1. Program Overview

Review Title: English Department Program Review 2016

Review Type: Instructional

External Regulations: Not External

Departments (Disciplines): English Language Instruction for College, and English

Mission of the Program:

LLA Mission Statement:
To encourage students to improve their writing and verbal skills to develop a better understanding of themselves, their own culture, and the cultures and languages of other non-English speaking peoples.

LLA Division Core Values:
* Providing creative, quality instruction in a supportive environment;
* Empowering students to grow as individuals and engage as citizens;
* Respecting everyone in our work environment;
* Fostering the integrity of students and faculty;
* Cultivating joy in our everyday work interactions.

Overview of the Program:

The English program has three major functions.

1) It prepares students who take its developmental composition sequence (English 49 and 50) for success in its transfer level composition courses (English 101, 102, and 103) and in other courses throughout the college that require writing.

2) The program offers English 101, a cornerstone graduation requirement, the only course that satisfies Area 1A for the CSU system and follows the IGETC pattern. The program also offers English 103, one of four courses that satisfies Area 1B and follows the IGETC pattern.

3) The program also introduces students to literature and prepares, develops, and supports English majors.
Program Activities and Accomplishments:

English Department faculty are active on campus-wide committees and initiatives, in leadership roles on campus and at the state level, and as organizers of on-going cultural events:

1. Two English Dept. Acceleration Committees are currently implementing a paradigm shift in how basic skills English courses are taught at MJC. Several faculty have participated in trainings:

   Andrew Kranzman was part of the inaugural group and completed the Faculty Leadership Training with the California Acceleration Project; and
   Andrew Kranzman and Dan Schmidt attended “CVHEC Corequisite Remediation at Scale, California State Institute” in March 2016 hosted by the Central Valley Higher Education Consortium.

   Others have attended related seminars and conferences. This involvement has resulted in the development of English 45, an accelerated class that bypasses English 49 and 50, to be piloted in Fall 2016. English 45 allows students to complete the developmental sequence in one semester rather than two.

   A second co-requisite-style acceleration course that combines English 50 and 101 is also being planned. This course will allow students to complete the transfer-level English in one semester rather than two.

2. English Professor Shelley Circle helped organize the Great Teachers Retreat at Asilomar during the summer of 2015, and thirteen English faculty members attended (half of our department).

3. For the last two years, our own Promotions and Special Events committee secured ASMJC funding for an author series that invited published authors Brian Turner, Dimitri Keriotis, and Gary Soto to speak to city-wide audiences.

4. Members of the English Department are active in the Celebration of Humanities contest (Jim Beggs, organizer); the Civic Engagement Project (Jason Wohlstadter, organizer), and the NEH-funded initiative entitled "Search for Common Ground: Culture in California's Central Valley" (Theron Westrope, co-organizer), English also co-sponsors the "Peace/Life Center Essay Contest."

   English has led two well-attended FLEX activities: "Classroom Interventions: Diffusing Dangerous and Disruptive Student Behavior" (Institute Day, Spring 2015); and "How to Get a FT Job" (March, 2016). The college-wide FLEX activity on effective classroom management of disruptive students was the result of a year-long conversation/professional development activity in English.

The English Department has people in leadership roles across the campus:

5. Nita Gopal is Assessment Chair Michelle Christopherson is the Faculty-board Liaison Shelley Circle is Elected Academic Senate Secretary and on the Curriculum Committee where she has revised and updated the English dept. AA-T, assisted the Spanish department to complete and submit their AA-T and is currently developing Guided Pathway for all English AA-T majors.

6. Shelley Circle has been active with curriculum development on the state level: She helped draft C-ID descriptors for 3 levels of Basic Skills courses, 085, 090, and 095 and worked on Basic Skills FDRG and finalized descriptors for all 3 levels; she has served as an English Course Outline of Record (COR) reviewer for State Academic Senate.

7. A cohort of English professors attended the Reading Apprenticeship (RA) training at Cabrillo College in the Fall of 2015.

8. Andrew Kranzman, Shelley Circle, and Dan Schmidt attended the Achieving the Dream Conference in February of 2016.

9. Annaliese Hausler Akpovi and Michael Schultz are on the First Time in College (FTIC) committee.

10. A number of English faculty have completed Mike Smedshammer’s three-part MJC Master Online Instructor training including Emily Malsam, Shelley Circle and Debbie Gilbert, among others.

11. This year we have begun to conduct regular norming sessions for English 50 and 101 to ensure that our large faculty body assesses student work consistently.

