An important part of the Program Review process is the consultation and input of all members of the department. Please have each member of the department both full-time and part-time sign below to acknowledge that they were consulted with during the process and were able to provide input.

**NOTE:** This signature does not indicate necessary approval of the data or the analysis or evaluation of the information contained inside this document. It is an indication that you had an opportunity to provide input in the process.

<table>
<thead>
<tr>
<th>Name of Faculty or Staff Member</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patty Golder</td>
<td></td>
</tr>
</tbody>
</table>
PART I. ABSTRACT (EXECUTIVE SUMMARY).
In one page or less, summarize the major findings of the Program Review Report. List the key measurements of quality for your department and the results of the data. Provide a brief analysis/explanation of the data and the major future goals supported by the data.

Purpose and Goals:

Integral to a student’s academic foundation at VVC are the institutional mission, vision, and goals. The instructional philosophy of the English Discipline remains consistent with the combined statement of the VVC Mission Statement. The department continues to discuss how best to serve the needs of both remedial and transfer students to ensure the validity of our courses, prerequisites, and graduation requirements to meet the needs of all students and to prepare them for intellectual and cultural awareness, critical and independent thought. Strategic goals can be attained by offering classes and resources to meet student needs.

• Developmental, remedial, transfer-level composition classes, critical-thinking and literature courses provide transfer programs paralleling the first two years of university offerings.
• Pre-college, tutorial, and supplemental instruction demands are met for under-prepared students through course offerings, the Writing Center, and peer tutoring.
• Work is in partnership with other student-centered programs.
• Multiple sections of classes are offered at a range of times, on weekends, and through online and hybrid formats.
• The Discipline strives to improve student retention and success by providing an effective learning environment for students through student centeredness and quality teaching.

The English discipline meets the needs of these students in several different ways:
• Preparation in the basic skills of writing, reading, and grammar are achieved through the remediation courses of Basic Skills and English 6.
• Graduation requirement and/or AA degree is achieved through English 50.
• Transfer to a four-year institution is achieved through English 1A, English 102 and English 104.
• Literature courses meet a variety of transfer-level requirements.

PART II. KEY MEASUREMENTS OF QUALITY (KQMs)
Key quality measurements (KQMs) are a combination of college-wide data elements (provided to you in a separate report) plus elements that are of particular importance to
each department. Please describe below department specific data you consider in preparing this report.

PART III: ANALYSIS OF KEY QUALITY MEASUREMENTS (KQMs)
Referring to the report of key quality measurements provided by the Office of Institutional Research, please provide your analysis of each indicator included in the report.

<table>
<thead>
<tr>
<th>Fall 2002-2005</th>
<th>Winter 2005-2006</th>
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<tbody>
<tr>
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<td>Discipline</td>
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<tr>
<td>Enrollment</td>
<td>8.60%</td>
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<tr>
<td>Number of Courses</td>
<td>7.70%</td>
</tr>
<tr>
<td>Number of Sections</td>
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</tr>
<tr>
<td>FTES</td>
<td>22.10%</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>0.80%</td>
</tr>
<tr>
<td>Overall Success Rate</td>
<td>-4.20%</td>
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<table>
<thead>
<tr>
<th>Spring 2002-2006</th>
<th>Summer 2002-2006</th>
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<tbody>
<tr>
<td></td>
<td>Discipline</td>
</tr>
<tr>
<td>Enrollment</td>
<td>-4.20%</td>
</tr>
<tr>
<td>Number of Courses</td>
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</tr>
<tr>
<td>Number of Sections</td>
<td>-0.90%</td>
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<tr>
<td>FTES</td>
<td>19.80%</td>
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<tr>
<td>Retention Rate</td>
<td>3.80%</td>
</tr>
<tr>
<td>Overall Success Rate</td>
<td>0.60%</td>
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</table>

**Fall 2002-2005**
Fall enrollment 2002-2005 for the discipline is substantially higher (8.60%-2.40 %) than that of the institution.
The number of courses offered for the discipline than the institution is higher 7.70%/2.00%.
The number of sections remains the same for the department as usual.
The number of FTES for the department is twice that of the institution (22.10%/11.40%)
The retention rate for the department is approximately the same.

