

Plans for English >> 2011-2012

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Instructions

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions.

1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

- a. Organization (including staffing and structure)
- b. Mission, or primary purpose
- c. Whom you serve (including demographics)
- d. What kind of services you provide
- e. How you provide them

a. The English discipline is one of four disciplines under the Division of Math, English, Reading and Instructional Support. Our discipline currently includes 6 full-time, effective instructors (one of which is presently on sabbatical until January, 2012), and approximately 27 to 30 part-time instructors. Daniel Bahner was reassigned, Mark Snowwhite retired, Damaris Matthews was transferred to DSPS, and Aaron Race passed away. Ted Phillips joined our department; however,

other faculty were not replaced; considering the number of part-time faculty and students we service, our discipline is understaffed. Our discipline has access to printing services, but does not have any secretarial support. Currently we have one classroom, CL-110, which has full technology services.

b. The mission of the English discipline is to provide quality instruction to foster a solid foundation in reading and writing:

- in order to prepare students with skills needed for transfer to a four-year institution;
- in order to prepare students with skills needed to succeed in the workforce; and
- in order to prepare students with skills needed for life experiences related to writing and reading communication skills.

Our goals are similar to the school's overall mission: "To advance the education and success of students in a quality learning environment."

c. The English discipline serves students who:

- are obtaining a two-year associate degree;
- are transferring to a four-year college or university;
- are acquiring writing and reading skills required to succeed in the workforce; and
- desire to strengthen their current writing and reading communication skills.

Data provided by CHC Office of Research and Planning for Fall 2009 indicates that the English discipline services nearly the same percentages of students as the college in terms of gender and ethnicity. Regarding age, our discipline has 52.8% of 19 or younger while the campus has 33.7%, 28.9% of 20-24 while the campus has 34.6%, 8.1% of 25-29 while the campus has 12.2%, 3.7% of 30-34 year-olds while the campus has 6.0% and for 35-39 year olds, we have half of the campus percentage. Older students, 40-59 years old encompass 64/373 for campus. [See Attachment - PPR ENGL Data 20112012].

The focus of whom shall we serve continues to evolve as we adjust our course and service offerings because of the continued downward economic trend.

We also serve the campus-at-large by providing student activities, attending day and evening student activities such as answering centers and awards ceremonies, as well as serving on committees and attending meetings; we are here to contribute our best for student success.

d. English discipline course offerings are diverse and provide various skill-level students with options for both growth and advancement toward their desired skill and/or degree. We offer writing courses of all levels, including Basic Skills, and literature classes.

Other services the English discipline provides includes partnering with the Writing Center and Disabled Student Services to provide extended student services, in addition to instruction of basic skills classes. Our responsibilities include transfer advocacy, mentoring, and guidance for students to seek campus services (skills-focused and personal physical and mental health), as

well as one-on-one mentoring and tutoring during and outside office hours as well as via e-mail for the many students who have responsibilities that conflict with their accessing assistance. We also provide Learning Communities where students gain expertise in particular curriculum areas, and many of these learning communities offer opportunities for students to attend course-related field trips to enhance the curriculum. Curriculum development and distribution of supplemental materials (workshops, library tours, etc.) are included in our services and we also develop and distribute students and faculty a professional literary magazine that includes a majority of student writings and artwork. Additional services include the English Club and MLA/APA workshops and other professional activities.

e. Classes are scheduled according to student need and, next, classroom availability. Semester classes and the days and times they are offered are tracked so we may provide a variety of schedule opportunities to meet student needs. See Attachment - Eng F11.

English classes are taught in a variety of formats including day and some evening, and online. Working professionals tend to opt for online, early morning, and evening classes. Our discipline is in the process of offering more hybrid online courses to allow students a stronger instructor/student relationship, in-person Blackboard instruction, and more control on testing. We are also planning additional online courses for student convenience/flexibility.

2. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Service area demographics
- c. Requirements of four-year institutions
- d. Requirements of prospective employers
- e. Job market
- f. Developments in the field (both current and future)
- g. Competition from other institutions
- h. Requirements imposed by regulations, policies, standards, and other mandates

a. **Budgetary constraints or opportunities:** The downturn in the economy has significantly impacted the English program. Full-time instructors who have left our department in the last few years have not been replaced. Notably, 41 out of 66 (62%) of English classes alone are taught by part-timers which has dramatically increased the workload of the remaining full-time instructors; we do not have enough full-time faculty to meet committee needs. The chair, while aided from the department as much as possible, has no administrative assistance whereas other colleges and some CHC departments offer these services. Additionally, while part-timers are informed of campus protocols and opportunities, we fall short on offering them remuneration for their contributions to our campus. Currently, part-timers are offered eight hours flex time of which approximately two of them are used toward orientation and four for office hours. Two hours

remain to be used toward all professional development and SLO contribution and funding is needed for more part-time involvement to best serve student' needs.

From the 2010-2011 academic year to the 2011-2012 academic year we cut 17% of all sections within the division due to lack of funds. Essentially, in 2011-12 we offered a total of 161 sections of English and Reading. In 2009-2010 we offered a total of 179 English and Reading sections, all reflecting a total reduction of about 10%. In general, we've done a fairly good job protecting our sections considering the overall budget circumstance. [See Attachment, English and Reading Sections by Semester].

The state budget reductions have also forced a cutback in the number of the courses our discipline can offer which has impacted students' ability to begin or complete a program or degree here.

