



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)  
ASGC ADOPTED SPRING 2011

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Department/Program Title: English Department

Date submitted: March 25, 2013

**Key Findings:**

- 1. To facilitate student success, we need to improve retention in all of our courses.** We are currently brainstorming with each other, counselors, and others in our division to work on this issue.
- 2. To improve our ability to use current teaching technology and methodology, we need more access to computerized classrooms and labs.** We are working with the dean and VPI to get an English-dedicated computerized classroom and computerized (drop in) lab. We hope to have at least one of these resources in place by fall 2013.
- 3. From 07-08 to 11-12, in English composition, headcount increased 22%; enrollment increased 20%; section offerings increased 16%; and FTES increased 12%. But during this time of growth no new full time faculty were added.** We will continue to advocate for a new fulltime hire in English.
- 4. As of spring 2013, 57% of our courses are taught by adjunct faculty, yet recent research correlates student success with teaching by full-time faculty (see notes from the RP group presentation at the Compass conference, Cañada College, March 8, 2013).** We will continue making the case that we need more full-time faculty in English.
- 5. To cope with increased demands on our time from administrative tasks (SLOAC and PSLOAC, yearly program review), state mandates (C-ID submissions and approval, new guidelines for maximum units for students,) non-classroom work, and, in many cases, increased class enrollments, we need more full-time faculty.** We will continue making the case that we need more full-time faculty in English, as we have each year since 2006, the year of our last hire.
- 6. We have accomplished many of the program improvement goals stated on our last comprehensive plan including revised CORs, TBA removal, updated literature offerings, updating of the English major, and developing and offering experimental accelerated/integrated basic skills courses.**
- 7. We need more resources to make more progress, and we are concerned that some recent initiatives are being created and taught entirely by adjuncts (ex: CWA).** We will continue making the case that we need more full-time faculty in English.
- 8. We implemented an online writing lab as well as two new integrated/accelerated courses this year.** Each of these courses will be evaluated at our April 12, 2013 meeting.
- 9. TrakDat is an inefficient system that, despite the best efforts and many hours on the part of our faculty as well as the Xenian efforts of the campus coordinator, impedes rather than facilitates our efforts to assess student progress and achievement.** We will advocate for the campus to adopt a different system, one that is transparent, easy to use, and designed to allow multiple instructors to submit data for different sections of the same course.
- 10. We need to publicize our literature offerings.** We are working with our cohorts at the other colleges in the district to create and publicize a district-wide schedule of literature offerings.
- 11. We need to increase enrollments in basic skills courses.** We have updated and publicized our course sequence chart, and we are spending more time explaining our traditional stand-alone



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developmental classes, new online labs, and accelerated/integrated classes to counselors and to students.

**1. Planning Group** (include PT& FT faculty, staff, stakeholders)

Full-time faculty members David Clay, Salumeh Eslamieh, Susan Gangel, Lisa Palmer, Elizabeth Terzakis, Yolanda Valenzuela

**2. Writing Team and Contact Person:** See 'planning group,' above.

**3. Program Information**

**A. Program Personnel**

**FT Faculty:** David Clay, Salumeh Eslamieh, Susan Gangel, Lisa Palmer, Elizabeth Terzakis, Yolanda Valenzuela, Anniqua Rana (ENG/ESL), Jacque Phillips (ENG/ESL), Jeanne Gross (ENG/ESL), Linda Haley (ENG/ESL)

**PT Faculty** Margaret Hanzimanolis, Maureen Bragger, Emily Munson, Alessandra Castello, Richard Compean, Sally Freyberg, Mark Harrison, Duncan Lawson, Doniella Maher, Kiran Malavade, Joan McQuade, Robin Meyerowitz, Michael Nagler, Dave Parrent, Sam Rohde, Elizabeth Schuler, Jill Sumstad, Paulette Vashio, Julie Wilson, Natalia Ades, Beth Sheofsky, Lene Whitley-Putz

**FTE FT Classified** None.

**PT Classified (hrs/wk)** None.

**Volunteers** None.

**Student Workers** None.

**B. Program mission and vision**

We teach people to read, write, and think critically, facilitating their success in coursework across the curriculum and helping them to attain communication skills that will contribute to their growth as individuals and as citizens.

**C. Expected Program Student Learning Outcomes**

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password

<http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>



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List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

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Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat (except that trying to do so will crash a Mac).

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1. Students demonstrate the ability to compose an MLA-formatted essay with a sophisticated thesis statement, compelling analysis, and justified textual references.
  - a. Faculty will assess a selection of randomly chosen essays from English 110, from the previous semester, for evidence of success on this PLO.
2. Students demonstrate critical thinking, inquiry or research-based analysis, and information literacy.
  - a. Faculty will assess a selection of randomly chosen essays from English 110, from the previous semester, for evidence of success on this PLO.
3. Students will write an essay that interprets literature, discusses literary features, and analyzes literature from various critical approaches.
  - a. Faculty will assess a selection of randomly chosen essays from English 110, from the previous semester, for evidence of success on this PLO.

Note: all three program learning outcomes and assessments were updated spring 2013.