**Spring 2002-2006**
Change for Spring 2002-2006 is minimal for enrollment, number of courses, and number of section; however, FTES earned for department is substantially higher than that for the institution. The overall success rate for the department is slightly higher.

**Winter 2005-2006**
High enrollment for Winter 2005-2006 is departmentally three times that of the institution with the same number of courses offered. The department earned FTES, but student success rate was low due to the high course work volume and limited time to complete the work. The department suggests taking one course only in the winter session.

**Summer 2002-2006**
Summer session enrollment and number of sections offered may have decreased with the addition of winter session, but the department’s increase in FTES was five times that of the institution. Student retention rate and student success is better than that in the winter perhaps because summer session is six weeks and winter session is shorter with only four week’s time to complete course work.

KQM 1 – Enrollment trend for the past 5 years: increase of 3,111

<table>
<thead>
<tr>
<th></th>
<th>Spring: steady growth/increase</th>
<th></th>
<th>Fall: steady growth/increase</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2003  7043 to 11,833= +4,790</td>
<td>2002  7,098 to 11,003= +3,905</td>
<td></td>
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<tr>
<td></td>
<td>2004  11,833 to 10,582= -1,251</td>
<td>2003  11,003 to 10,580= -423</td>
<td></td>
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</tr>
</tbody>
</table>

(overall increase 3,539)

(overall increase 2,312)

(overall increase 3,482)

(KQM 3 – Retention rate:

|            | Departmental: 80.8 | Institutional: 83% |

(KQM 2 – Enrollment projection for the next 3 years: sustained growth

Projected growth:

| Increased student numbers: 2000-2006 9,350 to 13,062= +3,712 |

Projected increase: 23.5%
Method of Instructional Retention

Traditional (face-to-face classes): 80.7 to 83.6 = +2.9

Online: 2000-2001 increase to: 79.5
2001-2003 slight decline: 79.5 to 76 = -3.5

Basic Skills: slight decline 6%

KQM 4 – Persistence rate: NOT INCLUDED THIS YEAR

KQM 5 – Success rate:

Departmental: 59.2%
Institutional: 60.4%

Method of Instructional Success

Traditional (face-to-face classes): 63.1 to 61.7 = -1.4

Online: 2000-2001 increase: 50.3 to 57.1 = +6.8
2001-2003 slight decline: 57.1 to 50.6 = -6.5

Basic Skills: slight decline 12%

KQM 6 – Job Market: NOT INCLUDED THIS YEAR

KQM 7 – Course Transferability: to public and private

2001: 422
2003: 453 (Overall increase=31)

KQM 8 – WSCH/FTEF: NOT INCLUDED THIS YEAR

KQM 9 – Cost Effectiveness: NOT INCLUDED FOR 2007-2008

KQM 10 – Availability of resources: This was NOT provided in a separate report by the Office of Institutional Research. Please provide your own report of the adequacy of resources for department to meet its goals.
Other KQM – List other key quality measures not already listed that pertain to your area.

**Priority 1: Resources**

*The discipline is relying too heavily on adjunct faculty to serve student population. There is an obvious need to redistribute the FTES to improve the ratio of full-time to part-time faculty teaching hours. Since contract faculty must also continue to function in leadership roles, which cannot be filled by adjunct faculty, increasing the number of contract faculty is mandatory to maintain the strength of the discipline.*

In addition, the college’s current emphasis on remediation, such as in Basic Skills and Reading, is better served by contract faculty who could provide the time and commitment needed to focus on student needs in this area. The English Discipline believes that the need for full-time faculty in Basic Skills and reading exists. In fact, the situation is worse. AB 1725 established as a community college system-wide goal a 75:25 ratio of full-time faculty to part-time faculty. In principle, the discipline continues to use this goal as one factor in its rationale for increasing the number of full-time English faculty in the District.