Furthermore, while course sections are down, the student demand for courses is up. Last semester one particular English class had 32 students wanting to add this particular class; this scenario does not reflect the same needs at each classroom door. Additionally, some instructors allow more students into classes than the cap allows; while this choice many times makes a difference on whether or not the student can remain in school, student success becomes very difficult, particularly in developmental classes. As a discipline that offers courses that nearly all students must have to go through any program on campus, it's crucial that we're able to offer more classes. We need to be able to meet student needs of both the four-year transfer students as well as the increasing number of re-entry students who are looking to expand their writing and reading communication skills. The current state budget does not support student need. [See Attachment - English and Reading Sections by Semester].

b. CHC Demographics: The most recent demographic data available (2010-2011) indicates that the two largest populations served by the English department are Caucasian (50.5%) and Hispanic (32.5%) students. No other ethnicity rises above 6.6%. These numbers are consistent with the overall CHC population. Our students are predominately 19-24 years of age (81.9%), which is significantly younger than overall CHC numbers for those age groups (69.4%). This suggests that we are responsible for teaching many students in their earliest college classroom experiences. The department understands the implication of this data and takes seriously the responsibility to do our best to make courses accessible, meaningful, and relevant to students in order to provide a positive foundation from which they can successfully move forward as they pursue their educational goals. There has also been a continued increase in the number of Hispanic and Asian students served by the department which presents a trend indicating we should be paying more attention to these underrepresented groups by exploring the needs and feasibility of developing ESL strategies, or a program, within the department. [See Attachment - PPR ENGL Data 20112012].

Service Area Demographics: The number and percent of the general population at CHC comes from Beaumont, Calimesa, Mentone, Redlands, and Yucaipa for those who are eighteen years old or older. Table 3 shows the entire population in each of the five PSA (Program Service Area) cities by ethnicity. Identifying ethnicity for the 18 and over population in all five cities is not available.

53% of the population in CHC's PSA is female

41% of the population in CHC's PSA is 50 years old or older

19% of the population is 40-49 years old

9.2% of the population is 25-29 years old

60% of the population in CHC's PSA is Caucasian and 29% of the population is Hispanic.

Link provided by Keith Wurtz "[Research Briefs from the Office of Research & Planning Population Demographics of Crafton's Primary Service Area Cities](#)"

c. Four-year institutions have cut back on the number of new students; consequently, there is an increased demand for community college courses. Course demand is up, classes are filling, and there is tremendous potential for growth. The English department is continually looking for better ways to serve students who need to complete their degree for transfer to the four-year institution. [Accepted IGETC CSU Baccalaureate Level Course List by Department at Crafton Hills College \(11-12\)](#):

This agreement [UC link below] lists courses transferable for unit credit at all UC campuses. It is based on information from the 2011-12 catalog and is valid for the current academic year listed at the top of this agreement. Courses marked with "UC-" will satisfy the five areas of the 1998 transfer course requirements. (E = English, M = Math, H = Humanities, B = Behavioral and Social Sciences, S = Biological and Physical Sciences)

[UC Link following](#):

d. Requirements of prospective employers includes students ability to communicate effectively in oral and many times written form using critical thinking which mirrors their writing capabilities. Our department offers courses for students to continually improve their skills for prospective employers through stand-alone classes as well as learning community experiences.

e. For any student seeking employment, the job market is currently poor due to economic conditions. This fact is driving many unemployed to seek courses to improve writing and reading skills so they will have better opportunities for being hired. Considering the ages of most of our students, many of them are opting to go to school until a job becomes available.

f. Developments in the English field currently include a larger student demand for more available courses, including online versions. Although District data is not available showing the student demand for online courses, our experience of numerous students requesting admission into closed courses proves that more sections are needed. With the economy, there are fewer openings for any instructors; however, English skills are a universal need for all degrees. Also, while the use of literature in a composition classroom remains a critical thinking tool and is used in many classes, instructors are considering its application in other classes and whether other reading choices would help students better.

g. Competition from other institutions includes that students are choosing to go to school elsewhere because we are not offering enough sections and time offerings for them to complete their degrees.

h. A more recent policy, SB1440, is the four-year institutional transfer degree regulation to align all community college courses to their programs. We do not have the same requirements such as with CTE or Respiratory Care otherwise. Additionally, we continue to work with mandated SLO standards and regulations. [See Attachment - Transfer Degree].

3. Progress on SLOs (Student Learning Outcomes)/SAOs (Service Area Outcomes)

a. Please summarize the progress your unit has made on SLO/SAO measures you have applied since your last program review.

b. Please describe any improvements made by your unit as a result of the outcomes assessment process.

c. What is your plan for continuously completing the assessment cycle?

a. **Progress made:** The entire department has assessed every available English course. Some changes on SLO rubrics are currently being made to strengthen accuracy of rubrics.

b. **Improvements: See below:**

1. We recently held norming sessions for English 101 and English 015 to come up with sample essays for A,B,C,D,F grades to share with all English faculty as guidelines. It is important for instructors to see how others grade and whether or not their instruction and grading aligns with how others are grading; students need to know that they would earn similar grades, regardless of instructor. The norming sessions prove successful; several discussions initiated the idea that these and future sessions are helpful for instructors and should be held as often as time allows. [See Attachment - English Meetings Fall 2011].

2. Last summer the CHC Writing Center offered The English Bridge Program targeting students enrolled in English 015 (Preparation for College Writing) “giving students a head start by covering a variety of English, Writing and study skills.” Some English instructors solicited feedback from students and students reported that the Bridge Program was very helpful in preparing them for their 015 classes. [See Attachment - English Meetings Fall 2011].

3. After lengthy discussion, the English department is planning for a 914 Bridge program to give Basic Skills Students a much needed jumpstart and potentially most successful semester experience. We are waiting on word from Counseling as to whether or not they can move enrollment dates so the program can be implemented. Efforts are also present in progress with the Writing Center to expedite and implement a 914 Bridge program. [See Attachment - English Meetings Fall 2011].

4. In Spring, 2012 we are piloting a compressed course including English 914 along with Reading 925 and 956 that will help move students through the basic skills course progression faster; we are hoping for success with this series because data shows that the longer it takes basic skills students to get through the series, the more likely they are to drop out. We are currently discussing additional compressed developmental classes.

