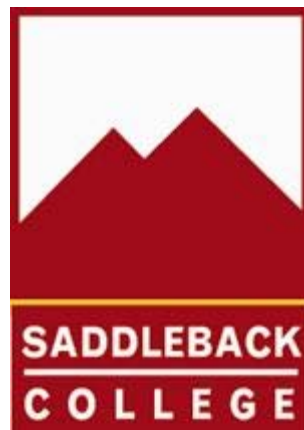


Instructional Program Review Template

**Saddleback College
Program Review for English**



Submitted Fall 2007

Table of Contents

Team Members and Approval Page.....	1
Program Review Checklist	X
Program Overview.....	X
Review Report	X
Needs Assessment.....	X
Appendices.....	X

Program Review Team Members and Approvals

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Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
Fall 2005	Contact Program Review Chair for orientation
Fall 2005	Form Program Review Team
Fall 2005	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
Fall 2005	Solicit input from faculty and students
Fall 2005	Determine if additional research is needed
Spring 2007	Contact College Research Analyst if necessary
Summer 2007	Write Program Review report
Fall 2007	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Presentation to the Planning and Budget Committee

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

The Saddleback College English department is dedicated to ensuring that students of diverse backgrounds have the appropriate, necessary skills and information in critical thinking, writing, and cultural literacy to successfully meet the demands and requirements of their college work.

The mission of the English program directly supports the mission of the College and the College's goals:

SADDLEBACK COLLEGE MISSION STATEMENT

To provide access to learning opportunities that promote student success; to foster intellectual growth, individual expression, and character development; and to support a dynamic and diverse environment of innovation and collegiality.

SADDLEBACK COLLEGE GOALS

The primary goal of Saddleback College is to provide a comprehensive postsecondary education and a full range of student services. Emphasis is placed on open access to all students, including a changing and diverse student population. Academic success and student achievement are joint responsibilities of the students, the staff, and the College. To this end, the College will:

1. Provide educational programs leading to the Associate in Arts and Associate in Science degrees.
2. Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals.
3. Provide a meaningful general education program including baccalaureate-level transfer and occupational curricula.
4. Provide necessary developmental, remedial, and basic skills instruction so that students may be successful in their chosen course of study.

B. Historical Background and Unique Characteristics of the Program

The English department has offered developmental and transfer level composition courses, creative writing courses, and literature courses since the College was founded in 1967. Individualized writing instruction in a lab setting has been available to students intermittently over the years. During the last decade, the department has embraced technology—witnessed by the development of a computer lab component for ENG 300, Beginning Writing; the scheduling of many composition courses in computer classrooms; and the development of three online composition courses.

Since the 1970s, when transferability of composition classes was threatened by class caps of 40 students, composition classes have remained capped at 25, thus ensuring the student/teacher ratio necessary for quality instruction. Student success is strengthened by matriculation testing, the use of validated placement guidelines, and strictly enforced pre-requisites on all writing classes (Eng 200, Eng 1A, Eng 1B) except ENG 300, an entry-level composition course.

Literature offerings reflect the nationwide trend to move beyond traditional Western texts to include multi-cultural works, analyzed through appropriate critical perspectives. Three years ago, the department added ENG 160, *Literary Magazine*, to its complement of creative writing courses and began publishing *Wall*, an award-winning student publication.

C. Progress Since the Last Program Review

This is the first program review conducted by the English department.

D. Current Strengths, Opportunities, and Challenges

Strengths

The English department continues to provide quality instruction in the areas of composition, creative writing, and literature. According to a 2005 student survey, students in English classes were highly satisfied with their instructors and the quality of their learning experience. Approval ratings in the mid-80s may, in part, be attributed to the College's commitment to cap composition classes at twenty-five students, ensuring an opportunity for individualized instruction in skill development classes.

Assessments of Student Learning Outcomes in 2005 and 2006 exceeded department expectations. Still, the department continues to revise curriculum to meet the changing needs of our students and reflect nationwide trends in

education and to mine the expertise of our faculty. This includes the use of multi-cultural materials and technology.

For over twenty years, the department has sponsored writing contests at the high school and college level. The recent addition of ENG 160, Literary Magazine, to creative writing offerings resulted in an award-winning student publication, *Wall*.