#### **4. Response to Previous Annual Program Plan & Review**

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>

(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

1. “Concerned N/A on ENG and READ 836—need important findings and plan for future.”
  - a. Faculty tries to upload SLO data but frequently encounters technical difficulty. To be specific, if an instructor clicks “finished” after submitting data, no other instructor may upload his/her data for that course. This is an ongoing glitch despite repeated reminders to faculty not to click on that button.
  - b. Despite these technical difficulties, we did develop new integrated/accelerated courses at both the 826 and 836 level to help facilitate student progress through the sequence. These courses are currently being taught for the second time and will be evaluated in April 2013.
2. “Great chart for literature; cannot find any for ENGL or READ.”
  - a. Thanks. Please see attached ENGL and READ sequence chart, which will be included in the course catalog as well.
3. “Three-year, not one year, plan is required.”
  - a. We’re unsure to what this refers. We don’t see a place on this document for a three-year plan. We do cycle through our SLOs each 3 semesters for most courses, and we assess our students learning outcomes each semester.
4. “Hiring justification needs to be updated re-TBA hrs. and to be current.”



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- a. Please see attached updated hiring justification form.
5. “Need to state facts not anecdotal information.”
  - a. We use data and facts to support our requests for new hires and equipment. We’re unclear on the context of this comment.
6. On equipment request, “need to state complete source and cost info.”
  - a. This year Mike Tyler told where and how to find information about the equipment and supplier used by the district. Previously we had no idea where to find this information so we used other resources; perhaps this information could be made available to faculty to use when writing departmental equipment requests.
7. “Recommendation for faculty to follow-up with students, when they drop out of or miss classes. The office of research will be unable to give this type of data.”
  - a. Faculty members lack the resources to contact students who disappear. Perhaps we could have a college initiative to follow up with a representative sample of students in order to assess the reasons and strategize about the solutions.
8. On facility needs, “recommend to fully utilize 9-206, which is part of the H&SS division, and work with division dean.”
  - a. This is welcome news. We had been told that 9-206 is a shared resource. It is, in fact, often booked by divisions from across the campus. Now that we know it is intended for our division alone, we are working with the dean to set up a system for 2013-14 in which it will be fully booked by English faculty who need this up-to-date resource.

**5. Curricular Offerings (*current state of curriculum and SLOAC*)**

**All curriculum and SLOAC updates must be completed when planning documents are due.**

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

**Curriculum Committee** <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>

**A. Attach the following TracDat and Curriculum data in the appendix:**

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC)).
- List courses with COR’s over 6 years old (attach documents from [Curriculum Committee](http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/))

None.

Please see attached report. Also, please note that despite the fact that the entire department assessed and attempted to report SLOs, only one instructor's data was recorded and tabulated for many of our courses, due to a technical difficulty that occurs when an instructor clicks “finished” rather than “save changes.”



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That said, since the vast majority of the courses reporting data as well as those not able to submit student learning outcome assessments denote "criterion met," we plan to continue to meet criteria by discussing effective strategies.

### B. Identify Patterns of Curriculum Offerings

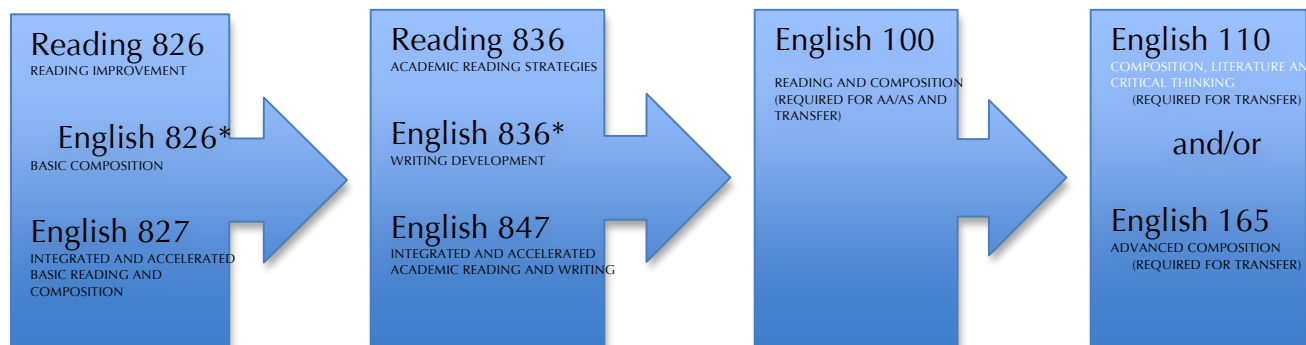
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Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

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## The English Sequence at Cañada College

Enroll in the appropriate English/Reading courses depending on your **placement test scores**.



\*Enrollment in English 826 requires corequisite of English 829 (.5 unit lab course)

\*\*Enrollment in English 836 requires corequisite of English 849 (.5 unit lab course)

#### **Please note:**

You must enroll in both Corequisites at the same time on WebSmart.

The English 829 and English 849 labs meet online and students complete required hours at their own pace.

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## English and Reading Course Descriptions

**Reading 826 READING IMPROVEMENT** (Grade Option) Units 5; Prerequisite(s): None. **Description:** By means of lecture, this course teaches efficient reading strategies and study techniques to improve word analysis, vocabulary, reading comprehension and study skills. Recommendation via College Placement Test. Units do not apply toward AA/AS degree.

**English 826 BASIC READING/COMPOSITION** (Letter grade) Units 4; Prerequisite(s): None; Corequisite(s): Concurrent enrollment in READ 826 and ENGL 829. **Description:** This course improves reading and writing skills through reading non-fiction and short fiction, developing vocabulary, and writing paragraphs. Units do not apply toward AA/AS degree.