5. This fall we will test student writing in one 015 class to assist CalPASS with a current project: giving formative and summative expository writing assignments to 7th, 8th, and 9th graders, and those students in basic skills courses at local community colleges and universities. This testing should help high schools align their teaching to college expectations.

1. We have discussed and are implementing a plan to make sure that all instructors are including in their classes required course-related objectives for course outlines.

2. After discussion that some students are not adequately prepared to include source information in writing required for their next English classes, instructors recently were requested to begin working on incorporating source information (APA/MLA) at the beginning of the semester rather than later.

3. After discussion, faculty have been asked to review SLOs and Course Objectives with students during the semester to confirm which objectives have been met and which the students still need to address. Additionally, faculty will readdress the SLO's and objectives at the end of the semester.

4. We discussed the concern that students are receiving too much help revising papers outside of class and aren't able to produce satisfactory work on their own. The English department is currently discussing an agreeable amount of help given from tutors and instructors and how many times papers may be revised before earning grades.

5. We are discussing academic dishonesty and how many in-class writing assignments should be given, as well as other measures, to counteract plagiarism. Results will be shared with all faculty and if needed, the course outlines will be altered to address the problem of plagiarism.

6. We are currently discussing and planning for a 102 norming session to provide sample essays for A,B,C,D,F grades to share with all English faculty as guidelines. In addition a 914 norming session is in progress; this session will help clarify the skill level of student grammar and writing skills needed before advancing to 015.

7. We will discuss further the need of ESL-focused classes to help students with related needs. This item is already an action plan with the SSE committee.

8. We are currently clarifying course objectives to link requirements to the course outlines to assist instructors in adhering to the objectives of each course.

9. We are requesting course shells be accessible on BlackBoard before each semester begins, for efficient student preparation.

10. We are currently updating SLOs to make the assessment process simpler and more efficient. Regular meetings are planned to continue SLO discussions.

c. Plan for continuously completing the assessment cycle:

We will continue to work with Gary Williams to assess our progress. We are also planning regularly scheduled norming sessions for each composition class. Thus far, our plan is for 101, 015, and 914 to be normed each once every three years. Additionally, we are currently planning for more compressed classes and considering curriculum changes for basic skills classes with

best practices always in mind for the most success of all students. [See Attachment - English Meetings Fall 2011].

At the beginning of each semester we are planning to meet with Keith Wurtz and Gary Williams regarding previous semester classes to assess results and address any issues that may require attention and action.

4. Quantitative and Qualitative Results

Please provide...

a. A list of any quantitative or qualitative measures you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, students serviced, Perkin's data, etc.)

b. A summary of the results of these measures

c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

a. Below is a list of quantitative measures that our department has chosen to help guide our conversations when considering program effectiveness. While many of these measures are now more readily available through the Office of Research and Planning, it was only when Keith Wurtz arrived that the potential for significant access has existed. However, we did review the current data Keith provided, which shows that students who begin CHC at basic skills levels have a low incidence of transferring, and we are continuing to incorporate more strategies to strengthen basic skills courses; a pilot compression course including Reading 925 and 956, and English 914 is underway. We have and will continue to norm papers for English 914 to assure quality grading. We will continue to analyze and incorporate data in the future and respond to make any needed improvements. However, the measures from ORP do not show which students dropped, when, and why, and there is no evidence that their failure is related directly to English. Please note that our completion rate has increased 3% and our success rate has increased 4.6% over the last four to five years. (See #5/4 and 5/5). It is unclear on how the data on transfer reconciles with the successes shown with OPR. Regardless of the numbers, we continue to always work on increasing student success.

We believe that the examination of these data hold the greatest potential to inform us about the effectiveness of the program and guide us in our decision-making processes. Disaggregated course success by demographics include: age, ethnicity, gender, time of day/scheduling patterns, persistence into subsequent course work, percentage of students persisting into subsequent course the subsequent semester (914, 015, 101, etc.), percentage of students who succeed in subsequent course work, time to enrollment, number of semesters students to enroll in 914 or 015 upon entrance into the college, and comparison of success rates based on time to enrollment.

b. Quantitative and qualitative data have been reviewed by the department. We are planning to continue examination of this data and other data specific to the department on a regular basis at our department meetings. [See [Basic Skills Improvement](#) and [student equity data](#).]

c. See links in (b) above: The Basic Skills Improvement and Equity Research data is limited in helping us see the facts about students who begin at Crafton and do not stay until transfer. The most recent data available (2010-2011) shows the department's completion rate is 86.2%. This represents an approximate 3% increase from 2006-7, though a drop of about 1% from 2009/10. It is unclear why there has been a drop in the retention rate; however, the recent disruption in funding, reductions in the number of courses available, the loss of full-time faculty positions that have not been replaced by new full-time faculty, and disruptions in student schedules for economic reasons may play some role. Currently there appears to be little data available to support any of these possibilities, though we should certainly be considering these and other measures to gain a better understanding of variables impacting our course completion rate. Regardless, the retention rate in the past five years has certainly improved and there is little reason at this point to believe that the small decrease in rates is a trend. Given that there was a small decrease in the retention rate last year, the department's initial target is to regain the level of retention we achieved in 2009-10, which is 87.4%. [Also, see Attachment - PPR ENGL Data 20112012].

Course Success Rate: The most recent data available (2010-2011) shows the department's success rate has steadily increased over the past five years to 70.7%. This represents an increase of 4.6% over that same time period. The department would certainly like to maintain as high a success rate as possible. Our target will be to increase this rate at least 1% per year. [Also, see Attachment - PPR ENGL Data 20112012].

Our department is currently implementing accelerated curriculum designed to help students move through the basic skills courses faster, as well as norming grades to strengthen instructor grading effectiveness to assure student readiness for progressing to the next writing classes. [Please review our Vision].