Opportunities

Over the years, the English department has made several attempts to provide a Writing Lab for students. Only recently, with the creation of the Writing Center, now housed in the library, have we been successful. Under the direction of one very dedicated faculty member, the Writing Center provides a much-needed resource for Saddleback College students and instructors. With the continued support of the liberal arts division dean, the Writing Center will someday have a director, two instructional aides, and increased hours, transforming it into an exemplary Writing Center. Once the Library renovation is completed, Saddleback students will have a state-of-the-art Writing Center.

The demand for distance education composition courses brings an opportunity for growth to the English department. Since classroom space is unnecessary for online classes, there are no physical restrictions on the number of sections that can be offered each semester.

Challenges

With no facility of its own, the English department struggles to maintain a sense of identity and collegiality. Classes are scheduled in all academic buildings on campus, and faculty offices are scattered across campus. More off campus classes are scheduled than in any other division.

The District's refusal to fill all vacant positions has taken its toll on the English department. Currently, 63% of English department courses are taught by fifty-five associate faculty. Over the past ten years, as enrollment continued to climb, the number of full-time instructors continued to decline. The current policy of hiring replacements for new vacant positions—with no catch-up provision—means we will never regain the six positions we've lost. Departmental growth, SLOs, Program Review, Accreditation, hiring committees and other departmental duties all lead to a negative drain on our full time faculty.

To ensure the integrity of online instruction, the department must develop training programs, resources, and mentoring opportunities for instructors new to online instruction.

Section II: Review Report

A. Faculty and Staff

Faculty and staff consist of the following:

- a. 16 full-time instructors (One on permanent disability, one on temporary leave)
- b. 60 associate instructors
- c. 1 administrative assistant
- d. 1 dean/administrator

POSITIONS NEEDED

Administrative: assistant dean of English

The tremendous growth in the number of sections offered each semester as well as the growth in associate faculty required to staff those sections justifies the need for an assistant dean of English. The assistant dean's responsibilities would include the following:

1. oversee the Writing Center and the Writing Center director;
2. oversee the Writing Center Steering Committee;
3. develop Matriculation validation studies;
4. ensure proper composition testing and placement;
5. work with the dean to make scheduling decisions;
6. oversee testing for Student Learning Outcomes;
7. hire, mentor, and oversee associate faculty;
8. represent the English department on committees.

Faculty: 6 – 10 additional full-time positions

The English department is woefully understaffed. The District's practice of not filling vacant positions has had a devastating impact on the department. Over the last decade, the number of full-time English faculty has dwindled from 22 to 16, despite constant, predictable growth in enrollment. From the Fall of 1996 to Fall 2006, enrollment in English composition classes climbed from 2,650 students in 106 sections to 3,650 in 145 sections.

Poor record keeping makes it difficult to track losses and provide justification for hiring: some positions lost to retirement have been mysteriously reclassified as *eliminated*; one new English hire is listed as a replacement for a retired instructor in another department.

Currently, 63% of English department courses are taught by *associate*

Faculty, furthermore, 70% of the composition program is taught by *associate faculty*. During the Fall 2006 semester, fifty associate faculty taught 102 of the 146 composition sections offered. Understandably, it's impossible for department chairs to recruit, evaluate, supervise, and mentor such a large complement of adjunct instructors. Any attempt at quality control puts an unfair burden on department chairs who must teach five classes each semester and attend to other department and Writing Center responsibilities.

To bring the department back to the Fall 1996 faculty/student ratio, six additional full-time faculty positions are needed. In light of steady growth during the past ten years, four additional positions are needed, totaling ten full-time positions.

Writing Center: Writing Center director

In addition to hiring composition instructors, the department must hire a Writing Center director to implement changes in the Center's goals. Some of the director's duties would include the following:

1. chair the Writing Center Steering Committee;
2. advertise the Center/meet with counselors;
3. develop writing across the curriculum materials/train faculty;
4. address the Basic Skills Initiative;
5. help content-area faculty;
6. plan and oversee workshops;
7. find and preview software;
8. work with content-area faculty to help ENG 310 students;
9. suggest ways to implement new technology into the composition classroom.

Staff: 2 instructional aides; 1 secretary

In addition, two instructional aides, each scheduled for 25 hours per week, are needed to support a substantial increase in lab use. This increase was prompted by a curriculum change implemented in Fall 2006 requiring ENG 300 students to enroll in one of 23 sections of ENG 301, a lab now held in the Writing Center. This change increased the number of students using the Writing Center from 58 per week to 372.