Moreover, as the District continues to grow, the English discipline’s ability to serve the student population has deteriorated in a number of areas. For example, the numbers of students and classes increased, but the change in the English discipline full-time faculty decreased with the retirement of a full-time faculty member and the lack of administrative support in hiring a full-time writing instructor when the reading instructor was hired. This disparity suggests that growth in the discipline has not kept pace with the growth in the District. Clearly, this trend has significant staffing implications. Most of the growth has occurred in the adjunct faculty ranks. The discipline has not kept pace with the growth in student numbers. The amount of reassigned time has increased significantly in the English discipline with two faculty members assigned to Faculty Senate positions and one faculty member assigned as Honors Committee coordinator. The number of teaching faculty performing other duties presents a need for a second full-time faculty member. The ratio of full-time faculty to part-time faculty suggests that the discipline has not made much progress toward the 75:25 goal.

District, state and federal agencies suggest that the ethnic and gender composition of the faculty should parallel the population it serves. In other words, ratio of under-represented groups in the faculty ranks should reflect the same ratio as the population. A discipline goal should be equal opportunity in gender and ethnicity as the discipline does not reflect equitable figures or the general population.

*Classified Staffing:
Currently the discipline shares one classified member for English, ESL and Language office needs. The Writing Center has one IA. With the move to the Technical Building, in the Writing Center a full-time IA and a full-time faculty facilitator should be hired to serve the students and cover the extended responsibilities and hours.

*Collaboration with Other Units

In an effort to better serve the student population, the English Discipline continues to work with different disciplines such as Counseling and committees such as matriculation, assessment, and technology. Collaboration has been positive and effective for student insight into other disciplines as well as transference and application of education in various areas. The English discipline sees a need for better communication with the Counseling Discipline to ensure accurate and useful placement of students in courses. The development of more learning communities is of continuing interest among the discipline faculty. Some faculty members also see the need for more online/hybrid courses.

What is your goal for 2007-2008?

The departmental goal for 2007-2008 is to hire the following:
- 3 full-time English faculty members
- 1 full-time Writing Center faculty facilitator
- 1 full-time Writing Center IA

To which College-wide strategic goals (see last page of this document) is this related?

This is related to #2: Institutional Commitment to Student Learning and Student Success through Educational Excellence.

How will you know if the goal was successful (measurement)?

The goal will be reached with the establishment of 75:25 ratio of full-time to part-time members English department faculty members.

How will the goal be accomplished (key activities)?

The goal will be accomplished by hiring as many of the following as possible:
- 3 full-time English faculty members ($45,085 X 28% benefits X three faculty members)
- 1 full-time Writing Center faculty facilitator ($45,085 X 28% benefits X one)
- 1 full-time Writing Center IA ($2862)

What additional resources are you requesting?

General Description – four full-time faculty members and one full-time IA
Projected Cost – $45,085 X 28% benefits ($173,126.40) $45,085 X 28% benefits + $2,862 $221,073.40
One-time or base increase? – base increase
Additional Comments –

**Priority 2: Curriculum and Programs**

*Composition Curriculum* has been devoted to discussion of composition course, and has resulted in revision to align them with current enrollment trends and student needs. English 6, English 50 and English 101 are four-unit course offerings reworded for Student Learning Outcomes (SLO). The literature course offerings are richly varied in topics and genre.

*The Writing Center continues to develop and expand to meet the needs of our students. The facilitator continues to organize, research and review topics such as on-line and e-mail tutoring, Internet access, word processing programs, texts, workbooks, handouts, additional programs, and increased offerings in tutoring.*

- **Writing Center Concerns**
  1. Space continues to be an ongoing problem, indicating an increase in the number of composition courses offered, and, therefore, an increase in the number of students using the Writing Center. Perhaps even more importantly, this issue also acknowledges students’ increased awareness of the validity and usefulness of the resources.
  2. The Writing Center services all disciplines to serve the students in cross-curricular writing assignments. However, there is not enough physical space to continue serving students in the English discipline plus the entire campus. Discussion on how to address these concerns is ongoing.

- **Curricular Concerns: Course Outlines**
  - **Revision of Course Outlines**
    The English discipline has continued to work on revising and updating course outlines since the last Program review. All courses are near revision completion.