   English faculty are publishing, presenting at conferences, and being invited to speak and teach:

1. Sam Pierstorff published poems “Dear Syrian Refugees” at The Huffington Post and “Pulling-Up” in I-80 Review, a short story, “Life Without Power Steering or How a Muslim Family Parks,” at The Normal School Literary Magazine, and another story, “Soda Bottles & Zebra Skins,” was featured in an anthology of Muslim American writers entitled Salaam Love (Beacon Press) and as a result was invited to read at Harvard University.

   He was selected by the Gallo Center for the Arts to be a “Teaching Artist” in their “Creativity at the Core” program (2015).

   He was also keynote speaker at Hickman’s Literary Conference for Kids (2016) as well as at Patterson Unified School District for the 7th-12th grade English teachers.

2. Dan Schmidt published an article "In the Name of the Father: Male Voice, Feminist Authorship, and the Reader in Gilead” in Renaissance 66.2 (Spring 2014).

3. Optimism One had an essay called "Babysitter of the Year” published in Crab Creek Review (2014), "Goodbye, Suicide" will be published in an anthology "Show Me Your Scars" (In Fact Books), and "Chain-link Fences and Barbed-Wire..."
Regret" by Scintilla Press.


He has been invited by Solano Community College to be a visiting writer.

6. Chandra Howard was a contributing author for the textbook Information Literacy in the Digital Age (Bridgepoint Education, Inc., 2015).

7. Debbie Gilbert was invited to teach in China at The Guangdong University of Foreign Studies as Fulbright Scholar (Spring/Summer 2015).

English faculty continue to achieve degrees:

1. Optimism One received an MFA in Creative Nonfiction in 2014 from Sierra Nevada College.

2. Andrew Kranzman was awarded a PhD in English Literature from Michigan State University in 2015.

3. Michael Schultz was awarded an M.F.A. in Creative Writing from Chapman University in 2015 and a T.E.S.O.L. certificate (Teaching English to Speakers of Other Languages) from Anaheim University.

2. Response to Prior Year

Previous Program Review Commendations:

From Manager:

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Previous Program review Recommendations:

From Manager:

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Describe how your program has responded to these commendations and recommendations.

No Response

In a previous year, the college funded the Resource Requests listed below. You provided a proposed measure of effectiveness at that time. Please "close the loop" by analyzing the actual effectiveness of each item.

<table>
<thead>
<tr>
<th>Item Funded</th>
<th>Proposed Measure of Effectiveness</th>
<th>Analysis of Actual Effectiveness</th>
</tr>
</thead>
</table>

3. Program Personnel
Program Personnel:

No personnel currently associated with this review

Fulltime faculty retirements or other departures last review:

7

Adjunct Faculty Spring:

35

Adjunct Faculty Fall:

30

Anticipated Staffing Changes:

We have gained a new, permanent dean since our previous program review. Jillian Daly was hired from our faculty in 2013.

In 2015, we also saw some reorganization in our division office. Daisy Carter moved from Administrative Technician to Administrative Secretary in June. As of March 2016, the Division Technician position is once again opened and needs to be filled.

These administrative positions are instrumental in providing consistency and a division knowledge base for our faculty and students.

4. Student Learning Outcomes

Institutional Learning Outcomes (ILO) Assessment Executive Summary:

Our ILOs cover five major areas of student learning and success:

Communication
Information and Technology Literacy
Personal and Professional Development
Creative, Critical and Analytical Thinking
Cultural Literacy and Social Responsibility

Summary: When we write our course learning outcomes, assess them and analyze them, we align the CLOs to our program learning outcomes (PLOs) and the PLOs to our Institution Learning Outcomes. The mapping teaches us how well our institutions promised student outcomes are being achieved--where might problems exist--how can we solve those problems to better our students' experience, learning, and success, not only at our school but beyond and in life.

Program Learning Outcomes (PLO) Assessment Executive Summary:

Our English AA-T program outcomes are as follows:

1. Read, comprehend, and evaluate a variety of texts and various forms of media.
2. Write clear, organized work in a style suited for its purpose and audience.
3. Create professional-looking written work that shows careful editing and properly document sources.
4. Demonstrate an appreciation of literature by reading and analyzing works from various genres, periods, and cultures.

In English, we use a variety of assessment strategies to make sure that our activities align with the program's outcomes. The PLOs form the foundation for our CLOs. Not only do all English classes build in analysis and academic writing and communication, but we also come together as a department to discuss the written work of our students.
General Education Learning Outcomes (GELO) Assessment Executive Summary:

Our GELOs are as follows:

Demonstrate proficiency in LANGUAGE AND RATIONALITY by:

Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.