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### English 827 **INTEGRATED and ACCELERATED READING AND WRITING** (Letter grade) Units 7;

Prerequisite(s): None; Corequisite(s): Concurrent enrollment in ENGL 829. **Description:** Equivalent to ENGL 826 and READ 826. This course improves reading and writing skills through reading nonfiction and fiction, developing vocabulary, and practicing sentence-level, paragraph-level, and essay-level composition. Efficient reading strategies and study techniques are introduced to improve word analysis, vocabulary, reading comprehension, and study skills. Recommendation via College Placement Test. Units do not apply toward AA/AS degree.

### \*English 829 **READING, WRITING AND RHETORIC** (Letter grade) Units 0.5; Prerequisite(s): None;

Corequisite(s): Concurrent enrollment in ENGL 826. (You must enroll in both Corequisites at the same time on WebSmart.) **Description:** The course helps students succeed in ENGL 826 by offering individualized writing instruction. Students learn to identify and correct errors in grammar, syntax, and mechanics, and to edit their writing for improved clarity. Units do not apply toward AA/AS degree. (The English 829 lab meets online and students complete required hours at their own pace.)

### Reading 836 **ACADEMIC READING STRATEGIES** (Grade Option) Units 3; Prerequisite(s): ENGL 827, or

READ 826 or ESL 864, or 914, or eligibility for READ 836 on approved college Reading Placement Test and other measures as necessary. **Description:** Learn efficient reading strategies to improve vocabulary, comprehension, reader reaction and study-techniques to prepare for college courses across the disciplines. Reading rate flexibility is introduced as well. The natural reading and writing connection is emphasized in assignments. Successful completion of BOTH READ 836 and ENGL 836, or ENGL 847 or ESL 400 is required for entrance into ENGL 100.

### English 836 **WRITING DEVELOPMENT** (Letter grade) Units 4; Prerequisite(s): Successful completion of

ENGL 827 or ENGL 826 and READ 826, or Eligibility for ENGL 847; or READ 836, and ENGL 836 or ESL 400 based on scores on approved Cañada College assessment instruments (placement tests with multiple measures assessment), or \*successful completion of coursework at other colleges/universities equivalent to ENGL 826 and READ 826; Corequisite(s): Concurrent enrollment in ENGL 849.

**Description:** Learn to plan, organize, compose and revise a college-level essay. Write text-based essays, and develop the ability to express ideas logically with detailed support. Review mechanics, grammar, and MLA documentation style. Develop the composition skills necessary to meet standards for entrance to English 100. Successful completion of BOTH English 836 and Reading 836 is required for entrance into English 100.

### English 847 **INTEGRATED AND ACCELERATED ACADEMIC READING AND WRITING** (Letter grade)

Units 5; Prerequisite(s): Successful completion of ENGL 827; OR ENGL 826 and READ 826; OR eligibility for ENGL 847; OR eligibility for READ 836 and ENGL 836 based on scores on approved Cañada College assessment instruments (placement tests with multiple measures assessment), or successful completion of coursework at other colleges/universities equivalent to ENGL 801 or 826 and READ 801 or 826; OR ENGL 827. **Description:** This course integrates ENGL 836 and READ 836, satisfying both requirements. It introduces students to college-level reading and writing, covering thesis construction, organization, development, sentence skills, text-based writing, and effective reading strategies to improve comprehension, analysis, and vocabulary. Successful completion of ENGL 847, OR both ENGL 836 and READ 836 is required for entrance into ENGL 100.



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**\*\*English 849 ACADEMIC READING, WRITING AND RHETORIC** (Pass/No Pass) Units 0.5;

Prerequisite(s): None; Corequisite(s): Concurrent enrollment in ENGL 836. (You must enroll in both Corequisites at the same time on WebSmart.) **Description:** Students receive individualized instruction in the skills taught in ENGL 836, learning to identify and correct errors in grammar, syntax, and mechanics, and to edit their writing for improved clarity. Upon successful completion of the course, students are prepared to write at the college level. (The English 849 lab meets online and students complete required hours at their own pace.)

**English 100 READING AND COMPOSITION** (Letter grade) Units 3; Prerequisite(s): ENGL 836 or 847 or ESL 400 OR eligibility for ENGL 100 on approved college English Placement Test and other measures as necessary AND READ 836 or ESL 400 with Credit or a grade of "C" or better OR eligibility for 400-level Reading courses on approved college Reading Placement Test and other measures as necessary. **Description:** An intensive reading and writing course based on the study of primarily non-fiction materials of culturally diverse writers. Course writing emphasizes the expository and the argumentative forms. Emphasis is placed on writing coherent, compelling essays demonstrating critical thinking skills and the basic elements of building a convincing argument. Transfer: CSU: A2, UC. (IGETC: 1A)

**English 110 COMPOSITION, LITERATURE AND CRITICAL THINKING** (Letter grade) Units 3;

Prerequisite(s): ENGL 100.

**Description:** In this course students read and analyze works of fiction, poetry, and drama and write critical expository essays which demonstrate skills in analysis and critical thinking. Transfer: CSU: A3, C2, UC. (IGETC: 1B)

**English 165 ADVANCED COMPOSITION** (Letter grade) Units 3; Prerequisite(s): ENGL 100. **Description:**

This is an advanced course in non-fiction writing. Students are taught to read and think critically and to write nuanced arguments. Transfer: CSU: A3, UC. (IGETC: 1B)