- **Programs**
  The English Discipline also participates in several programs that serve a variety of students within the college and the community and seeks to increase participation.
  1. Sspire
  2. Study Abroad Program
  3. Cal-Pass/WrAP:
     Collects, analyzes and evaluates data to track High Desert English/Language Arts student performance. Of particular interest is the connection between high school and college writing and reading student placement scores.
  4. First-Year Experience:
     Inter-segmental work identifying gaps in curriculum, assessment, teaching strategies and striving for the development of partnerships across disciplines.
  5. Learning communities:
Pedagogically linked college courses.
6. The department enhances student success by using ACCUPLACER and would like to use WRITEPLACER. Online and Hybrid Courses—the Discipline is still developing more online courses.

*Class Size and Teacher Workload*

The English Discipline concurs with the recommendations of the National Council for the Teachers of English (NCTE) regarding class size and teacher workload. Excerpts from the document are presented below:

- The teaching load should be minimized “provide adequate time for reading and responding to students’ writing.”
- No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15.
- Remedial or developmental sections should be limited to a maximum of 15 students. It is essential to provide these students extra teaching if they are to acquire the extra reading and writing skills they need in college.
- No more than 25 students should be permitted in discussion courses in literature or language. Classes larger than 25 do not give students and teachers the opportunity to engage literary texts through questions, discussion, and writing” (Statement on Class Size and Teacher Workload: College, 1987).

Recent statistical data on cap enrollment indicate the following VVC English class size and teacher workloads:

- English 101=25, 101 hybrid=30, online=30
- English 50=28, online=30
- English 6=28
- English 102=28, online=30
- English 104=28, online=30

**Concerns**
- Currently, enrollment cap for most Composition courses is over the cap recommended by NCTE.
  - Each semester, instructors face an additional 15 to 30 students attempting to enroll in their courses.

What is your goal for 2007-2008?
The goal for 2007-2008 is to retain or lower the classroom teacher/student ratio.

To which College-wide strategic goals (see last page of this document) is this related?
This is related to #2: Institutional Commitment to Student Learning and Student Success through Educational Excellence

How will you know if the goal was successful (measurement)?
The goal measurement will be reflected in a decrease in teacher/student ratio.

How will the goal be accomplished (key activities)?
Activities include a request for lowered caps for core composition classes.

What additional resources are you requesting?

General Description – Lowered caps for core composition courses

Projected Cost – Reflected in the hiring of a full-time faculty member

One-time or base increase? – base

Additional Comments –

Priority 3: Student Outcomes Assessment

*Assessment has traditionally been understood to mean (1) assessment of student entrance skills in a particular discipline and placement into appropriate classes as a result of that assessment, and (2) grading practices. Grades often have little to do with measuring accurately the degree to which students have achieved the learning outcomes for a particular course. Yet grades, and the grading practices of a discipline viewed over time, have been interpreted as providing one indirect clue as to whether and to what degree students are learning. Placement is germane to a discussion of assessment since it reflects the entrance competencies for core composition courses, English 50 and English 101.

*Grading

The English Discipline notices that more students than ever before are being allowed to pass to the next level of composition without adequate preparation. There may be no significant long-term consequence if a student receives a “B” when he or should have received a “C.” But the potential for a student’s academic success is significantly affected if he or she gets a “C” in an English 50 when he or she should have gotten a “D.” It is not clear why this trend exists, nor does the trend necessarily represent a failure in assessment methods rather than a success in teaching and learning.

*Placement

Students sometimes used to simply place themselves in the course they thought would be most compatible with their needs and self-perceived skill level. In validating and instituting mandatory placement, the department made student learning in our discipline possible. This was, however, in spite of our reliance on multiple-choice examinations testing usage, grammar, and reading comprehension to place our students appropriately in writing classes. A national professional association, the National Council of the Teachers of English, has long been on record as opposing this kind of examination for directing students to remedial writing courses. The evidence suggests that, despite the cost, a holistically-scored writing sample from students allows for placement far more accurately. Nevertheless, our various objective measures provide us with a reasonably valid measure of student writing ability, ACCUPLACER, an online multiple choice assessment instrument. The English discipline believes that the previous exam was too generous in its placement, and the department members opt for an addition of
WritePlacer to better evaluate students’ writing skills. Members will have to scrutinize the test, the formula, and the cut scores very carefully for preliminary analysis to refine measures further.