5. Performance on Rubric Components

5. Please discuss your program's performance on each component of the applicable evaluation rubric (The rubric is available in Blackboard, the ORP Web Site, and in the PPR Handbook). If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it..

a. Instructional Program Health Evaluation Rubric

1. (Student Learning Outcomes are covered in question 3; do not address them here.)
2. Needs-Based Curriculum (Note: All instructional departments must consider the results of their most recent curriculum reviews in this section.)
3. Scheduling Matrix (Attach your scheduling matrix.)
4. Course Completion Rate (formally retention) (Use the data provided by the ORP to set a target and provide an explanation for the target that has been set.)

5. Course Success Rate (Use the data provided by the ORP to set a target and provide an explanation for the target that has been set.)
6. Full-Time/Part-Time Faculty Ratio (The target is 75% or higher. Use the data provided by the ORP and please provide a reason for any deviation from the target.)
7. WSCH/FTEF Ratio (Use the data provided by the ORP to set a target and provide an explanation for the target that has been set.)
8. Fill rate (The target is 80% or higher. Use the data provided by the ORP and please provide a reason for any deviation from the target.)
9. Alignment with CHC Mission, Vision, and Goals (Describe how your mission, vision, and goals align with and contribute to the college's mission, vision, and goals, as specified in the CHC Educational Master Plan.)
10. (Goals and Objectives are covered in your Three-Year Action Plan; do not address them here.)

b. Noninstructional Program Effectiveness Evaluation Rubric

1. (Service Area and/or Student Learning Outcomes are covered in question 3; do not address them here.)
2. Additional Program Effectiveness Measures (Provide at least 2. If additional measures were discussed in question 4, please refer to those here.)
3. Program Effectiveness Criteria (Please be sure to set a target and provide the reasoning for the target that has been set.)
4. Innovation and Service Enhancement
5. Pattern of Service
6. Partnerships (Describe at least 2 external and/or internal partnerships)
7. Alignment with CHC Mission, Vision, and Goals (Describe how your mission, vision, and goals align with and contribute to the college's mission, vision, and goals, as specified in the CHC Educational Master Plan.)
8. (Goals and Objectives are covered in your Three-Year Action Plan; do not address them here.)

1. **Student Learning Outcomes:** See Question 3.
2. **Needs-Based Curriculum:** We're addressing meeting student curriculum needs by responding to data and SLO results, piloting basic skills compressed courses, and we have completed the transfer degree that meets the State community college requirements. [See Attachment - Transfer Degree].
3. **Scheduling Matrix:** [See Attachment - Matrix 3-Year Review 2011]. Following is explanation of course offerings:
 - Composition classes are offered every semester.
 - With Aaron Race's passing and budgetary cutbacks, English 170, Film Analysis, is on a wish list until we find a replacement instructor and have enough money to offer more literature classes.
 - The English 127 *Sand Canyon Review* Literary Magazine and English 152 Literature and Composition courses are offered every other year.

- The English 260 and 261 British Literature and English 270 and 271 American Literature course sequences are offered every other year.
- English 160 Women's Literature and English 155 Children's Literature are offered every other semester.

4. Course Completion Rate: The most recent data available (2010-2011) shows the department's completion rate is 86.2%. This represents an approximate 3% increase from 2006-7, though a drop of about 1% from 2009/10. It is unclear why there has been a drop in the retention rate; however, the recent disruption in funding, reductions in the number of courses available, the loss of full-time faculty positions that have not been replaced by new full-time faculty, and disruptions in student schedules for economic reasons may play some role. Currently, there appear to be little data available to support any of these possibilities, though we should certainly be considering these and other measures to gain a better understanding of variables impacting our course completion rate. Regardless, the retention rate in the past five years has certainly improved and there is little reason at this point to believe that the small decrease in rates is a trend. Given that there was a small decrease in the retention rate last year, the department's initial target is to regain the level of retention we achieved in 2009-10, which is 87.4%. [Also, see Attachment - PPR ENGL Data 20112012].

5. Course Success Rate: The most recent data available (2010-2011) shows the department's success rate has steadily increased over the past five years to 70.7%. This represents an increase of 4.6% over that same time period. The department would certainly like to maintain as high a success rate as possible. Our target will be to increase this rate at least 1% per year. [Also, see Attachment - PPR ENGL Data 20112012].

6. Full-Time/Part-Time Faculty Ratio: The most recent data available (2010-2011) places the Department's FT/PT faculty ratio at 0.38%; thus the rate of sections taught by full-time instructors is 38% while part-timers teach 62% of classes. This ratio mirrors the ratio in 2006/7. The ratio dropped to 0.29 in 2007-8, but has continuously climbed back to 0.38 over the past four years. The target ratio for full-time to part-time faculty is .75 for full-time instructors, which has never been reached and instead continues to decline. This confirms our belief that the department does not have the number of full-time faculty it should, and supports our requests for the hiring of new full-time faculty to replace those who have retired or have been transferred to other areas. [Also, see Attachment - PPR ENGL Data 20112012].

7. WSCH/FTEF Ratio: The most recent data available (2010-2011) shows our WSCH/FTEF to be 400.75, a number that has increased each year and reached a plateau in the past two years (2009/10 = 399.49). As this measure is closely related to our department fill rate (101.6% in 2009/10, and is 100.8% in 2010/11), these numbers reveal that our lower cap of 25 in English courses has been maximized and no further growth in WSCH/FTEF can realistically be expected. Using the same formulas for achieving the WSCH/FTEF with a classroom expectation of 35/(525), a parallel number for English would be approximately 375. Our target rate will be to maintain that 380 to 385 number though we know we will likely be able to surpass that number yearly - assuming the department's continued willingness to voluntarily provide service beyond our caps, or until we are directed to take steps to lower the WSCH/FTEF numbers in the department. [Also, see Attachment - PPR ENGL Data 20112012].