DEPARTMENT	FALL 2011	SPRING 2012	SUMMER 2012	FALL 2012	SPRING 2013	SUMMER 2013
Literature						
Day	Lit 231 Survey of English Lit I	Lit 151 Intro to Shakespeare			Lit 231 Survey of English Lit	
	Lit 266 Black Lit	Lit 252 Women Writers: Multicultural Perspectives		Lit 200 American Lit	Lit 252 Women Writers: Multicultural Perspectives	
	Lit 372 Myth & Folklore of La Raza	Lit 373 Latin American Lit in Translation cancelled		Lit 372 Myth & Folklore of La Raza	Lit 373 Latin American Lit in Translation	
		Lit 151 Intro to Shakespeare		Lit 441 Film Study and Apprec I		



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Evening	Lit 442 Film Study and Apprec II	Lit 441 Film Study and Apprec I		Lit 442 Film Study and Apprec II	Lit 441 Film Study and Apprec I	
Online						
Comments	<p>The AA degree in English requires 9-15 units in Literature, the exact courses not specified. We should add Mexican-American literature to the rotation because of the Latin American Studies degree.</p> <p>We should offer literature courses in the evening, too, for working students.</p> <p>Alternate Lit 441/442 Day and Evening</p>					

See attached document (the English major)

Note: As you can see from the attached chart, we have a regular rotation of literature 151 (introduction to Shakespeare), literature 231 (survey of English literature, part I) in alternating spring semesters, whereas literature 200 (American literature) is offered in the fall. English majors will benefit from our upcoming addition of literature 232 (survey of English literature, part II), which is being offered for the first time in recent history beginning fall 2013.

**6. Program Level Data**

**A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.**

Tool: [http://www.canadacollege.edu/inside/research/programreview/info\\_packet/info\\_packet.html](http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html)

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Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
  - Reflect and analyze causes of trends.
- 

**6. Program Level Data**

In comparing 2010/2011 to 2011/12, it appears that most factors are relatively constant in our department. We did note a decline in basic skills enrollment this semester, discussed below, and we continue to remain concerned about student retention, which does not necessarily show up in the data since the headcount on the first day of class is not measured.





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Literature data: The data shows a basic consistency in enrollments during the documented years. Variations are due primarily to the variation in course offerings during different semesters. Enrollment, success and persistence could be strengthened with more offerings in literature, and a consistent rotation of courses so that English majors and students in other relevant programs - Latin American studies, for example - could better plan their participation in our literature courses. In addition, we are currently working with the English faculty at our sister colleges to create and publicize a well-rounded literature rotation.

English data: from 07-08 to 11-12, headcount increased 22%; enrollment increased 20%; section offerings increased 16%; and FTES increased 12%. But during this time of growth no new full time faculty were hired.

**B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)**

Tool: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

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Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
  - Summarize assessment results of Program Student Learning Outcomes.
  - Describe and summarize other data that reveals Program performance.
  - Explain how changes in community needs, technology, and transfer requirements could affect the Program.
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English 110 is the key course for English majors (the program in English). Therefore, successful student learning outcomes in English 110 indicates positive program performance.

This semester, we assessed the following PSLO:

*Students will write an essay that interprets literature, discusses literary features, and analyzes literature from various critical approaches.*

We used our stated assessment method:

*Faculty will assess a selection of randomly chosen essays from English 110, from the previous semester, for evidence of success on this PLO.*

Methodology:

- (1) 17 student essays from 5 sections of English 110 were collected.
- (2) Nine faculty participated in the assessment of the essays.
- (3) Each instructor assessed each essay on a scale of 1 (weak) to 4 (mastery).



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Results:

- (1) Each of the essays was deemed to reveal competency (a score of 2, 3, or 4) by a majority of the faculty.
- (2) 4 of the 17 essays were deemed incompetent by a minority of the faculty (4 of the 9 instructors).
- (3) None of the essays were scored the same by all nine instructors. (In other words, none of the essays was given a 1, 2, 3, or 4 by everyone who read it.)

Reflections:

- (1) Overall, although most essays revealed competency, our students appear to land across the spectrum.
- (2) It appears that instructors have varying standards, interpretations, and/or expectations in regards to the SLO.
- (3) This exercise took longer than anticipated and, to be fully useful, requires additional discussion.
- (4) We assessed essays from this semester, which means that some of the work was less well-developed than it would have been had we used essays from the end of the semester.
- (5) The PSLO needs to be revised, as it doesn't state what we meant it to state. Possible revisions (to be discussed at April departmental meeting): "Students will write an essay that uses a clear critical approach to analyze literature" or "Students will write an essay that analyzes a text using a specific literary theory" or "Students will write an essay that analyzes literary features using an appropriate theoretical approach (e.g. new criticism, gender analysis, reader response, structuralism, etc.)."

**C. Other Considerations**

The placement test results show a significant decline in student enrollment at the Reading 826 and English 826 levels over the past several years (see attachment "Placement by Course Summary"). The placement test results for Reading 836 and English 836 also show a less-significant decline. The placement test results for English 100 do not show an increase in enrollment. It appears that this pattern in enrollment is one of many reasons why we had to cancel several sections of stand-alone and accelerated integrated reading and English classes at the 826 and 836 level this semester, Spring 2013.

Three of our faculty met with the counseling department this semester to discuss other possible factors that might be causing this decline in enrollment in our department's developmental classes. Counselors' opinions included the following: the new online labs (English 829 and English 849), which are co-requisites to English 826 and English 836, frustrated and discouraged students when they tried to enroll in both courses through WebSmart; the purpose of the new online labs was unclear to students and counselors were not sure what to tell them about the content and form of delivery (hybrid or completely online) for these classes; the classes were cancelled too soon, before the end of the second week of school; more students are working and cannot take as many classes; classes are more expensive; financial aid policies have changed; new repeatability rules have come into effect; some students do not take their basic skills



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classes first because they prefer to take transfer-level classes; and students are dealing with other major personal challenges.