Demonstrating critical thinking in the analysis and production of communication.

Demonstrating the ability to find, evaluate, and use information in a variety of formats.

How do we assess this? In two ways:

1. We make sure that our CLOs align with the GELOs;

2. We make sure that everything we do in our courses is based on the GELOs. For example, between English 101 & English 103, the "awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking" is covered; so also "critical thinking in the analysis and production of communication" and "the ability to find, evaluate, and use information in a variety of formats."

ENGL 101 is the prerequisite for 103, and our students are well trained in information literacy in 101 (the third GELO) and are trained extensively in the first two GELOs in 103. Though both classes cover all the GELOs, we emphasize specific areas in each so that students build on the skills they learned in the previous class.

In conclusion, the overall expectation of student learning in the English program accomplishes the General Education Learning Outcomes.

Has this program made adequate progress on assessing outcomes since the last program review?
If not, provide a plan to meet the outcomes assessment expectations of the college:

Outcomes assessment is of tremendous importance. We're beginning to enter information in a new database (eLumen) that will allow us to capture and view data to provide us with an overall picture and incentive to target problem areas and create action plans to improve student success.

5. Curriculum

Courses not reviewed within the last 5 years

<table>
<thead>
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<tbody>
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<td>ENGL 173 - 03/31/2009</td>
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<tr>
<td>ENGL 174 - 03/31/2009</td>
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<td>ENGL 175 - 03/03/2009</td>
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<td>ENGL 48 - 03/31/2009</td>
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</table>

Provide your plan to bring courses into compliance with the 5-year cycle of review:

English 173, 174, and 175 will be submitted for review before the end of Spring semester, 2016.

We are aware that English 48 is out of compliance. We were considering making this a non-credit course, which is why the update was delayed. This course will be updated by end of Spring 2016.

Courses not taught within last 2 years

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<tr>
<td>ENGL 174 - 06/14/2004</td>
</tr>
<tr>
<td>ENGL 176 - 08/31/2009</td>
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</table>
Provide your plan to either inactivate or teach each course:

English 174 was inadvertently left out of our Literature offerings and AA-T degree. We just recently discovered this and have since updated and added this course back in to our degree so that it can be taught.

The English Dept. has agreed to inactivate English 176, Intro to Mexican Literature (March 2016).

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards overseen by this program?:

Yes

Are there plans for new courses or educational awards in this program?:

Yes

Describe the new course(s) or award(s) you intend to create:

In Fall 2016 we will pilot multiple sections of an accelerated basic-skills course, English 45: Accelerated Composition: Reading, Writing, and Reasoning.

We are also in the research phase of developing a corequisite integrated reading and writing course that will blend our one-below English course (ENGL 50) with our transfer-level English course (ENGL 101).

What need or rationale supports this action?:

A desire to close exit points for developmental students, increase student completion rates of transfer level English, and close equity gaps.

When do you expect to submit these items to the Curriculum Committee?:

ENGL 45 has been approved by the Curriculum Committee and the State Chancellor's Office.

We expect to submit a course outline of record for the corequisite course in the fall of 2016.

6. Trend Analysis

Enrollment, Retention, and Success Trends

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<td>Success Rate</td>
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With the economic recession over and the California Community College system moving to fund greater access, softer beginning fill rates have not impacted MJC English courses, which remain quite strong.

Overall trends in MJC beginning and census fill rates from 2010-2011 to 2014-2015 were -12% and -10% respectively, while English program rates are as strong now as they were at the height of the recession, with a slight increase of +1% in census fill rate and equal beginning fill rate.

The 2014-2015 English program fill rates at census of 103% indicate significant extra effort on the part of faculty who have taken on significant extra workloads to accommodate wait-listed students.

English program retention and success rates have been climbing and are exceeding 2010-2011 rates by 5% in both categories, indicating robust program performance amid a general softening. This strong performance in retention and success of English students is especially notable given our greatly disadvantaged student demographic who, held to transfer standards, stay and pass our courses. This success reflects superior department leadership and faculty commitment to student equity and success.

The demand for English composition courses outpaces the program’s ability to seat enough students, with high wait lists (5720 students) amid department-wide enrollment of 9120 students in 2014-2015. With retirements, promotions, and reassignments, the English department needs to add human resources in order to meet the student demand and comply with the state-mandated ratio of 75% full-time : 25% part-time faculty.