8. Fill Rate: The department's fill rate has increased dramatically over the course of the past five years. The most recent data available (2010-11) shows the department fill rate to be 100.8%. This is a 6.4% increase from 2006-7 (94.4%). The data suggests that many members of the department have provided full access to their courses through a consistent willingness to voluntarily add students beyond established caps. Understanding that many of our courses are required for graduation, the department has dedicated itself to making sure that we promote the availability of our courses so students can achieve success and graduate in a timely manner. [Also, see Attachment - PPR ENGL Data 20112012].

9. Alignment with CHC Mission, Vision, and Goals:

The mission of Crafton Hills College is "to advance the education and success of students in a high quality learning environment" and the vision is to be the premier community college for public safety and health services careers and transfer preparation. Regardless of student goals, nearly every student passes through the English class or classes' experience. Throughout this document the symbiotic relationship between the English and Reading department is clearly evident.

The **Mission** of the English discipline is to provide quality instruction to foster a solid foundation in reading and writing: in order to prepare students with skills needed for transfer to a four-year institution; in order to prepare students with skills needed to succeed in the workforce; and in order to prepare students with skills needed for life experiences related to writing and reading communication skills. The **Vision** of the English department is to offer excellent teaching and tools for students to be most successful in the most efficient way while maintaining quality curriculum. Our **Goals** are directly aligned to the school's overall mission: "To advance the education and success of students in a quality learning environment." For instance, our primary goal is "To Promote Student Success" and this goal is supported by all of our objectives.

Overall, our department goals align with the CHC Mission, Vision, and Goals.

6. Evaluation

What is going well and why? What is not going well and why? In answering these questions, please include all the areas in the following list, along with any other areas you regard as significant. Please provide a brief analysis of how your unit is performing at serving students on each of the areas listed below.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing

- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
 - Professional development and training
 - Group dynamics (e.g., how well do unit members work together?)
 - Innovation
 - Compliance with applicable mandates
1. **CHC Demographics:** The most recent demographic data available (2010-2011) indicates that the two largest populations served by the English department are Caucasian (50.5%) and Hispanic (32.5%) students. No other ethnicity rises above 6.6%. These numbers are consistent with the overall CHC population. Our students are predominately 19-24 years of age (81.9%), which is significantly younger than overall CHC numbers for those age groups (69.4%). This suggests that we are responsible for teaching many students in their earliest college classroom experiences. The department understands the implication of this data and takes seriously the responsibility to do our best to make courses accessible, meaningful, and relevant to students in order to provide a positive foundation from which they can successfully move forward as they pursue the educational goals. There has also been a continued increase in the number of Hispanic and Asian students served by the department which presents a trend indicating we should be paying more attention to these underrepresented groups by exploring the needs and feasibility of developing ESL strategies, or a program, within the department. As mentioned in other areas of this review, we are also preparing to make a concerted effort to see how we can accelerate the progress of students in developmental English & Reading courses. Because English courses are universally needed for degrees, overall, our target population is assisting any level students to successfully progress to transfer. Additionally, we are targeting assisting basic skills students to move through our course sequences more efficiently and successfully.
 2. **Alternative modes and schedules of delivery** - We offer English 101, 102, and 155 online and 160 upcoming. In addition 101, 102, and 155 have fully articulated honors course outlines approved. We offer classes from 7 a.m. to 9 p.m., Monday through Thursday, and 7 a.m. to 4 p.m. Fridays. One problem area is related to early morning classes. Instructors continually note that many to most students are consistently not fully awake or attentive at this time period; thus our department has eliminated as many classes as possible that are taught early morning. In addition, we have a concern that classes taught during these times do not have emergency, health, and administrative services accessible on an immediate basis. While our online courses are successful in general, there have been quite a few intermittent Blackboard problems that have forced more flexibility with faculty and students alike; however, these problems seem to be close to being worked out. We are planning more online courses such as Women's Literature.
 3. **Partnerships** - We partner/confer with the following entities to better serve the campus and our students: Writing Center to help students help themselves improve their writing and editing skills through peer and expert tutors; Disabled Student Services to assist students who fall within the purview of this office to improve their learning skills and achieve comfort in access to locations on campus; Health and Wellness Center to ensure students have access to medical and psychological counseling; Advising, Counseling, and Transfer Center to assess, advise students as to the best course of action to pursue in

attaining their educational goals at CHC as well as in transferring to four-year institutions; Admissions/Records to help student register for classes and track academic progress; Student Success Engagement to better prepare basic skills student for and expedite their passage in achieving their academic goals; Academic and Student Senates to keep both faculty and students better informed and participate in the decision-making process on campus; CHC Bookstore to coordinate book packages, saving students money and providing easy access to the required materials for classes; Theatre and Fine Arts programs to enhance student involvement with the arts. Our department has and will continue to practice full partnerships and outreach in all these areas as they benefit the students, faculty, and the campus as a whole. Externally, our department belongs to the TYCA NCTE (Two-Year College English Association/National Council of Teachers of English). Thus far, Liz Langenfeld and Ryan Bartlett have attended Learning Community workshops out-of-state and we hope to continue with more instructors becoming involved.