After reflecting on this discussion, we recognize that we need to spend more time describing the content, purpose, delivery and expectations of our traditional stand-alone developmental classes, new online labs, and accelerated/integrated classes to counselors. We also recognize that the counseling department has gone through some recent changes in staffing, so there are newer counselors who would benefit greatly from this type of orientation.

The director of counseling, Kim Lopez, is also considering giving more student orientations to new students closer to the beginning of the semester and during the first week of school because developmental students, especially students at the 826 level, tend to register later, often just shortly before the semester begins or during the first week of school. She hopes to enroll more students at the developmental level this way.

Our faculty is also considering attending some of these student orientations to make short presentations about our reading and English sequence and why it is important for students to take their basic skills classes first.

### **7. Action Plan**

Include details of planning as a result of reflection, analysis and interpretation of data.

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#### Guidelines:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
  - Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
  - Identify questions that will serve as a focus of inquiry for next year.
    - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
    - > Describe what you expect to learn from the assessment efforts.
- 

Please see 6B, above, for data and assessment results for PSLOs. We will be discussing our results at our upcoming meeting, revising our PLO, and determining how to improve our process for the next assessment cycle.

During an English department meeting in April, we will evaluate the success of our new integrated/accelerated basic skills courses. Specifically, we will compare the student persistence and success rates in these new courses with the outcomes for our students in our stand-alone developmental courses.



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In addition, we will evaluate the new online writing labs to make sure that they are contributing to student learning without creating undue burdens. We have already worked with Jai Kumar in the bookstore to develop a plan to lower student costs for the textbook. Beginning fall 2013, the discounted lab text will be included as part of the materials fee for the course, so students will have it at the beginning of the semester.

Since in our experience innovative and interesting teaching leads to improved student outcomes, we are continuing the plan implemented in January 2013 of discussing one course in particular at each department meeting. This enables us to discuss challenges and compare strategies and student outcomes.

Finally, as pressure builds to offer more courses online, we need to find more stringent means to compare the outcomes—and student body--of our online courses with outcomes in our face-to-face courses to make sure that our program continues to meet the needs of all students.

## **8. Resource Identification**

### **A. Faculty and Staff hiring requests**

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#### Guidelines:

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
  - Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.
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The department has not been able to hire any new full-time faculty since 2006.

#### **PART A.**

### **1. Identify current Comprehensive Program Review and current Annual Program documents with position need and justification in the annual plan.**

Our most recent comprehensive review (2011) noted that we have documented our need for new instructors every year since 2006, the date of our last new hire, but have not been granted funding. Since English is a requirement for transfer programs, all degrees and many certificates, our English department provides courses for the majority of Canada's students. Many of our students must first fulfill prerequisites for English classes before they can enroll in transfer courses.

During spring 2013, 23 of our courses were taught by full-time English faculty whereas 38 courses were taught by adjuncts, including all of the English courses for the entire College for Working



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Adults. This means that less than 40% of our courses are taught by fulltime English faculty whereas state guidelines recommend that at least 70% of courses should be taught by fulltimers. There are currently 6 fulltime English/reading professors and 18 adjuncts, making it difficult to assess student needs, develop new programs to meet those needs, and to engage in forward thinking planning.

**2. Identify specialized knowledge (area expertise) or training needed for the discipline/program.**

Given current developments in education, we need a new faculty member who:

- 1) has experience teaching online
- 2) has developed and taught accelerated/integrated basic skills courses
- 3) has interdisciplinary expertise such that s/he can help in the development and offering of innovative cross-disciplinary courses in areas such as history and sustainability studies.
- 4) Is well-versed in statistical analysis, as we find an increasing part of our workload has to do with data collection and analysis.

**3. Identify extraordinary program development and/or needs (for example: laboratory oversight, industry connections, student mentoring etc.)**

Our new online and face-to-face writing labs require more faculty available in the writing lab (currently part of the learning center) as well as faculty coordination of the online writing labs.

To continue requiring service learning in some of our courses, we need to coordinate with the community and local institutions.

As English faculty serve on the academic senate, AFT, Student Equity committee, Honors' Advisory community, CIETL, Basic Skills committee, SLOAC, distance education, study abroad, learning community committees, professional development committee, hiring committees, partnership with CSU East Bay and SF State, performance evaluation task force, Latin American studies development committee, and various other initiatives, we also need "more hands on deck" to help take care of daily tasks and administrative requirements.

Finally, since even with a new full-time hire our department will continue to be staffed predominantly by adjunct faculty, we continue to need release time to coordinate communication with our large adjunct faculty in terms of student learning outcomes for the various levels of courses, reading/writing/skill levels for our courses, and course requirements.

**4. Describe any future needs for the discipline/program.**

As of 2012-13, we seem to be experiencing a demographic shift as more basic skills students are priced out of higher education and the state places greater emphasis on student retention and success. Our department has already initiated several steps to try to accelerate basic skill student



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progress by developing and offering accelerated and integrated courses, but those courses require continued refinement and promotion.

An increasing number of students are also interested in taking courses online, which requires continued and perhaps accelerated faculty training to meet student need in this area.

As always, we are committed to working with colleagues in local and state-wide committee work, curriculum development, interdisciplinary and learning communities, hiring committees, writing across the curriculum, advising student organizations, and academic governance.

Similar projects include honors course development, Distance Ed, articulation and curricula issues, basic skills programs, Word Jam, CWA, interdisciplinary courses in sustainability and history, work on grant projects such as the COMPASS initiative to increase student transfer to CSU East Bay, and various student success efforts.