*The department continues to see significant numbers of students requiring ESL instruction in English 6. Although this is a normal occurrence, it would be beneficial to the department to establish a writing/grammar class to bridge high-level ESL students into English 6.

Assessment as a Means to Improving Teaching and Learning
Assessment has come to mean something very different from grades and placement, however. If grading is primarily evaluative, a method of classifying students, assessment is primarily ameliorative, a method of understanding and improving teaching and learning. Despite the misunderstandings and fears many instructors have about the assessment movement, some department members believe that we will have to find ways of embracing it and turning it to instructors and students’ advantage as a critical component of institutional self-study.

In order to effectively use assessment as a means to improving teaching and learning, the English Discipline must define clearly what the desired learning outcomes of English courses are and systematically develop methods of determining to what extent those outcomes are achieved by our students.

Discipline Efforts Toward Assessment
1. Learning Outcomes and Course Objectives are in the revision process to define learning objectives and exit competencies.
2. Holistic Scoring/Norming Sessions with a common rubric could be instituted for English 50 if an exit test is departmentalized.
3. Measuring Student Retention and Success Rates can be monitored.

Prerequisite Enforcement

A departmental concern involves the eighteen English 101 students and twenty-four English 50 students who have not met the prerequisite requirements for the classes in which they are enrolled Spring 2007 semester. Datatel is not flagging the students who receive a failing grade of D or F in classes.

What is your goal for 2007-2008?
   The goal is the adoption of WritePlacer.

To which College-wide strategic goals (see last page of this document) is this related?
   This is related to #2: Institutional Commitment to Student Learning and Student Success through Educational Excellence.

How will you know if the goal was successful (measurement)?
   The goal measurement will be reflected in the adoption of WritePlacer.
How will the goal be accomplished (key activities)?
Activities include a continued request for adoption of WritePlacer

What additional resources are you requesting?
$3.00/student X number of students testing each year (6,067 students from 2001 to 2006)

General Description –
Projected Cost – $3.00/student X approximately 6,100 students
One-time or base increase? – base
Additional Comments –

Priority 4: Overall Assessment of Discipline Performance

A range of areas where the department is effective and needs for improvement exist. The following are significant improvements and departmental strengths:

• The Writing Center has been expanded and improved with new equipment; it will soon move into newer and better facilities. The Center has updated hardware and software and has a strong tutor training component for deployment of peer tutors in English; workshops and online components have been established.
• The department has been instrumental in the creation of a First Year Experience strand that includes English. The department has also been involved in establishing interdisciplinary learning communities.
• Course descriptions have been revisited and courses significantly altered to make them more pedagogically sound. All composition courses have been changed from three to four units to allow for more substantial instruction in writing and more contact hours with students.
• A part-time faculty handbook with sample syllabi, assignments, and graded papers is available.
• The Discipline is prudently involved in distance education, with hybrid and online English courses.

The Discipline needs improvement in some of the following areas:
• Course descriptions need further review as a function of assessment and revision.
• More attention to genuine professional development is needed. The teaching of English composition has been undergoing profound change. There is little consensus about how writing ought to be taught. The debate is so vociferous, in fact, that it is sometimes referred to as the “composition wars.” It is difficult to stay current in the debate and in the new theories of teaching and participate in it.
• Departmental coordination with counselors should be increased to ensure that students get the best possible advice about English classes.
• Increased communication with other disciplines that require writing is needed.
Overall Assessment of Discipline Performance
There is a range of areas where the department is effective, but needs for improvement exist. The following are significant improvements and departmental strengths:
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• Departmental coordination with counselors should be increased to ensure that students get the best possible advice about English classes.
• Increased communication with other disciplines that require writing is needed.

What is your goal for 2007-2008?
The goal for 2007-2008 is increased professional development.

To which College-wide strategic goals (see last page of this document) is this related?
This is related to #2: Institutional Commitment to Student Learning and Student Success through Educational Excellence.

How will you know if the goal was successful (measurement)?
The goal will be measured with addition of departmental or institutional initiation of professional development activities.
How will the goal be accomplished (key activities)?
The goal will be accomplished by adoption of professional development activities.