A secretary is needed for clerical work associated with SLOs, matriculation, associate faculty, writing contests, scheduling, and all other department business. This position could be 50% English and 50% in another area, for example, Honors.

B. Curriculum and Instruction

MISSION AND GOALS

Course offerings in the English department support the College's mission and goals by providing students with the opportunity to obtain an AA degree in English literature; to satisfy general education requirements for four-year institutions, AA and AS degrees; and to develop their writing and critical thinking skills to ensure success in their academic careers. These opportunities also reflect the mission of the department: to ensure that students of diverse backgrounds have the appropriate, necessary skills and information in critical thinking, writing, and cultural literacy to successfully meet the demands and requirements of their college work.

Table B.1 summarizes the educational goals of students enrolled in English classes.

1. Of those students taking *below transfer-level composition*, approximately 35% do so to satisfy AA degree requirements and transfer; 10% to transfer without an AA; 19% for vocational purposes; 23% for personal or professional enrichment; 13% undecided.
2. Of those students taking *transfer-level composition*, approximately 43% report taking the class to satisfy AA degree requirements and transfer; 1% to transfer without an AA; 17% for vocational purposes without transferring; 5% for personal or professional enrichment; 12% undecided.
3. Of those students taking *literature and creative writing* classes, approximately 37% report taking the class to satisfy AA degree requirements and transfer; 13% to transfer without an AA; 16% for vocational purposes; 21% for personal or professional enrichment; 13% undecided.

Table B.1: Educational Goals, 2006

	AA/Transfer	Transfer w/o AA	Vocational	Enrichment	Undecided
Below Transfer-level Composition	35%	10%	19%	23%	13%
Transfer-level Composition	43%	1%	17%	5%	12%
Literature & Creative Writing	37%	13%	16%	21%	13%

The fact that students who are unsure of their educational goals enroll in composition and literature classes indicates they realize the value in strengthening their basic skills regardless of their career path. Clearly, these statistics suggest that the courses offered by the department support the College's mission and goals (See Appendix D).

METHODS OF EVALUATION

English Department Student Survey, Fall 2005

At the end of the Fall 05 semester, the English department surveyed all students enrolled in composition, creative writing, and literature courses. The survey revealed that of the 946 students surveyed, 93% were first time students or continuing/returning Saddleback students, suggesting that the reputation of the College and that of the English department draws students to the program.

Of the 59% indicating transfer to UC or CSU as a reason for enrollment, 33% report CSU transfer plans. The 18 – 23 age group accounted for 83% of respondents with 32% of those surveyed working between 20 – 29 hours per week. Sixty percent were taking 9 – 14 units; 20%, 15 – 17 units.

Thirty-four percent indicated a preference for morning classes; 27%, early afternoon classes; 11%, late afternoon classes; and 17%, a 6:00 or 6:30 p.m. start time rather than the traditional 7:00 p.m. (9%). The data suggests that attracting more evening students may be as simple as scheduling some evening classes at earlier start times. Overall, 94% of respondents indicated that English classes were scheduled at convenient times.

Fifty-six percent indicated a preference for twice a week, 1½ -hour sessions; 33% preferred one, three-hour session; 5%, half online; 3% online. Only 2% preferred three, one-hour sessions. Our current schedule reflects these student preferences.

Forty-nine percent report reading at least 90 – 100% of the assigned readings; 25% report reading 80 – 89%; 11%, 70 – 79%; 15%, less than 50%. These figures suggest that instructors should review their course requirements to ensure that students are accountable for the assigned readings.

Eighty-three percent reported that the course met their expectations, with 13% remaining neutral. Eighty-seven percent reported that there were adequate assignments to determine grades, with 10% remaining neutral. Eighty-four percent thought their basic skills were adequate for the course, with 12% remaining neutral. Eighty-one percent indicated they would consider taking another English class, with 12% remaining neutral. Eighty-four percent indicated

they would recommend the class to others, with 12% remaining neutral. (See Appendix E.)

STUDENT LEARNING OUTCOMES, 2005 — 006 (See Appendix C)

1. Of the ENG 1A students surveyed, 89% indicated that the feedback they received on their writing was helpful, exceeding the 80% goal set by the department.
2. Of the ENG 1A students surveyed, 87% indicated that the instructor made them think critically about course content, exceeding the 80% goal set by the department.
3. According to College databases, 89.9% of those students who passed ENG 1A with a C or above passed ENG 1B with a C or above, exceeding the department's goal of 75%.