The Fall 2015 department faculty ratio was 59:42, indicating the need for 4+ growth positions not only to comply with state requirements, but to meet the demands of students, which will in turn create true growth for both the students and the college.

Has there been any changes in these rates since the last program review?
Each year, the English department works hard to serve the needs of the many incoming and completing students who need to take developmental and transfer-level English courses. We are nearly back to the total number of full-time faculty as we had in 2010, dipping below throughout 2011-2014.

Currently, we continue to grow as a department, as the needs of students continue to grow. In order to meet these needs, we are using more and more adjunct faculty each semester. This past year, committees hired more than thirteen new part-time faculty. In fact, in 2014-2015, we increased our need for part-time faculty by more than 2 full FTEF.
MJC’s commitment to student success and equity is extremely apparent through the number of FT teaching lines we’ve been permitted to hire in recent years. In 2015-2016, we hired two FT instructors and one FTT instructor. In 2016-2017, we expect to hire two more FT instructors and one FTT. As a result of these recent hires, English is up FT faculty despite recent retirements.

Many of our full-time faculty are working outside of the classroom in-full or in-part. For instance, Michelle Christopherson is working as Faculty Liaison for the Senate and Union. Nita Gopal is also working as Assessment Coordinator. In 2014-2015, we had an average of 5700 students on waitlists, so the need to hire is great.

Another important point to note is that full-time overload in the English department is low. English faculty work a challenging load in terms of writing instruction and student contact hours, and, therefore, do not take on the kind of overload that other department faculty do. Over the four-year trend, English faculty have actually decreased the amount of overload they teach from year to year. This is testimony to the amount of work required for writing-intensive courses and the commitment of English faculty to provide quality basic skills instruction in their base load.

While English faculty would like to provide more opportunity for students entering and completing their AA or AS degrees, and while English faculty certainly wish for the extra compensation that comes with teaching overload, the demands of teaching writing-intensive courses makes this nearly impossible for most full-time faculty.

Location Trends

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</table>
An analysis of the past five years of data reveals that the English department’s location trends are the opposite of those for the college at large. Although there was a dip in course offerings midway through the cycle (12-13) for both entities (the English department and the college), each showed obvious general trends—just in contradictory directions.

While over the past five years the college has decreased its course offerings on East campus by 5%, the English department has increased its course offerings on East campus by 59%. Likewise, over the past five years, the college has increased its offerings on West campus by 15%, while the English department has decreased its offerings on West campus by 37%.

Lastly, the department’s distance education offerings have decreased 20% from 2010, while the college’s distance education offerings have increased 17%. The department is experimenting with a hybrid modality for English 50. An explanation as to why we have decreased our online offerings in ENGL while the college has increased, is that we have found that in ENGL 101 classes, the retention rate from beginning to census drops on average around 30%. In the higher levels (103 and literature) the retention rates are better and we have maintained our online offerings in those areas. The data, though, does not disaggregate by course.

The department’s program review histories and analyses do not reveal if the drop in West campus offerings was planned, and/or if the rationale for trending in the opposite direction of the college (especially considering the opening of the new Community Science Center). Five-unit basic skills courses require more room space/time than three-unit transfer level courses, impacting specific course offerings on each campus.

English department faculty make a recommendation in this category: Given the decrease in course offerings on West, and an increase in offerings on East, we need to reevaluate the need for more course offerings on West.

**Productivity Trends**
Writing instruction places huge demands on English faculty in terms of quality, individualized feedback on high word count assignments. Because of this demand, faculty in this area teach slightly fewer students.

In terms of any discussion on writing course caps, it is important to note that the Conference on College Composition and Communication states, "The improvement of an individual student's writing requires persistent and frequent contact between teacher and student both inside and outside the classroom. It requires assigning far more papers than are usually assigned in other college classrooms; it requires reading them and commenting on them not simply to justify a grade, but to offer guidance and suggestions for improvement, and it requires spending a great deal of time with individual students, helping them not just to improve particular papers but to understand fundamental principles of effective writing that will enable them to continue learning throughout their lives. The teaching of writing, perhaps more than any other discipline, therefore requires special attention to class size, teaching loads, the availability of teaching materials, and the development of additional resources that enhance classroom instruction."

The 2015 CCCC recommendations are that transfer-level writing sections should be limited to 20 students, and developmental writing courses should have no more than 15 students. At MJC, our developmental composition courses (English 49 and 50) are capped at 29, and our transfer-level (English 101 and 103) are capped at 27 students. Our data shows most instructors add students well over the college's average.