What additional resources are you requesting?

General Description – varied professional development activities
Projected Cost – varied
One-time or base increase? – one-time requests or base
Additional Comments –

PART IV: CONCLUSIONS

Future Expectations

A. Environmental Scan
The area is continuing to grow in population and increased ethnic diversity. Corollary with this growth in population and increased diversity is the increase in the number of high school graduates. If there is a decline in the high school graduation rate due to an implementation of the High School Exit examination in 2004, the English Discipline will need to review and address how to educate an increased number of unprepared and “under-prepared” eighteen year olds enrolling in college. Further, the Discipline must examine even closer learning paradigms and their appropriateness in addressing the needs of a generation of students with increased technical and basic skills needs and students with linguistic and cultural differences.

If the California State University system will significantly reduce its programs in remedial instruction, the district must continue to find alternative means of funding programs for increased numbers of students needing basic reading and writing skills at the community college level. The implications can be noted in several areas, such as increased accountability. With the continued population growth and shift in demographics, the English Discipline must continue to review and revise the college’s writing programs to meet the collegiate and pre-collegiate needs of students. For example, for students placing below college level in placement scoring, Basic Skills courses are in high demand. Basic Skills is planning for 2-unit English writing and reading courses, represented by BS 10 and BS 11 levels respectively. Basic Skills would like to achieve department status and hire three more reading specialists for an enhanced reading requirement and added reading lab.

In addition, labor trends are significant with job growth, such as construction and manufacturing. These jobs, including health care and information technology, will require less than a bachelor’s degree but at least an associate’s degree. An essential requirement for individuals holding these jobs will be critical thinking and improved writing skills.
Another implication is the extent to which the English Discipline is relevant to job growth. In the high demand job market for computer applications and technology, health, and other technical areas, courses in English provide the requisite skills needed for critical thinking. As a result, the discipline must continue and even increase its collaboration with other disciplines taught at the college, especially those disciplines that prepare students to earn certificates and associate degrees to enter the job market.

Finally, the English Discipline must be at the core of the college’s plan in setting priorities to meet the educational needs of a continually growing and diverse workforce enrollment. The future of the workforce depends upon the literacy of the residents. Collaboration between English faculty and faculty of other disciplines at the college, as well as between English faculty and business and industry, is needed to meet the critical thinking and writing needs of a changing workforce. Relevant and quality instruction in English with sufficient faculty, staff, facilities, and professional development is needed to commit to a growing and changing population.

PART VI: GOALS
For each department goal requiring additional resources, please respond to all the questions below. (Cut and paste questions as needed for each additional priority).

College-Wide Strategic Goals

The following revised set of strategic goals for the College were adopted by the Board of Trustees in 2005. These goals will provide the general direction for development of strategies the College will adopt and implement in the coming years:

1. **Organizational Excellence** - The College's governance roles and processes are structured to maximize institutional effectiveness.

2. **Institutional Commitment to Student Learning and Student Success through Educational Excellence** - Student learning will be the central focus in the development, implementation, evaluation, and improvement for all courses, programs, and services.

3. **Economic and Community Development** - The College will effectively meet changing community needs for education leading to employment, cultural enrichment, civic, political and social responsibilities.

4. **Diverse Populations** - The College will increase access opportunities by improving programs and services to better serve an increasingly diverse campus population.

5. **Effective Technology Integration** - The College will integrate and utilize technology and provide quality technological training for the creation and delivery of instruction, support of programs and services, and the improvement of institutional effectiveness to enhance student learning.
6. **Learning Centered Resource Management** - Through utilization of prudent fiscal policies and the proactive entrepreneurial pursuit of increased revenue, the College will work diligently to secure solid financial resources to meet current and future enrollment growth, community learning needs and learning outcomes.