STUDENT LEARNING OUTCOMES, 2006 — 2007 (See Appendix C)

1. According to Par Score analysis, 74.7% of Fall 2006 ENG 300 students scored 70% or higher when asked to identify sentence fragments and recognize ways to correct them, meeting the department's goal of 75%. The same test was administered in Spring 2007. According to Par Score analysis, only 63% of students scored 70% or higher, suggesting the need for further discussion and testing.
2. According to Par Score analysis, 78.31% of Fall 2006 ENG 300 students scored 70% or higher when asked to identify the topic sentence of a paragraph, exceeding the department's goal of 75%. The same test was administered in Spring 2007. According to Par Score analysis, only 68% of students scored 70% or higher.

The decrease in test results from the fall semester to the spring semester may be the result of a smaller pool of ENG 300 students or the presence of a greater number of unsuccessful ENG 300 students repeating the course. To gather more data, ENG 300 students will be tested again next year, using the same SLOs.

3. According to the College databases, 84.8% of those students who passed ENG 300 with a C or above passed ENG 200 with a C or above, exceeding the department's goal of 70%. The department will track grades from Fall 2006 to Spring 2007.

IMPROVEMENT OF INSTRUCTION

Curriculum Change

A Title III grant awarded to the College in the late 90s provided funding for a Writing Lab. Since then, the name has changed to the Writing Center, reflecting a shift in philosophy and use. Once only a tutoring facility, the Writing Center now hosts writing workshops for students, responds to faculty needs in the content areas, and houses the required co-requisite lab for ENG 300 students. The change from a mandatory lab time to the option of enrolling in one of 23 sections offered from Monday through Friday, including evenings, provides students greater flexibility in scheduling, an opportunity to make up missed labs, and a more consistent lab experience. All ENG 301 lab students now work on a contract requiring written responses to prompts and the completion of grammar, sentence structure, and punctuation activities. The new multi-media lab curriculum, implemented Fall 2006, is monitored by the Writing Center Steering Committee and, when necessary, revised to respond to faculty and students needs.

The Department needs to look at adding a Creative Nonfiction course in the near future. This is a new field with lots of opportunities for students interested in writing careers.

Technology

1. Title III also funded a computer classroom which many composition instructors reserve for an entire semester or selected days. The room is equipped with 27 computers, a VCR/DVD player, and ceiling-mounted projector. Additionally, the College provides portable computers and projectors upon request for use in classrooms. Many instructors use technology to access Internet sources to complement classroom instruction or demonstrate revision strategies in essays projected on a large screen.
2. An increasing number of faculty use Blackboard as an extension of classroom instruction—to communicate with students and answer questions, provide supplemental online resources, facilitate discussion of relevant topics, and post homework assignments.

Distance Education

1. The department has experimented with offering hybrid and online composition and literature courses. In Fall 2005, only two sections of each level of composition, excluding ENG 300, were offered online each semester. In response to high student demand, the department slowly increased its online composition offerings to five sections of ENG 200, seven sections of ENG 1A, and four sections of ENG 1B.

2. To help instructors create online versions of their composition classes, maintain academic integrity, and ensure a quality experience for students, the department will develop standards for online composition classes, develop a handbook for online instructors, conduct training workshops, and mentor new online instructors.

CURRICULUM AND INSTRUCTION: STRENGTHS

1. All course outlines are reviewed and updated periodically to reflect changes in state requirements and transferability requirements.
2. An annual assessment of Student Learning Outcomes determines student mastery of skills in composition classes.
3. Additional Writing Center hours provide greater opportunity for students to improve their written communication skills.
4. A full complement of lower division, transferable literature and creative writing courses provides a wide selection of choices for both English majors and those fulfilling general education requirements.
5. Instructors increasingly use technology in the classroom to supplement or replace traditional instruction.
6. The department has responded to student requests for more online classes by gradually increasing offerings in the composition program.
7. Course enrollment is monitored and used to create new class schedules and add or delete classes to existing schedules.
8. The department offers a highly successful semester at Oxford program each spring semester.
9. Several instructors have developed Honors curriculum for selected composition, literature, and creative writing courses.
10. The department has conducted student surveys to determine student demographics, needs, and perceptions of their achievements and coursework.
11. The increase in distance education offerings has allowed the department to grow, despite limited classroom space.