4. **Implementation of best practices** - Include the sharing of resources, use of technology in the classrooms for research instruction, and inclusion of other media in the classroom, use of Blackboard for online and regular course sections for wider student access to course materials and instructor support. We have also begun the systematic process of norming our English courses. That is, we are working to make sure that our department is consistent in terms of quality expectations for specific courses through sessions in which we read, evaluate, discuss, and implement grading according to the results of those meetings. This practice will bring a consistent level of expectation to our courses and helps to ensure students will progress based upon norms agreed to by the entire department. We are especially pleased that we continue to have excellent participation from our part-time instructors to all of our norming sessions which began prior to the spring 2011 semester. To date, we have held norming sessions for ENGL 101, and ENGL 015, and have scheduled a session for ENGL 914 prior to the spring 2012 semester. We are also proud of our learning community partnerships including English and other department faculty; we see a stronger class and campus unity with students participating in these learning communities.
5. **Efficiency in operations** - We continue to review and assess closely the development of educational components of our program. In our reviews, we explored the following possibilities: to provide a holistic approach to programs for at-risk students, addressing their broad range of needs; create more collaboration with other educational institutions; explore the need for incoming students to have linkages between academic courses, student success strategies, supplemental instruction/tutoring/support labs, and proactive advising and mentoring create a positive environment for student development and ongoing persistence.
6. **Efficiency in resource use** - Our department members work closely and effectively with library and tutoring staff in order to offer our students a complete experience in our composition and literature courses, as well as other courses such as creative writing and journalism. We also include technology in our classes as applicable, including the use of a CMS or the Internet to show videos, conduct research, and give tutorials in use of these systems. Our faculty could be much more efficient if all CL rooms included Smart Classroom technology.

7. **Staffing** - In addition to our six full-time staff, we employ approximately 41 part-time faculty to help cover the high demand for English and Reading classes in basic skills as well as required core courses. We are in great need of other full-time faculty as our ability to prepare adequately for classes, advise students during office hours, mentor part-time faculty, assess assignments, and attend committee meetings are being compromised by too few faculty to meet the increasing demands on our time. As such, we are currently launching a hiring committee for one new full-time faculty position.
8. **Participation in shared governance** - Faculty members in our department participate regularly in campus committees and other groups such as Student Success and Engagement (SSE, formerly BSI), Crisis Interventions, User Services, Educational Policy, Honors, Professional Development, Curriculum, Academic Senate, Matriculation, Transfer Center, Title V, and Chairs Council. We currently hold formal English department meetings every other per week minimum and informally a minimum of one time per week to collaborate discussions regarding utilizing regular best practices, scheduling, policy, program review, and any other campus-related topics. Notably, we are proud of our department unity and individual contributions. It has more recently been a challenge meeting with Reading, but we have plans for strengthening our communication with them and also separating our departments because they are working with scheduling and best practices independently already.
9. **Professional development and training** - Our department members satisfy our Professional Development and training responsibilities in a variety of ways, improving in necessary areas for each faculty member. For example, we are currently collaborating to improve online course development and improvement in areas of developing our literary magazine *The Sand Canyon Review* (SCR). Other areas our department members are working on include but are not limited to the following: Blackboard Training and Refresher courses, New Student Orientation Answer Centers, presentations at Part-Time Orientation on student involvement in the classroom, Clicker training, Camtasia and Edustream training, Web Advisor training, Honors Institute research and development, Learning Communities Consortium, DELTA Academy training, Motivation and Classroom Management courses from University of LaVerne (certificate earned), an informational literacy study at CSUSB (headed by Barbara Quarton who tested first year composition students' literacy and familiarity with library research technology), research in direct instruction, guided practice in small and whole class groups, and demonstration of mastery of creating an Institutional Review Board for CHC. Although the department is engaged in many professional development activities, we are finding it increasingly difficult to pursue as many as we'd like due to the increasing responsibilities being placed upon our full-time faculty as the result of the non-replacement of full-time members to the department. The inconsistency of funding for professional development on a campus-wide basis (campus & district funding), and instability in the offering of sabbaticals promotes the idea that professional development is not a priority for the campus and has generally focused us on our responsibilities to campus accountability measures rather than personal, professional growth. Although obtaining the amount of professional development we'd all like to pursue has been a challenge, the department feels confident that we have continued to increase our skill sets.
10. **Group Dynamics** - Our department is proud of our unity, consistent and continual collaboration, and support of each other. Department members, both full and part-time

staff, meet regularly and work actively to create and implement new programs and improve existing ones. Currently we are working on planning and regularly working on scheduling, course reviews, and SLO and ILO development and updates. We also collaborate via e-mail and regular open meetings. We additionally collaborate on developing new ideas and improvement of current programs. All in all, we tightly support one another through constant mentoring (sharing curriculum needs such as sharing syllabi, assignment ideas, and overall program needs). Conversely, we would like to remedy collaborating more with all reading faculty. The location distance and class times make it difficult for all of us to meet more regularly; however, we are continually working on remedying the distance (see #8). [See Attachment - English Meetings Fall 2011].

11. **Innovation** - Even with the impact of current economic conditions, our department members continually discuss and research new ideas such as the use of supplemental instruction, lab components, reassessing the current placement test, development/sustainment of honors curriculum, continued strengthening of our literary magazine through web-based tools and programs. All of our department members are continually open to further strengthening of our overall program. First and foremost, we are committed to students' needs. We continually consider alternative or new ideas to fulfill those needs.

12. **Compliance with applicable mandates** - N/A

7. Vision

7. Tell us your vision: Where would you like your program to be three years from now?

Our Vision is to offer excellent teaching and tools for students to be most successful while maintaining quality curriculum. An upturn in the economy can further develop our program to its fullest potential, so we can best serve students in accomplishing their personal quests.

8. Progress on Prior Goals

Please provide an update on the unit's progress in meeting the goals and objectives identified in your last Three-Year Action Plan.

- **1 - Goal - Promote Student Success**

Promoting student success includes various objectives.

Side Note: Please note that we initially planned 10 goals for our one-year plan. We did not receive any feedback on our one-year review or we would have taken off most of the goals during that time; thus, you will note that we moved several goals off the purview of the 3-Year Plan where we will continue working on them. This is the reason many goals say "Completed."