The CCC further recommends that "No English faculty members should teach more than 60 writing students a term. In developmental writing classes, the maximum should be 45." At MJC, transfer-level writing instructors teach at least 108 students per term. Developmental instructors teach at minimum 87 students per term.

In other words, English faculty members at MJC regularly teach nearly double the recommended numbers of students per term. The English program pushes well beyond the number of students it can effectively accommodate in composition courses.

In addition to high demand for required writing courses and basic skills, the English program also maintains a literature program, one that struggles because faculty only receive 20% load for teaching each one of these transfer-level classes (which are also writing intensive).

Furthermore, there are limited literature courses offered per term as discourse shifts values away toward liberal education ideology and more toward instrumentality; therefore, faculty members rarely get to teach the same literature course in the same academic year, requiring new preps. Significant curriculum revision becomes needed; this load inequity is having an adverse effect on the literature part of the English program.

Time of Day Trends
### Time of Day Trends

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<td>380</td>
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<td>Other</td>
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<td>No College Value loaded</td>
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<tr>
<td>Missing</td>
<td>53</td>
<td>54</td>
<td>59</td>
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<td>150</td>
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</tbody>
</table>

### Courses by Time

**English**

- Morning
- Afternoon
- Evening
- Hybrid
- Distance Ed
- Other
- Missing

**COLLEGE**

- Morning
- Afternoon
- Evening
- Hybrid
- Distance Ed
- Other
- Missing
The Data for 2014/15 for the English department continues to show an accommodation of student growth for course offerings by time of day. In comparison to 2013/14, there appears to be a continued growth trend in courses offered in the morning, afternoon and evening. Additionally, afternoon courses show an even higher growth rate, which continues to suggest overall growth in our English program.

However, Hybrid and Distance Ed course offerings are down in contrast to a peak in courses realized in 2013/14. Although this trend is in keeping with college wide overall data trends for Hybrid and Distance Ed courses, it might be worth considering other strategies to better accommodate future students with a desire for English courses offered in other modalities of instruction. As per the previous recommendation, students might be better served by more training of online faculty and more varied course offerings. (See previous mention of distance and hybrid trends in Location Trend Analysis.)

7. Long-range Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as opportunities or threats to your program or an analysis of important subgroups of the population you serve.

All students at the college must pass through the English sequence, creating a continual bottleneck of unmet needs. Further, looking at both student success and student equity data has led to many discussions on how to increase our classroom and overall English Composition completion rates. The department is actively engaged in rethinking our program in many ways and has engaged in the following:

New Curriculum Ideas:

1. Development of Accelerated courses
   a. ENGL 45 Developmental Accelerated Model to begin in fall 2016
   b. ENGL 101 Plus Accelerated Co-requisite Model to begin in fall 2017
   c. Continued use of compressed course offerings (until gradually replaced with acceleration)

2. Guided Pathways Discussion
   a. Development of a two-year English A.A. pathway
   b. Interest in a college-wide discussion specifying pathways

3. Changing Assessment for Transfer-Level Readiness
   a. In the past year, the English dept. has opened up a series of varied assessment tools that now allow students to bypass the Accuplacer test and enter directly into ENGL 101
   b. Interest in exploring changes to cut scores and/or using high school GPAs as assessment

4. Creating Linked Classes
   a. Interest in linking ENGL 45 with FTIC courses
   b. Interest in linking non-credit Library Learning Modules with ENGL 101 or 50

5. Working with Support Services
   a. Exploring more Supplemental Instruction and/or embedded tutors in our basic skills courses
   b. Creating stronger relationships with our Counseling Liaisons and Success Specialists

6. Professional Development
   a. Year-Long Project on Classroom Management and Student Success
   b. Faculty read A Faculty Guide to Disruptive and Dangerous Student Behavior, and time at monthly division meetings was spent in discussion or with training (Guests: Lloyd Jackson, Lonita Cordova, Francisco Baneleros and Laura Yager). The result has been about a 40% drop in student complaints and conduct reports.
   c. Norming Sessions have Returned (to assure grading accuracy across the department)
   d. Strong Adjunct Mentoring and Support Committee
   e. Over 43 new adjunct have been hired in the past 2½ years (across the division), resulting in the need for strong, detailed orientations each semester and a mentoring program

7. Student Equity and Basic Skills Conference and Retreat Opportunities
   a. Over half of the English dept. attended the Great Teachers’ Retreat in Asilomar in August 2015, resulting in a gestalt shift in the department.
   b. Many English faculty have attended a series of conference and training opportunities,
Including CAP Acceleration Training Institute and day-long seminars, Achieving the Dream, Online Conference in San Diego, and FTIC in Florida.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.:

Given the above, we expect the following to occur in the next several years:

1. Exciting opportunities for increased success of our basic skills students through a variety of curriculum modalities—esp. acceleration. We know this model to be successful and expect increase success rates in the next several years.