CURRICULUM AND INSTRUCTION: WEAKNESSES

1. The Writing Center lacks adequate personnel to develop to its full potential. The department continues to pursue avenues for funding.

2. Enrollment in literature classes, especially Introduction to Literature, has dropped. The department needs to re-examine its literature program, including staffing, scheduling, courses offered, and transferability of those offerings. In addition, we must develop an aggressive advertising plan to attract new students.
3. There are no formal English department guidelines for online instructors. Currently, the department is developing a set of standards, expectations, and best practices for online instruction. New instructors will be trained, mentored and monitored during their first semester of instruction which will be integrated with those established by the Academic Senate. The department sees the necessity for providing training and establishing “best practices” for our online instructors.
4. The English department needs to review its curriculum to address the needs of its evolving student population. Possible changes include a two-semester ENG 200 for ESL students and adding a lab component to ENG 200 or changing it to a four-unit course.

C. Student Success

TRENDS IN STUDENT DEMOGRAPHICS

The current demographics of students enrolled in English courses are consistent with those of the College.

Gender (See Appendix D)

From 2002 to 2006, the percentage of male and female students enrolled in ENG 300, ENG 200, ENG 1A/1B, and literature classes remained unchanged. Female students accounted for slightly more than 50% of enrollment, whereas male students accounted for slightly less than 50%. The notable exception was in Fall 2006 when male enrollment in ENG 300 rose to 56% and 52% in ENG 200. Summer sessions show increases in female enrollment to 55 – 60%.

Age (See Appendix D)

From 2002 to 2006, the percentage of enrollment in various age groups in ENG 300 remained unchanged. The greatest percentage, 65%, was in the 18 -21 age range. The 22 – 25 age range accounted for 15% of enrollment; the 26 – 35 age range for 13%; the 36 – 50 age range for approximately 10%.

From 2002 to 2006, the percentage of enrollment in various age groups in ENG 200 shifted. Enrollment in the 18 -21 age range increased from 70% in 2002 to 78% in 2006. The 22 – 25 age range decreased from 13% of enrollment to 10%; the 26 – 35 age range decreased from 10% to 6%; the 36 – 50 age range remained steady at approximately 5%. A notable shift occurred during the summers when enrollment in the 18 – 21 age range decreased to 15%, the 22 -25 and the 26 -35 age ranges increased 7%, and the 36 – 50 age range increased 3%.

From 2002 to 2006, the percentage of enrollment in ENG 1A in the 18 – 21 age range shifted from a steady 69% to 74% in Spring 2005. Enrollment in the 22 – 25 age range remained unchanged at 13%. Enrollment in the 26 – 35 age range decreased 3%. Enrollment in the 36 – 50 age range remained constant at 4%. A notable decrease of 19% in summer enrollment occurred in 2006 in the 18 – 21 age range, whereas enrollment in the 22 – 25, 26 – 35, and 36 – 50 age groups each increased by 7%.

From 2002 – 2006, the percentage of enrollment in various age groups in ENG 1B remained unchanged. The greatest percentage, 72%, was in the 18 - 21 age range. The 22 – 25 age range accounted for 15% of enrollment; the 26 – 35 age range for 7%; the 36 – 50 age range for 4%. Summer 2006 enrollment compared to Fall and Spring 2006 in the 18 – 21 age range showed a decrease by 12%, whereas enrollment increased by 7% in the 22 – 25 and 26 – 35 age ranges.

From 2002 – 2006, the percentage of enrollment in literature courses increased by 10% in the 18 – 21 age range, from 60 – 70%. Enrollment in the 22 – 25 age range decreased by 3%, from 14% to 11%. Enrollment in the 26 – 35 age range decreased by 5%, from 12% to 7%. Enrollment in the 36 – 50 age range decreased 4%, from 9% to 5%. Summer 2006 enrollment compared to Fall and Spring 2006 showed a 20% decrease in the 18 – 21 age range, a 10% increase in the 22 – 25 age range, a 2% increase in the 26 – 35 age range, and a 6% increase in the 36 – 50 age range.

