: perhaps the department and college could commit to a grammar computer program or create grammar boot camp classes. As far as support equipment, the department computer lab in Hum 311 still needs new computers, and the printer no longer works. The department would like to the college to purchase access to Turnitin.com, an anti-plagiarism and online grading system that is far superior to our current program SafeAssign. Also, the department would like to purchase doc cams, technology that allows documents to be immediately shown to the class on a screen without any elaborate setup. This would allow students and teachers to discuss papers efficiently and effectively. A computer app that creates interactive whiteboards would also be incredibly helpful to have in all English course classrooms.

Opportunities [external]

- What opportunities exist for your program?
- What trends are happening in the field or subject area that may allow your program to expand?
- What external funding opportunities are available for your program?
- What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?

The ERWC and Multiple Measures pilot programs are creating partnerships with our local high schools, all of which may open up dialogue about the level of preparedness students need to succeed in college freshman composition courses. Within the college, other departments are creating courses that teach critical thinking and English composition. While this concerns the English department, as we are not convinced that faculty in other departments possess the pedagogy and training to teach English composition, we may have an opportunity to partner with our colleagues and work collegially to enhance student learning across the curriculum. Technological advances, such as doc cams, anti-plagiarism software, interactive white boards apps (Doceri), and grammar computer programs present opportunities for us to use new tools to teach traditional material innovatively.

Threats/Challenges [external]

- What challenges exist for your program?
- What budgetary constraints is your program facing?
- What kind of competitive disadvantages is your program facing?
- Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.

The vacillating California state budget presents a significant external threat: money appears for programs such as basic skills, Puente, and equity, and then disappears, leaving programs to languish for years until money reappears. The college has gone through stabilization twice since 2008, causing the many students who clamored to take our classes to fade away. When the economy is booming, potential students are working or attending more expensive colleges. During recessions, students reappear, hoping to take classes to refurbish their job skills or to take general education classes for a more affordable tuition. However, that is when we are unable to provide students with much needed classes, as the college's budget is cut and/or state funding is deferred, sometimes indefinitely. Our college is currently classified as a mid-size college, but if enrollment continues to dip below 10,000 students, we may find ourselves teaching at "small" college, losing half-a-million dollars in state funding in the process. With the new placement practices, we may find our English 098 and English 099 classes withering for lack of enrollment. Our English 110 course, a specially articulated course that combines critical thinking, reading, and writing with literature, is being challenged by critical thinking composition courses created by the psychology and philosophy departments. We soon may find ourselves all teaching only English 100: Freshman Composition.

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Person(s) Responsible	Timeline to complete review
ENG G098 Develop Read/Writing	Granados, Bergman, & Galassi	Fall 2016
ENG G099 College Prep Read/Write	Remsburg & Zia	Fall 2016
ENG G100 College Comp	Lavarini & Thill	Fall 2016
ENG G110 Critical Think, Lit	Lavarini & Zia	Spring 2017
ENG G112 Appreciation of Lit	Cosand	Fall 2016
ENG G114 Myth	Tayyar & Moore	Fall 2016
ENG G143 Children's Lit	Moore	Fall 2016
ENG G150 American Lit 1	Barua	Fall 2016
ENG G155 American Lit 2	Barua	Fall 2016
ENG G160 World Lit 1	Tayyar	Fall 2016
ENG G161 World Lit 2	Tayyar	Spring 2017
ENG G181 Shakespeare	Cosand & Barua: needs C-ID	Spring 2017
ENG G270 British Lit 1	Moore	Fall 2016
ENG G275 British Lit 2	Barua	Fall 2016
ENG G280 Creative Writing	Granados & Barua	Spring 2017
ENG G281 Creative Writing/Prose	Cosand & Zia	Spring 2016

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

In addition to the fourteen courses we already with a C-ID designation, the English Department has immediate plans to submit its Shakespeare course ENG G181 for a C-ID designation. We also will explore submitting ENG G114 Myth course and our two creative writing courses, ENG G280 and 281 for C-ID designations.

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
None		

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
ENG GXXX: Critical Thinking and Writing	Add
ENG G098/099 Combo Class	Add
Grammar Boot Camp WRC Classes	Add

PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

SLO Assessments

List of courses with ongoing assessment

List of courses offered in the last 3 years that have not been assessed

Question:

- **Looking at all assessments of your programs and courses, describe proposed plans for improvement.**

Our designated English Assessment Coordinator is Asst. Prof. Sacha Moore, and she regularly collects and communicates the results of our department's assessments, all of which we then discuss at our department meetings and symposiums. For our core classes of ENG G098, G099, G100, and G110, we have created support groups that are beginning to meet on a regular basis to review best practices. These best practices are pulled out of the SLO surveys we created for our courses (see curriculum review). Key areas to focus upon for improvement in all of our classes for the next three years will retention and equity: these are discussed later in this report.

Student Demographics (Headcount by Discipline) [look at pages 6-12]

- Gender
- Age
- Ethnicity
- Disability
- Economic Disadvantage
- Veteran
- Foster Youth

Comparison to GWC

Questions:

- **How does your student population compare to GWC's general student population?**

Our students overall mirror the general college population, although we do appear to have more Hispanic/Latino students and less Asian and white students. We have more female students than male, although we have more males in a typical class than does the rest of the college. Our students are significantly younger (93% are 29 years old or younger versus 83% for the rest of the college) and more economically disadvantaged, which probably goes hand-in-hand. Our disabled student population is less than the general student population.

- **Based on the trend that you're seeing, what type of adjustments would you make to your program?**

The department may want to consciously encourage faculty to create syllabi that incorporates readings, activities, and technology that reaches out to a younger student population. When choosing books and class materials, instructors need to keep in mind the economic realities of their students. The colleges work with CUE in the next two years will definitely help the English Department shape a more concrete plan to create a more equitable teaching environment for our students.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census

FTES/FTEF

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?

Students taking summer courses are more likely to stay in class and pass, while those taking the spring courses are the most likely to withdraw and/or fail. We are more likely to retain our students in English classes than other departments, however. For the spring and summer semesters, our daytime courses have increasing success rates, while our evening classes show decreasing success rates. Oddly, hybrid classes outperformed both day and evening classes between Fall 2012 and Fall 2014. It is difficult to draw conclusions regarding the PT faculty pool in relation to this question. While mostly PT faculty teach evening classes, students taking those evening classes may be less likely to persevere and pass a class because of work and family time constraints. Thus, perhaps research needs to be done to determine why night evening classes are less successful in the spring and summer sessions. Our fill rates are significantly higher than the colleges, but that is probably because our classes tend to be smaller, although not as small as recommended by the National Council of Teachers of English, the UC Senate, the CSU English Council, and other discipline experts across the country, all of whom recommend composition class size of 20-25.

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

While fall courses appear to have more students succeeding than in spring courses, summer courses appear to be the most successful of all, especially for white and Asian students. Hispanic students do not do as well during summer courses. Perhaps further research could be conducted to determine the causes. Also, having a Puente summer course could benefit Hispanic and other non-white and Asian students. Instructors teaching summer school have often commented on the high caliber of students in summer classes, which may be because highly motivated students tend to take summer school. While the data seems to suggest creating more accelerated classes, this may work on only for the summer classes and not for the spring, as spring seems to be the time that we lose most of our students. If spring fever is to blame for students not doing as well in spring courses, interventions will be created for our faculty to help students stave off the urge to simply quit a class.

- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

The English Department has a lower Full-Time Student to Full-Time Faculty ratio, as we have far less full-time faculty in comparison to our part-time faculty: 10-12: 40.

Course Retention and Success

Overall

By Ethnicity, Age, Gender

By Large Lecture

By Session Type (Day, Evening, Hybrid, Online)

Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

Female students tend to succeed in courses more than male students, although male students have been improving recently while female success rates took a dip. White and Asian students have higher success rates, but all student success rates are dropping, a trend seen in the English department and college overall. Hispanic success rates are down, although our success rates are higher than the college's overall. Younger students are more successful in remaining in college and passing courses while older students withdraw earlier and more frequently.

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

The revitalized Puente Program should have a significant impact on success rates for the students in the program, and perhaps the program can expand to two or more sections per semester. Our Summer Bridge/Jumpstart programs will also address the disproportionate impact for our students. Older students may need to be retaught study skills to help them preserve with the dreams of a college education. Beyond these measures, the department is eager to see what recommendations CUE will have for us to implement to reduce disproportionate impact in the very near future.

Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

The newly created English AA-T degree has increased the number of Associate Degrees from zero in 2009 to 31 in 2015. Our many C-ID designated courses allow students to take their English classes at GWC secure in the knowledge that the courses will transfer fully. Also, the department is careful to schedule classes to allow English majors to graduate in a timely fashion. Thus, the department can certainly expect the number of Associate Degrees to increase, although an exact number depends upon on the overall enrollment and economic trends, which we cannot foresee.

- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

N/A

Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty:

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

The percentage of courses taught by full-time faculty continues to fall in the English department as our course sections increase and our number of full-time faculty decreases. For example, we have gone from having 46% of courses taught by full-time faculty in Fall 2009 to 32% in Fall 2015. While hiring qualified part-time faculty is a successful process because of the large pool of interested applicants, the training and supervising of and communicating with forty part-timers who have limited time on campus are ongoing challenges. The department chair is charged with observing and evaluating any new part-time faculty members during the first semester they are hired and then at least once every three years thereafter, all of which can be daunting when up to twenty percent of part-timers retire, are hired full-time elsewhere, and/or leave for various reasons in any given year. Many of the part-time faculty members teach at two or more local colleges; this decreases the time that they can devote to meeting with students outside of class and with keeping up with GWC email, department meetings, symposiums, and college policies. We have met this challenge by creating a Blackboard Department Page that contains essential information: approved course outlines of record, sample assignments and syllabi, department policies, department meeting agendas and minutes, announcements, etc. We also have monthly meetings for faculty teaching the classes most likely to be taught by part-time faculty, and we have a full-time faculty member—Professor Keisha Cosand—who fields questions that part-time faculty may have at any time during the semester. Evaluations and observations are back on schedule, as well. We hold a treasure trove of diverse human resources in the English Department that we would like to share with our students and the campus, so this continues to be an ongoing yet rewarding challenge.

- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

The English Department full-time faculty members historically have been and continue to be leaders in programs such as Puente, Basic Skills, Equity, Staff Development, Student Learning Outcomes (SLOs), the Writing and Reading Center, the Academic Senate, and the Institutional Effectiveness Committee. Thus, more full-time faculty members are needed to be the standard bearers when teaching and creating curriculum as well as leading the campus into the next era. While currently we have ten full-time instructors and two temporary full-time instructors, the actual number of faculty teaching a full load fluctuates downward because of reassign time, medical leaves, and sabbaticals. Ideally, fourteen or fifteen full-time, tenured faculty would allow the department to function at its highest level.

PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- **What does your program want to accomplish in the next three years?**

The program would like to accomplish the following: 1) Strengthen our course offerings by reviewing and revising all of our courses and assessing what new courses may be added to meet the educational needs of our community. 2) Continue to support and communicate to all of our full-time and part-time instructors in regard to the best practices for student learning and engagement. 3) Encourage all of our instructors to attend conferences, symposiums, and meetings to continually update their teaching skills. 4) Improve our rates of overall student retention and success. 5) Hire more full-time faculty. 6) Invest in technology to support all instructors teaching English: new computers, doc cams, interactive whiteboards, turnitin.com, grammar computer program. 7) Revitalize the flagging Puente Program with the hiring of new full-time faculty dedicated to the program as part of the job description and faculty load. 8) Revitalize the Writing and Reading Center as the new WRC Coordinator reviews and revises the WRC.

- **What areas does your program plan to improve?**

We plan to improve in the following areas: improved instruction, retention, and equity; regular part-time faculty evaluations; and less fluctuating success rates between instructors and courses.

- **What specific actions will you take to improve upon those areas?**

We will cooperate and communicate with CUE regarding ways to reduce disproportionate impact and thus improve equity in the English Department. Faculty will continue to communicate by sharing best practices, norming, reviewing syllabi, and re-examining and revising CORs. Support groups, department meetings, and symposiums will focus upon creating high standards and methods to help our students meet and exceed those standards. All part-time instructors will be evaluated the first semester they teach and on a regular basis thereafter to help support their teaching and ensure that our students are receiving the best instruction possible.

- **How will you assess whether your program has accomplished those goals?**

Assessments will include recording results in department and symposium minutes, checking off the list of goals as we accomplish them, and using the five-step assessment forms as needed.

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- Staffing
- Facilities
- Technology
- Equipment
- Funding for Professional Development

English Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean

- (0) () a. Significant declines in enrollment and/or FTES over multiple years
- (1) () b. Significant change in facility and/or availability and cost of required or necessary equipment: *Humanities Building is shifting, cause cracked walls, doors that will not open, flooding, and unsafe conditions.*
- (0) () c. Scarcity of qualified faculty
- (0) () d. Incongruence of program with college mission and goals, state mandates, etc
- (0) () e. Significant decline in labor market
- (0) () f. Continued inability to make load for full-time faculty in the program
- (0) () g. An over-saturation of similar programs in the district and/or region
- () (2) h. Other: *We need 1-2 more full-time faculty.*

Program Review Check-list

(x/) Department Contact Information is up to date: Department Chairs, full-time faculty, classified

(x/) Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel

(x/) Both the Dean and Department Chair have completed the Dean and Department Chair Review section.