**5. Describe any future economic, community, or government initiatives/mandates this proposal is addressing.**

**Economic:** A skilled and literate workforce in all career paths is crucial to our national and regional economic recovery. Currently our faculty is working to develop pathways with our transfer partners such as San Francisco State, so our students will more clearly understand the pathways to successful transfer and careers. In addition, if the college goes forward to encourage the enrollment of foreign exchange students, English will be a core requirement.

**Community:** Part of the college's stated mission is to provide opportunities for improving reading, writing, and critical thinking skills. These are basic requirements of English courses.

**Government:** As just one example of new mandates, on a state and national level, the successful re-entry of returning veterans and their families to college depends on offering a decent selection of English, reading, and literature courses.

**6. Describe any budgetary implications of the proposal.**

There may be a temporary budget increase with a FT instructor instead of adjuncts, but the long term budget benefits in better student success and retention and improved programs will be significant.

A higher fulltime faculty to student ratio will allow for more on-campus interface, and increased one-on-one support, which is so crucial to our students' success.



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Some adjunct positions may have to be downsized to cover the cost of a new position. But to achieve more stability, engagement with students and other campus communities, we need a more robust fulltime instructor presence.



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**PART B. How the position helps to meet the College's mission and goals.**

**1. How is the request in line with the goals of the strategic plan?**

This request aligns with **Goal Two:** Improve Student Success in Transfer Programs, **Goal Three:** Strengthen Workforce Programs, and **Goal Four:** Improve success, retention, and persistence of students who are in basic skills classes.

The English department needs an additional full-time faculty member to increase our ability to achieve these goals. A full-time faculty member who is fully engrossed in college-wide activities, current updates, and the historical scope of the institution will aid in students' success.

**Goal Two:** Improve Student Success in Transfer Programs

We are well aware that English courses are among the 'gate-keeper' classes that either propel students toward their transfer goals or, if students are ill-prepared or ill-taught, restrict them from achieving their goals. We teach the reading, writing, and critical thinking skills necessary for success here and after transfer.

We also help highly motivated students to transfer to top universities. Our faculty has been instrumental in creating and teaching transfer-level honors' courses and sending students to the regional honors' symposia, as well as helping students edit and revise their applications for transfer and scholarships.

In addition, over the last year we finalized the English major, which is consistent with the transfer major curriculum for all CSUs. However, enabling students to complete the English major requires offering courses in literature, film, and creative writing. According to the most recent data, we have 72 English majors on campus yet we are offering very few literature courses to address these students' needs. In addition, we need more staff in order to be able to support these students as they work toward their major and transfer. We need experts in multicultural literature in English, African American literature, film studies, multimedia studies, veterans' issues, and expertise in interdisciplinary issues, for example in sustainability and ethnic studies.

We would like to offer more learning communities at the transfer level. For example, currently one English faculty member is developing a composition course focused on environmental issues, which she is working to align with CSU East Bay's sustainability studies program. She also helped developed and plans to help teach an interdisciplinary sustainability forum, which will introduce students to this vital area of study through material drawn from biology, art history, economics, and fashion design. Another fulltime faculty member has developed and is offering a learning community with history. Similarly, plans are in the works (but currently shelved for lack of time) to create a learning community with biology.

We also would like to develop more writing across the curriculum on campus. Our new writing labs will be structured to assist students with improving their writing ability in all courses, and we are interested in working through the new writing center to help other faculty and their students in this area.





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Finally, we want to continue creating more connections and learning pathways to transfer institutions for our students. Recently our college has received two COMPASS grants to create more clear pathways from Cañada to CSU East Bay. The goal is to implement the recommendations of the ACCU outlined in "College Learning for the New Global Century," namely creating avenues for increased collaboration among students, facilitating the transitions from high school to community college to transfer, and making the relevance and importance of the skills we teach visible to students through capstone projects, interdisciplinary coursework, and 'real world' applications including service learning.

Given this recent grant-writing success, we would like to have more bandwidth to work on writing grants so that we could afford a computerized writing lab, which we have been advocating for since 1998.

**Goal Three: Strengthen Workforce Programs**

We see instruction in reading, writing, and critical thinking as instrumental in all courses, workforce, GE, and transfer. English faculty is developing a sustainability course and forum that will link biology, economics, fashion, and English.

**Goal Four: Improve success, retention, and persistence of students who are in basic skills classes.**

As this goal points out, "An increasing number of students entering Cañada will require one or more remedial courses to succeed in subsequent college-level work. These students will require extra help in math, English, and/or reading. The success of these learners--many of whom are minority, first-generation, and/or low-income students--will determine the long-term viability of the College's transfer and career and technical programs. It is likely that the College will be doing more in this area, rather than less. Moving current and future students through required remedial sequences in an expeditious manner while maintaining quality outcomes is a critical task."

In addition, Goal Four of the Strategic Plan Action Plan (September 20, 2007 Draft) states that we need to:

2. *Assess the effectiveness of our programs, including obstacles to success, retention and persistence*
4. *Explore the benefits of integrating reading and writing classes.*

For each of these goals, a new full time faculty member who has expertise in developmental education will help us assess our current programs and develop effective strategies for helping our developmental students succeed.

**2. What unmet needs will this position address (student, district, community)?**

This position will help the department to enhance its offerings through a faculty member who is dedicated to reaching both the pre-transfer and the transfer population's needs. Currently, the department's courses and faculty are spread among a variety of offerings: stand-alone basic skills and transfer English and reading courses; literature courses; basic skills and counseling learning communities; basic skills, transfer, and counseling learning communities; the College for Working Adults, which has just been expanded; honors



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courses; interdisciplinary learning communities (Sustainability course); partnerships with the library; workshops for students; and the summer and winter break English course readiness program (Word Jam). The majority of these offerings are staffed by adjunct faculty, demonstrating the need this department has for an additional full-time member. In addition, the faculty member will work with other faculty in the department, the college, and the district to identify gaps between high school curricula and our own, so that we may work with the high schools to help our incoming students be better prepared for college-level work. These needs are recognized in the Strategic Plan as well (Goal 2, Goal 3, and Goal 4).

#### **3. How will this position enhance retention or produce college wide growth?**

English courses are "gate-keeper" classes in that they serve to teach students the skills necessary to advance in their majors and move on to transfer. Yet we recognize that making sure we meet student needs while also promoting retention and success requires vigilance and ongoing reflection and training. Full-time faculty has the ability to commit to this goal, engage in faculty development in these areas, and experiment with promising retention and success strategies in ways that may not be feasible for an overworked freeway flyer.

#### **4. Describe how the position supports a pathway to student educational goal completion (certificates and/or degree) or GE transfer certification.**

Student educational goal completion begins with their English and reading course; therefore, it is imperative that the English department is cohesive, well-coordinated, and thriving. Our department has worked hard to create courses and programs that extend beyond basic course offerings. We have dedicated and capable adjuncts, but we realize that a full-time faculty member would be instrumental in aiding students toward a path of success. A full-time faculty member who understands college policy, has built connections with faculty and staff across the campus, and has the committed time to develop and enhance department programs will be an asset to students in our department.

### **C. Historical Data Criteria Supporting Request**

#### **1. Discuss Department/Discipline/Program enrollment and student service trends the proposal addresses.**

- i. The English department "Program Review Department Data Packet" notes that our total student headcount has increased from 1643 in 2007/8 to 2019 in 2011/12. Our section offerings have increased from 87 to 101 in that same time period. However, we still have just six full time faculty members, which means that adjunct faculty have taught an increasing share of the students and sections (15% increase).
- ii. Given that our contract stipulates that transfer-level English writing courses are limited to 26 students, the fact that our average enrollment is 25.1 students suggests that most of our courses are at or over full capacity.
- iii. A very low percentage of native-track English and reading basic skills students use the tutorial services at the Learning Center. According to the data collected by the director of the learning



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center, Rita Sabbadini, the number of these students who use writing/reading tutors for these development classes per semester are the following: S'08= 26 students, F'08=28, S'09=48, F'09=33, S'10=27, F'10=42, S'11=48. A much higher number of ESL and Math students use the tutorial services. Our point is that we need more full-time faculty to help us create a stronger link between our students and the tutorial services. Some students do not find tutors to be very effective, so we need more full-time faculty involvement in tutor training. Also, we hope to draw more students to these services through the writing center.

- iv. The data show that we are above average for retention and average for success. This may be due to the fact that the reading 826 courses build student-orientation and success strategies into the curriculum (ie. how to be successful in the classroom, study habits/strategies, SEP, links to counseling courses). Success and retention rates increased with the establishment of College Success. However, we note that our overall success and retention rates have been declining slightly over the last five years in the same period that enrollment of first-year students has increased. This speaks to a greater need for teaching of basic college success strategies, which we can do in our classes, as well as better full-time faculty/student ratios so that we are available to support our students.
- v. Changes in enrollment status seem to be attributed to the offering of the learning communities: 2008/2009: increase in first-time students, 2009/2010: increase in continuing students. The availability of reading 836 sections affects continuing students. Learning communities require a larger time commitment than stand-alone courses. This limits access for some continuing students, especially since the learning communities replaced stand-alone sections. As a result, we would like to request an additional reading 836 section, to accommodate second-semester, continuing reading students.
- vi. We attribute the decrease in first-time students (2009/2010) and increase in returning students (2009/2010) to changes in the economy, requiring our most economically challenged students to be deterred from school. Full time faculty will help in addressing these needs.
- vii. The trends show that there is a steady increase in enrollment per section (30 students on average). From our experience, the success rate will increase with smaller class sizes.
- viii. In our reading courses, there has been a dramatic increase in the percentage (and gross number) of students without high school degrees (from 14% to 17%; and from 82 students in 2006/7 to 182 students today), suggesting that more of our students are coming with lower levels of prior educational attainment, which increases the demand on the instructor to teach to a wide-level of challenged students.
- ix. According to the program review department packet, we have experienced a steady increase in load, from 495 in 2006/7 to 522 in 2010/11. Particularly in English composition courses, which have contract-stipulated student enrollments of 26 students each, this shows that we are working at or beyond our capacity. Maintaining this level of 'efficiency' necessarily impacts our ability to fully engage in other essential aspects of the college.



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**B. Professional Development needs**

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Guidelines:

- List faculty and staff professional development activities.
  - Describe faculty and staff professional development plans for next year.
  - Explain how professional development activities improved student learning outcomes.
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I. Faculty professional development activities:

Salumeh Eslamieh

Committees: AFT, AB540 task force, Professional Development, Basic Skills

STOT I certification

Planned and taught integrated reading/writing courses at 2 levels

Su13 Teaching first online classes (E100 and E110)

Fa13 Teaching first Honors class (E110)

Sally Freyberg:

Attended CCCC in Las Vegas March 2013

Completed online Reading Apprenticeship program

Attended "Cognition & Communication after Brain Injury in Student Veterans" at the V.A. Hospital on March 30th (2012).