Ethnicity (See Appendix D)

From 2002 – 2006, Asian enrollment in ENG 300 increased by 6%, from 17 – 23%, whereas Hispanic enrollment decreased by 7%, from 23 – 16%. Percentages of all other ethnic groups remained constant with White enrollment at 50%.

From 2002 – 2006, Asian enrollment in ENG 200 decreased 2%, from 13 – 11%. African American enrollment remained steady at 3%. Hispanic enrollment remained at 19%. White enrollment remained at 58%.

From 2002 – 2006, Asian enrollment in ENG 1A and ENG 1B remained constant at 11%. At 2% of the total enrollment, the African American

enrollment remained steady. In ENG 1A, Hispanic enrollment rose 2%, from 12 – 14%; in ENG 1B, it rose 1%, from 12 – 13%. White enrollment in ENG 1A remained steady at 64%; in ENG 1B, it held at 66%.

From 2002 – 2006, Asian enrollment in literature courses remained at 10%. African American enrollment decreased 1%, from 4 – 3%. Hispanic enrollment increased 1.5%, from 17.5 – 19%. White enrollment held steady at 58%.

RETENTION AND SUCCESS RATES

Retention Rates (See Appendix D)

From 2002 – 2006, retention rates in ENG 300 rose from 87% to 92%. In ENG 200 and ENG 1A, retention rates remained constant at 90%. In ENG 1B and literature courses, retention rates rose from 87% to 89%.

Success Rates (See Appendix D)

From 2002 – 2006, success rates in ENG 300 rose from 65% to 68.5%. In ENG 200, success rates remained constant at 72%. In ENG 1A, success rates decreased from 73% to 70%. In ENG 1B, success rates remained constant at 70%. In literature courses, success rates increased from 64% to 69%.

The data suggests that retention itself is not a valid indicator of the success of a program. No data is available to determine why some students who remain enrolled in classes do not pass with a C or above or whether they attend class the entire semester. Before we can develop a plan to increase success rates, we must know the reasons why students are unsuccessful: a lack of prerequisite skills, time, motivation, or a combination of factors.

Support Services

The English department continues to work closely with Matriculation to select and pilot test instruments and design placement challenge opportunities, ensuring that students are placed in appropriate composition classes.

All faculty are instructed to include information in their syllabi about Special Services, and tutoring services in the Learning Assistance Program (LAP) and the Writing Center. Additionally, faculty counsel and refer individual students who may benefit from assistance in those areas.

The English department regards Early Alert as part of an instructor's responsibility to ensure student success and encourages all instructors to

participate in the activity. Faculty often refer students to counselors for help with both personal and academic problems.

To prepare students to do academic research and write documented papers, English instructors routinely encourage students to attend library workshops and enroll in library courses.

STUDENT SUCCESS: STRENGTHS

1. The English department offers a well-balanced schedule of classes to accommodate student preferences, ensuring that all students have access to required courses. In a 2005 English department survey, 94% of students indicated that classes were scheduled at convenient times. (See Table C.1.)
2. A full complement of literature and creative writing offerings accommodate AA and IGETCE requirements, as well as transfer preparation for English majors, enabling students to accomplish their goals at Saddleback College.
3. Approximately 70% of students enrolled in English classes earned a “C” or above. (See Appendix D.)
4. The English department utilizes support services on campus to increase student success.
5. In a 2005 English department survey, over 90% of the 946 students surveyed responded positively when asked if the course met their expectations and they felt they learned something from the class. Over 85% felt there were adequate assignments to determine their grade and that the feedback they received on assignments was helpful. Over 87% felt the instructor made them think. Approximately 82% would consider taking another English class and would recommend the class to a friend. (See Table C.1.)

Table C.1: 2005 English Department Survey Results—All Classes

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I learned something from this class.	51.16%	39.32%	7.19%	1.37%	.85%
The course met my expectations.	38.90%	43.76%	13.32%	2.43%	1.37%
There were adequate assignments to determine my grade.	44.19%	42.60%	10.47%	1.80%	.85%

The feedback I received on my assignments was helpful.	47.78%	36.68%	11.21%	2.96%	1.37
My basic skills were adequate for this course.	41.01%	43.55%	12.79%	1.59%	1.06%
The instructor made me think.	51.90%	35.31%	9.51%	2.01%	1.06%
I would consider taking another English class.	48.94%	32.45%	12.37%	3.28%	1.06%
I would recommend this course to others.	54.23%	29.60%	12.47%	1.80%	1.69%
Were the English classes scheduled at convenient times?	94.61% Yes	5.39% No			

STUDENT SUCCESS: WEAKNESSES

1. Only 70% of the 90% of students who remain in classes are successful at the “C” level or above. Before we can address this issue, we must determine the reasons for this discrepancy.
2. More Writing Center hours are needed to accommodate student needs. Currently only limited numbers of students attend/participate in the Writing Center because of it only being available 14 hours per week.
3. More full-time faculty are needed to provide for more student/teacher contact through office hours or electronic communication. Since 60% of faculty members are not required to have office hours, this makes it extremely difficult for students to find appropriate interaction with faculty on campus. Trying to communicate through email or before or after class limits interaction as well.

D. Facilities, Technical Infrastructure, and Resources

Strengths

1. When the BGS renovation is complete, the English department will have access to smart classrooms.
2. When the proposed library renovation is complete, the Writing Center will

be close to the Reading Lab and the Language Lab, encouraging increased student use.

3. The Writing Center contains a computer classroom as well as a tutoring center.
4. The English department has access to another computer classroom, CC 8. Faculty may request use of the room for the entire semester or for individual class periods.
5. Library holdings are sufficient to service the department's current offerings. Both faculty and students benefit from workshops and one-on-one instruction provided by library staff.

Needs

1. The Liberal Arts division has never had a facility of its own. Unlike other divisions, classes are scheduled in every academic building on campus. Similarly, more classes are scheduled off-campus than in any other division. English faculty offices are far removed from the division office, some in the Math Science building, some in the library, and some in the Village, a temporary replacement for BGS assignments. The lack of centralization discourages discussions among colleagues, makes it difficult for students to locate faculty offices, and inhibits efficiency when faculty have to walk so far to turn in forms or check their mailboxes.
2. An office should be provided for the English department chair in addition to the faculty member's assigned office, ensuring privacy when meeting with students and faculty. All department chair files should be housed in this office, readily available to anyone who assumes the position.
3. More computer classrooms are needed, perhaps an increase of one to two classrooms per year to accommodate a growing faculty trained in the use of technology.
4. An associate faculty office is urgently needed, including lockable storage cabinets, desks, telephones, computers, printer, copy machine, and a private conference space.
5. The Writing Center needs a reliable source of funding to purchase new software, including site licenses.

Section III: Needs Assessment

A. Human Resource Needs

1. One assistant dean of English
2. One full-time Writing Center director
3. Six — ten full-time English instructors
4. Two instructional aides for the Writing Center
5. Full-time secretary: 50% English, 50% Honors

B. Instructional Needs

1. To increase online offerings, training and support is needed for online composition faculty.
2. To accommodate student demand, Writing Center hours should be increased.
3. To accommodate all learning styles, the Writing Center needs an adequate and consistent source of funds to purchase software, books, and videos.

C. Research Needs

1. To increase student success rates, the department needs to find out why students are dropping classes or ceasing to participate.
2. To assess Student Learning Outcomes and periodically survey our students, the department needs the continued support of a research and planning specialist.
3. To plan and oversee matriculation studies, implement matriculation placement, and write research reports, a matriculation specialist is needed.

D. Technical, Equipment and Other Resource Needs

1. To provide support for associate faculty, office space is needed with desks, telephones, computers, a printer, copy machine, and

private conference areas.

E. Facilities Needs

1. To strengthen and solidify the English department, a Liberal Arts division facility is needed to house all English faculty offices, an English department chair office, an associate faculty office, and all English classrooms.
2. To better serve students and faculty, a larger, state-of-the-art Writing Center is needed, one centrally located near the reading and language labs.
3. To provide composition students with state-of-the-art composition instruction, additional computer classrooms are needed.
4. To provide students with greater access to associate faculty, office space for associate faculty is needed.

E. Marketing and Outreach Needs

1. To increase enrollment in literature, creative writing, online composition classes, and the ENG 310 writing lab, the English department needs to plan and implement an aggressive advertising campaign.
2. To continue the college and the high school writing contests, the department needs to find adequate funding for prizes.

Section IV: Appendices

- A. Program Organizational Chart**
- B. Five-Year Program Staffing Profile**
- C. SLO Assessment Forms**
- D. Data Sets**
- E. English Department Surveys**