Priority Rank:

1

Objectives:

- **1.1 - Objective - Complete SLO Cycle and Assess Changes**

Completing and assessing the SLO Cycle and reviewing the need for improvement continue to be an ongoing department discussion. Most instructors continue to complete them and close the loop at the end of each semester. We are currently reviewing results with Gary Williams and discussing improvement for areas, if needed.

We initially planned 10 goals for our one-year plan, so we are moving these goals to become either one of the main objectives of this 3-year plan, or off the purview of this 3-Year Plan where we will continue to work on them.

Priority Rank:

3

Original Start Date:

08/23/2010

Original End Date:

05/30/2014

Revised Start Date:

08/23/2010

Revised End Date:

05/30/2014

Responsible Person:

Liz Langenfeld

Status Code:

Work is Completed

Progress Description:

○ **1.2 - Objective - Reading Program becomes New Department**

This goal has become our 3/3 Goal to address.

Priority Rank:

4

Original Start Date:

08/23/2010

Original End Date:

05/30/2014

Revised Start Date:

08/23/2010

Revised End Date:

05/30/2014

Responsible Person:

Liz Langenfeld

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

○ **1.3 - Objective - Implement Course Area Leaders**

Increase and strengthen communication between full and part-timers regarding course area best practices.

We initially planned 10 goals for our one-year plan, so we are moving these goals to become either one of the main objectives of this 3-year plan, or off the purview of this 3-Year Plan where we will continue to work on them.

Priority Rank:

8

Original Start Date:

08/23/2010

Original End Date:

05/30/2014

Revised Start Date:

08/23/2010

Revised End Date:

05/30/2014

Responsible Person:

Liz Langenfeld

Status Code:

Work is Completed

Progress Description:

○ **1.4 - Objective - Offer Full Complement of English classes**

This Goal is directly related with our need for more full-time instructors. We are in continual discussion of our need to offer a full complement of English classes and more sections of 914, 015, 101, 102, and literature courses.

We initially planned 10 goals for our one-year plan, so we are moving these goals to become either one of the main objectives of this 3-year plan, or off the purview of this 3-Year Plan where we will continue to work on them.

Priority Rank:

2

Original Start Date:

08/23/2010

Original End Date:

05/30/2014

Revised Start Date:

08/23/2010

Revised End Date:

05/30/2014

Responsible Person:

Liz Langenfeld

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

o **1.5 - Objective - Strengthen Sand Canyon Review (SCR) Program**

The Sand Canyon Review continues to be a success and our department is proud of Ryan Bartlett's efforts.

We initially planned 10 goals for our one-year plan, so we are moving these goals to become either one of the main objectives of this 3-year plan, or off the purview of this 3-Year Plan where we will continue to work on them.

Priority Rank:

7

Original Start Date:

08/23/2010

Original End Date:

05/30/2014

Revised Start Date:

08/23/2010

Revised End Date:

05/30/2014

Responsible Person:

Liz Langenfeld

Status Code:

Work is Completed

Progress Description:

- **1.6 - Objective - Video/DVDs and Storage Cabinet AND EduStream videos into Smart Classrooms**

With our new library and funds, we are able to order videos. However, this offer doesn't help with faculty efficiency. There is a lot of time needed to reserve, check out, and return videos. Faculty is seeking funds for them to purchase more films. Faculty are also discussing easier way to stream films into classroom technology.

We initially planned 10 goals for our one-year plan, so we are moving these goals to become either one of the main objectives of this 3-year plan, or off the purview of this 3-Year Plan where we will continue to work on them.

Priority Rank:

9

Original Start Date:

08/23/2010

Original End Date:

05/30/2014

Revised Start Date:

08/23/2010

Revised End Date:

05/30/2014

Responsible Person:

Liz Langenfeld

Status Code:

Work is Completed

Progress Description:

○ **1.7 - Objective - Clean SSA 300+ Rooms & Campus Classrooms**

VP of Instruction and Custodians asked Chairs Council how trash and dust impedes with student learning. All rooms, including restrooms, continue to be a problem for students and faculty who have allergies, and this atmosphere makes for a poor learning environment. The only notable cleaning on campus are trash cans being emptied.

We initially planned 10 goals for our 1-year plan, so we are moving these goals to become either one of the main objectives of this 3-year plan, or off the purview of this 3-Year Plan where we will continue to work on them.

Priority Rank:

10

Original Start Date:

08/23/2010

Original End Date:

05/30/2014

Revised Start Date:

08/23/2010

Revised End Date:

05/30/2014

Responsible Person:

Liz Langenfeld

Status Code:

Work is Completed

Progress Description:

o **1.8 - Objective - Support Services for English Department**

We are understaffed, and with the need for us to belong to additional committees, and attend many meetings, we are in great need of support services. Our request to administrators for more support services will continue.

We initially planned 10 goals for our one-year plan, so we are moving these goals to become either one of the main objectives of this 3-year plan, or off the purview of this 3-Year Plan where we will continue to work on them.

Priority Rank:

6

Original Start Date:

08/23/2010

Original End Date:

05/30/2014

Revised Start Date:

08/23/2010

Revised End Date:

05/30/2014

Responsible Person:

Liz Langenfeld

Status Code:

Work is Completed

Progress Description:

- **1.9 - Objective - Hire More Full-time Faculty**

We have talked with our Dean as well as the VP of Instruction about our great need for more full-time faculty and this discussion will continue. Mark Snowwhite, Daniel Bahner, Damaris Matthews (who was moved from our department without our advisement), and Kiran Rizzak who left our Department for various reasons have not been replaced. Currently, Administration has posted for a position to replace Aaron Race.

We initially planned 10 goals for our 1-year plan, so we are moving these goals to become either one of the main objectives of this 3-year plan, or off the purview of this 3-Year Plan where we will continue to work on them.

Priority Rank:

1

Original Start Date:

08/23/2010

Original End Date:

05/30/2014

Revised Start Date:

08/23/2010

Revised End Date:

05/30/2014

Responsible Person:

Liz Langenfeld

Status Code:

Work is Completed

Progress Description:

- **1.10 - Objective - Smart Classroom Technology for all CL classrooms**

This objective has become one of the major objectives for the 3-Year Review to Promote Student Success.

Priority Rank:

3

Original Start Date:

08/23/2010

Original End Date:

05/30/2014

Revised Start Date:

08/23/2010

Revised End Date:

05/30/2014

Responsible Person:

Liz Langenfeld

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

9. Three-Year Action Plan (Goals, Objectives, and Resources)

Reflect on your responses to all the previous questions. Complete the Three-Year Action Plan, entering the specific program goals and objectives you have formulated to maintain or enhance your strengths, or to address identified weaknesses. Assign an overall priority to each goal and each objective. In addition, enter any resources required to achieve each objective.

- **1 - Goal - Promote Student Success**

The English department is proactive in planning for and providing best practices for optimum student success. All of our objectives relate to this Goal.

Priority Rank:

1

Objectives:

- **1.1 - Objective - Strengthen Developmental Courses to Help Retain Students**

Continue plans to strengthen the developmental courses in English and related Reading areas. This objective includes but is not limited to:

1. Review and assess current semester pilot program of compressed courses.
2. Analyze, discuss, and execute process for eliminating a Reading course to shorten series in order to retain more students.
3. Analyze, discuss, and execute process to require Reading 078 as a prerequisite for English 101 to assure better student success for students who did not test directly into 101.

Priority Rank:

1

Start Date:

08/01/2011

End Date:

05/31/2014

Responsible Person:

Liz Langenfeld

Actions/Activities:

- **1.1.a1 - Compressed Classes Pilot Program**

Review and assess current semester-pilot program of compressed courses and implement more of them if they prove effective.

Responsible Person:

English Department

- **1.1.a2 - Eliminate Reading Course**

Analyze, discuss, and execute process for eliminating a Reading course to shorten series in order to retain more students. Results from the compressed courses will aid in this decision.

- **1.1.a3 - Require READ-078**

Analyze, discuss, and execute process to require Reading 078 as a prerequisite for English 101 to assure better success for students who did not test directly into 101.

- **1.1.a4 - Review of Data**

Continue review of quantitative and qualitative data to strategize one-year program(s) to assist basic skills students to strengthen reading and writing skills so that students successfully reach college-level within one year. For example, we would like to combine reading courses and possibly create more compressed course offerings in order for students to finish reading courses sooner; create tighter alignment between Reading and English courses; this would entail major curriculum changes.

Responsible Person:

Liz Langenfeld

- **1.1.a5 - Strategize EAP testing coordination with high schools for most efficient entrance and best-aligned placement to CHC.**

Responsible Person:

Liz Langenfeld

- **1.2 - Objective - Improve Technology Services and Access to and in Classrooms**

Request Smart Classroom technology services to be installed into all CL classrooms and tailored to suit instructor needs for best practices.

Priority Rank:

2

Start Date:

08/01/2010

End Date:

05/31/2014

Responsible Person:

Liz Langenfeld

○ **1.3 - Objective - Create Reading as a Separate Department**

Separate Reading from the English and Reading Department. Reading instructors are experts in their field and should know best how to serve underprepared students.

Needs of underprepared or prepared students taking reading courses are not necessarily the same as they are for other instructional areas such as English or Math.

Reading department already manages many responsibilities such as preparing scheduling-related documents and measuring basic skills class rates, etc.

Priority Rank:

1

Start Date:

08/01/2010

End Date:

05/31/2014

Responsible Person:

Liz Langenfeld

○ **1.4 - Objective - Continue research and development strategies for ESL curriculum.**

Priority Rank:

1

Start Date:

08/01/2011

End Date:

05/31/2014

Responsible Person:

Liz Langenfeld

- **1.5 - Objective - Hire more full-time instructors to achieve 75/25 ratio and alleviate current full-timer workload**

Priority Rank:

1

Start Date:

08/01/2011

End Date:

05/31/2014

Responsible Person:

Liz Langenfeld

- **1.6 - Objective - Offer more sections, flexible times, and more diverse course offerings.**

Priority Rank:

1

Start Date:

08/01/2011

End Date:

05/31/2014

Responsible Person:

Liz Langenfeld

- **1.7 - Objective - Develop more Learning Communities**

Several high schools, such as Redlands High School, have specific career oriented programs (focusing on Science, History, English. etc.) with the same handful of students going through the same classes for 3 straight years.

Priority Rank:

1

Start Date:

08/01/2011

End Date:

05/31/2014

Responsible Person:

Liz Langenfeld

- **1.8 - Objective - Continue exploring demand for online courses**

Priority Rank:

1

Start Date:

08/01/2011

End Date:

05/31/2014

Responsible Person:

Liz Langenfeld

- **1.9 - Objective - More support services, both administrative and instructional, specifically devoted to both Reading and English areas**

Priority Rank:

1

Start Date:

08/01/2011

End Date:

05/31/2014

Responsible Person:

Liz Langenfeld

- **1.10 - Objective - Continued support for professional development offerings (funding-District and Campus) during in-service days.**

Priority Rank:

1

Start Date:

08/01/2011

End Date:

05/31/2014

Responsible Person:

Liz Langenfeld

10. Comments

Division and Area managers will make comments for this plan here

There are no comments for this plan.

11. Supporting Documents

- [Matrix 3-Year Review 2011.doc](#)
- [PPR ENGL Data 20112012.doc](#)
- [Transfer Degree.docx](#)
- [Eng_F11.doc](#)
- [English Meetings Fall 2011.doc](#)
- [English and Reading Sections by Semester.docx](#)