Susan Gangel:

Editor of *blueprint*, an active venue for student publication

Published in *AWE Gallery Collective Poetry Series*, *SF Peace and Hope*, *Otoliths* magazine, *Poetry Bites* magazine

Published Chapbook: *Constellations* (with Kit Kennedy and Terry Turrentine)

Jeanne Gross:

Leading Math and ESL Faculty Inquiry Group

Teaching ESL 924 in an unlinked Learning Community with MATH 110, taught by Michael Hoffman

Attended Educators for Fair Consideration Conference in Berkeley, January 2013

Participating in effort to bring E4FC Creative Writing Coordinator to lead two creative writing workshops entitled Immigration Stories: Storytelling for Healing and Advocacy

Margaret Hanzimanolis:

Presented at the Coalition of Contingent Academic Labor X conference, Mexico City

Presented at the 2013 MLA annual conference in Boston

Attended the Campaign for the Future of Higher Education (CFHE) strategy session, Sacramento



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Created a chart of comprehensive PT pay and benefits analysis for forthcoming CPFA newsletter  
Attending the California Part Time Faculty Association (CPFA) conference at Mt Diablo College

Lisa Palmer:

Attended AAC&U COMPASS conference (increase student transfer to the CSUs)  
Working on AAC&U COMPASS grant with CSU faculty to create sustainability program  
STOT II certification  
AFT Treasurer (Fall 2012)  
Professional Development Funding Committee  
English department coordinator

Jill Sumstad:

Word Jam Summer 2012 and Spring 2013  
CompClass Online Lab Co-Coordinator December 2012 - May 2013  
STOT I Training - Certified December 2012  
Cañada College Preview Day Presenter - March 2013  
STOT II Training - will be certified in May 2013  
Pilot e-portfolio Program

Elizabeth Terzakis

Attended CCCC  
Autism workshop at Cañada

Yolanda Valenzuela

Basic Skills committee  
AB540 Task Force  
Mental health workshops at CSM  
Autism workshop at Cañada  
Attended Conference for College Composition and Communication

II. Professional development needs for 2013-14

- (1) release time and training in statistical/data analysis
- (2) more training on TrakDat (or for the district to adopt a more intuitive system)
- (3) more training in ways to encourage student retention
- (4) professional development time to learn from each other about successful teaching strategies
- (5) training in ways to increase success among various student populations (veterans, learning disabled students, African American and Pacific Islander students, etc.)

III. Correlation between faculty professional development and student learning outcomes:

Through our many and various professional development activities, we become more proficient educators. We learn about the most recent developments in our fields, the latest teaching strategies, how to employ



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technology effectively for teaching reading and writing, and how to deal with current challenges in the classroom. A wide body of research indicates that having well-educated and up-to-date faculty correlates with student success.

**C. Classroom & Instructional Equipment requests**

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Guidelines:

- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
  - Explain how it will serve Department/Program/Division/College needs.
  - List the requests (item description, suggested vendor, number of items, and total cost).
  - List special facilities and equipment that you currently use and require.
- 

List:

Please see attached facilities and equipment needs request.

Rationale:

Document cameras allow students and instructors to view material together. They replace obsolete overhead projectors. Also, they will allow instructors to project material from a portable memory device

Computerized labs and classrooms will allow faculty to teach reading, writing, and online literacy using current teaching methodology and resources. This has the benefit of teaching composition the way it is generally practiced today as well as enabling our students—some of whom are on the computer-less side of the digital divide—to become technologically literate. This is an important skill in today's workplace as well as in people's personal lives.

To meet the needs of our students, we need both a computerized classroom, for instructors who consistently use technology in their courses, and a computer lab, for instructors who require computer work weekly or bi-weekly and thus could share a lab. The lab will also serve as a space for instructors to bring their students when introducing them to the online writing labs, which are co-requisite with our developmental composition courses.

Current use:

Our department has been relying on access to a few computer labs in the business division; an increasingly obsolete and consistently inefficient and time-consuming laptop cart that serves 3-117; and drop-in access to 9-206, depending on availability.

**D. Office of Planning, Research & Student Success requests**

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Guidelines:

- List data requests for the Office of Planning, Research & Student Success.
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- Explain how the requests will serve the Department/Program/Division/College needs.
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Data requests:

Success/retention data: English and Reading 826 and 836 success/retention rates as compared to our new accelerated integrated courses

Drop-out data: how many students do we lose each semester?

Late-add data: how many students are unable to register each semester due to oversubscribed courses?

New/old system data: how many students will we 'capture' fall 2013 due to the dean's creation of 'shadow courses' as opposed to the old system?

All of these requests will help us to better adjust our program to accommodate student needs.

**E. Facilities requests**

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Guidelines:

- List facilities requests.
  - Explain how the requests will serve the Department/Program/Division/College needs.
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As explained above (see **Classroom & Instructional Equipment requests**) we need a dedicated English computerized classroom as well as a dedicated English drop-in computer lab. We currently rely on the business division for the few computerized classrooms spaces available as well as 9-206, which is shared by many other programs, and the poorly designed flexible lab in 3-117.

Having a dedicated English computer classroom and a dedicated English computer lab will allow those instructors who have integrated technology into almost every aspect of their teaching to do so while allowing instructors who use technology to supplement their other work to have that opportunity as well. Students will benefit by learning composition as it is generally practiced today even as they increase their technological literacy, which is another, necessary contemporary skill set for personal and professional life.