**PART V: EXPLANATIONS**

*Internal Review: Staffing*
The Discipline needs three new faculty members. The Discipline requests a replacement full-time faculty member for Fran Ferance, a retired full-time faculty member, for meeting the needs of a growing student population and increased numbers of added classes. Additionally, the writing specialist was never hired when the reading specialist was hired. The English discipline must hire a significant number of full-time faculty over the next few years to accommodate growth and to correct the full-time to part-time ratio. The goal of 75:25 is not in range at this point. As one of the largest and most critical disciplines of the college, at a minimum, English should have more than 60% of its course offerings and, more important, at least 50% of the critical composition courses taught by full-time faculty. Because the discipline’s full-time to part-time ratios fall far below even the District’s average, reaching this minimum goal is one of the highest priorities for the discipline. In addition, the number of tutors and aides in the Writing Center needs to increase significantly to serve the needs of the students as the District continues to grow. Moreover, the discipline should consider gender and ethnic statistics as it seeks new faculty.

*Outreach*
English provides an important foundation of communication for students in all areas of their education, so the English Discipline continues to move beyond boundaries of the college and into the surrounding community. Through the Cal-Pass Program, a mentor council is created with community leaders to provide a systematic, comprehensive tracking system to plot student success and support.

*Facilities*
The Discipline of English, still constrained by a need for adequate classroom space, continues to share classroom and program space with other disciplines. The Discipline has collected data on the number of sections offered and the scheduling times of these sections. In an effort to continue addressing the issue of inadequate space, data need to also be collected that will reveal how well classes fill at particular times.

*Program Assessment*
Systematic student outcomes assessment in English is being reviewed with a variety of methods for assessing, among them:
- Review of all course outlines, with particular emphasis on the learning objectives;
- Exploration of assessment methods while learning objectives are being defined, such as Write Placer;
- Continuation of validation studies of ACCUPLACER, and WRITEPLACER.
• Analysis of grading trends in the discipline to determine if grade inflation exists and how to solve the problem.

*Curriculum
Course Offerings:
Of primary concern to the English Discipline is continuing to be student-centered course offerings. An increase of course sections needs to be proportional to the district student proportional growth. Currently, enrollment cap for composition courses is high. Often, instructors will over-enroll their section to accommodate the long line of students attempting to add the course. This procedure undermines the intent to decrease enrollment cap. We need, instead, to lower the enrollment cap, to fill more full-time positions, and to add more course sections. A possible short term solution is the implementation of a “waiting list” through Admissions during student registration. A pilot program could be developed to establish the effectiveness.

The Discipline is also reviewing course outlines to achieve consistency. A review must also be done of the numbers of sections offered in the critical courses (English 101, 50, 6) to determine student enrollment patterns and to arrive at a balance between remedial courses and transfer level courses in order to best serve the student population. More careful alignment of course objectives, content, and methods of evaluation needs to be achieved. Careful consideration is needed about how these methods are appropriate for measuring achievement of stated course objectives.

One area of concern for the literature courses involves courses offered but not taught on a regular basis. In order to remedy this situation, the Discipline needs a two-year course design offering a rotation list for literature courses, and the administration must understand that enrollment in these courses will naturally be lower than in the core writing classes if we are to stay competitive in offering these literature courses as transfer level for colleges and universities. This type of scheduling would benefit faculty by promoting expertise in genres other than composition, and it would benefit students by providing a more consistent, publicized course offering list to help them in their class scheduling and transfer requirements.

Remediation continues to be an important issue that requires continual discussion and research in order to meet student needs and enrollment trends.

Discussion needs to continue in the area of online and hybrid courses within the English Discipline in order to offer more courses as well as study the student evaluation process for online courses.

Learning Communities offer another approach to student-centered programs. The Discipline is offering learning community cohorts during Fall ’07 and continuing semesters.
PART VI: GOALS
For each department goal requiring additional resources, please respond to all the questions below. (Cut and paste questions as needed for each additional priority).

The Discipline designs committees whose purposes reflect the priority focus areas determined by the Discipline. Proposed areas of concentration to track progress, with consultation with the Office of Institutional Effectiveness, are as follows:

• Assessment: review course outlines to realign learning objectives, explore assessing the attainment of the objectives, and review grading trends
• Curriculum: review enrollment trends, complete course revisions, research online-hybrid courses
• Writing Center: review and research current trends, issues, sufficient staff
• Coordination/Collaboration: with other disciplines for learning communities, counseling
• Professional Development: research and review pedagogical issues within the Discipline and find ways to open dialogue and discussions to share information