2. Increased success through exploration of new assessment tools, including the CAI and experimentation with GPAs and cut scores.

3. Increased full-time English staffing due to college needs. The college has begun to recognize the need for more full-time faculty in the needed areas of English and Math, giving the department new opportunities to hire faculty with different ideas and experiences in the new curriculum modalities being piloted elsewhere.

4. Continuing professional development opportunities, including another year-long project focused on a reading/book to stir discussion on student success and attendance to the next Great Teachers’ Retreat.

5. A need to do more student outreach to build the English major, and protect some of our valued Literature courses.

8. Resource Requests

Resource Requests:

<table>
<thead>
<tr>
<th>Name</th>
<th>Resource Type</th>
<th>Sub type</th>
<th>Budget Object Code</th>
<th>Level</th>
<th>Est. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Instructor</td>
<td>Personnel</td>
<td>Full-Time Tenure Track</td>
<td>Instruc-Reg(classroom faculty)</td>
<td>Mission Critical</td>
<td>$100,000 Annual</td>
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<td>23 inch monitors for computers</td>
<td>Technology-Hardware</td>
<td>Equipment&gt;=5K</td>
<td>Desired</td>
<td>$5000 One-time</td>
<td></td>
</tr>
</tbody>
</table>

9. Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your dean or manager and the Instruction Council (or any other appropriate campus governance body).

English continues to be a highly functional department, in terms academic and cultural events. Not only do we continue to be an intellectual beacon on campus and in the community, but we are also in the process of radically revising our pedagogy and curriculum for basic skills courses. For instance, faculty serve on committees such as PSEC and CEP; individuals host community events like poetry slams. In terms of interdepartmental collaborations, faculty advise on Writing Center endeavors and host and attend Great Teachers Read Great Books events with MJC library staff.

Faculty have also attended numerous basic skills oriented conferences and workshops, such as the Asilomar Great Teachers Retreat (2015), the California Acceleration Project Faculty Leadership Training (2015-2016), Achieving the Dream (2016), and the Central Valley Higher Education Consortium Corequisite Summit (2016). This commitment to student success and retention has resulted in a departmental paradigm shift in revamping our basic skills sequence.
We add students above-and-beyond class caps continually; we’re working outside of our department consistently in shared governance positions, many of them leadership (Academic Senate, Curriculum Committee, FTIC). English is an incredibly engaged department, crucial to the success of MJC.

10. Managers Comments

Commendations: The English program continues to be robust with stronger fill rates than the college overall, and increasing success rates in the past five years. The program will have a total of seven new tenure-track faculty (replacements/growth) beginning fall 2016, infusing the department with renewed energy and idea. The following are noted achievements:

• Full department engagement in student equity and success strategies, including a year-long professional development project in class management and better understanding and communication with students, and a full syllabus review in spring 2016. Over half the department attended the Great Teachers’ Retreat: Asilomar 2015.
• Curriculum innovation with the creation of ENGL 45 and 11 pilot sections in fall 2016 and the creation of an ENGL 101 Plus pilot group. Continuation of compressed composition course offerings.
• Increased professional development in Acceleration Curriculum models, Reading Apprenticeship, FTIC, and student equity.
• Agreement to decrease literature offerings to better meet the needs of students who must complete the composition sequence.
• Strong working relationship with ASMJC to bring the Visiting Authors Series to MJC, including Gary Soto in spring 2016.

Recommendations:
1. Improve assessment of CLOs and PLOs to assure 100% assessment according to the matrix.
2. Create more outreach to increase English majors at MJC.
3. Create ENGL 101 Plus COR in fall 2016, and begin discussion to lower the unit value of ENGL 45.
4. Review ENGL 49 and 50 for possible reduction of units to align with state CI-Ds (when released).
5. Continue work in increasing student equity.

11. Instruction Council Comments

Commendations:
Recommendations:

12. Outcome Assessment Workgroup Comments

Commendations:
Recommendations: