

Program Review and Analysis

Part I Outcomes

1. What are the Student Learning Outcomes (SLOs) and Institutional-Level Outcomes (“Core Four”) of the program? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
<p>a. Demonstrate an ability to compose and communicate using rhetorical patterns and writing strategies required by fields in English and other fields of study and in professional, personal and/or civic life.</p>	<p>English instructors assign, discuss and develop assignments based on literature or readings of historical, social and/or political significance to the development of the whole person of the student. Writing assignments focus on the development of rhetorical strategies to teach and practice awareness of topic, purpose and audience to emphasize multiple rhetorical patterns and their applications.</p>	<p>English faculty keep track of English majors and/or transfer students in transfer programs; often faculty invite students who have succeeded in transfer programs and in earning advanced degrees to share their experiences with currently enrolled students.</p> <p>English faculty track students who are enrolled in ENGL 305: <i>Introductory Reading and Writing Skills</i>, ENGL 355: <i>Reading and Writing Skills</i>, ENGL 370: <i>English Fundamentals</i>, and ENGL 001: <i>College Composition</i> at first census and compare to those students who also complete these courses.</p>
<p>b. Demonstrate reading, writing, and analytical skills necessary to succeed in college, to transfer to four-year institutions, and to increase career and professional opportunities.</p>	<p>English instructors require students to write sentence-level exercises, paragraphs, summaries, reports, responses, essays for a variety of rhetorical purposes, research papers and examinations, including the Composition Mastery Examination (CME) for pre-baccalaureate course levels, to demonstrate critical thinking, reading, and writing skills necessary to transfer-level and degree-oriented course work in all disciplines.</p>	<p>English faculty track all students who complete ENGL 001 and correlate their grades with their means of meeting the eligibility for ENGL 001. English faculty continue to track grade distribution in ENGL 002: <i>Critical Thinking and Writing About Literature</i> and ENGL 004: <i>Composition and Critical Thinking: Language in Context</i>, comparing it with grade distribution in ENGL 001 and ENGL 370. There are a number of data sets that can be examined when looking at grade distribution: first-census</p>
<p>c. Demonstrate an understanding of the importance and influence of literature in shaping intellectual history and</p>	<p>English instructors assign, discuss and develop essays and other assignments based on representative literatures of significant literary periods</p>	<p>English faculty track all students who complete ENGL 001 and correlate their grades with their means of meeting the eligibility for ENGL 001. English faculty continue to track grade distribution in ENGL 002: <i>Critical Thinking and Writing About Literature</i> and ENGL 004: <i>Composition and Critical Thinking: Language in Context</i>, comparing it with grade distribution in ENGL 001 and ENGL 370. There are a number of data sets that can be examined when looking at grade distribution: first-census</p>

<p>cultural identity as well as its role in encouraging awareness of literature as a function of the human condition essential to understanding oneself.</p>	<p>and movements in a variety of cultural traditions, and instructors discuss these literatures and their authors in these contexts. Assignments in the study of literature include classroom discussions and debates, presentations, text identification and analysis, and writing assignments, each of which emphasize the understanding of the significance of these literatures and authors in historical and cultural contexts.</p>	<p>numbers and start-of-class numbers, for example, yield different results.</p>
<p>d. Demonstrate comprehension of cultural diversity through literature from a variety of cultural or ethnic backgrounds and sexual orientations to complicate students' assumptions about social categories better to prepare the student for the complex nature of the human condition.</p>	<p>English instructors assign and discuss literatures representative of the diversity of the human condition. Assignments include classroom discussions and debates, presentations, text identification and analysis, and writing assignments.</p>	
<p>e. Explore and demonstrate creative writing potential via a three-course series in creative writing including the practice and study of diverse literatures and its publishing.</p>	<p>Students study and model a wide variety of literatures representative of various approaches to the form and craft of the dominant genres in contemporary literature with an emphasis on short fiction, creative nonfiction and poetry. Students compose critiques/responses to published works and creative works of their peers and practice the discussion of craft in a workshop environment. Students practice the development of technique and craft through the submission of multiple drafts and/or portfolios which includes the conventions of submitting work for publication, including professional and editorial concerns. Students are exposed to readings and conversations with publishing</p>	

	writers from the surrounding communities. Students in English 58: Literary Magazine study the conventions and practices of assembling and editing a literary magazine and produce the spring issue of the <i>Suisun Valley Review</i> as a capstone project.	
f. Make connections between the analytical study of literature and the critical/analytical skills of disciplines other than English.	English instructors require assignments of students which emphasize literary analyses with emphasis on the development of complex/abstract inferences and drawing conclusions implied by evidence. Assignments include classroom discussions and debates, presentations, text identification and analysis, and writing assignments wherein students must engage, debate and or prove their ideas thereby encouraging risk-taking, the assumption of authority and the need for careful explanation of one's analysis.	
g. Demonstrate the ability to use texts to generate and analyze arguments, collect, evaluate and synthesize evidence and proofs, and to understand the value of critical thinking and its applications.	English instructors require students to write formal essays both in and out of class to demonstrate their critical thinking, reading, and writing skills; some papers require research to demonstrate students' intellectual curiosity and Modern Language Association style citation practices to demonstrate students' information competency.	

2. The specific SCC Strategic Direction and Goal(s) supported by this program:

1. Identify and explain the trends in:

Enrollment — Enrollments have increased 6% in 2007-08, 1% in 2008-09 and 5% in 2009-2010. The Division Dean adds as many more sections of composition classes as staffing, room availability and college growth allow. As fees at the four-year level continue to increase and access to these institutions is decreased

as a result, we expect the demand for growth to exceed the amount of sections we continue to be able to offer given caps on enrollment at Solano.

Retention — Retention remains fairly consistent, improving 6% in 2008-09 and another 1% in 2009-2010 to 85%, well above the 75% retention in 2005-06. We continue to be concerned about the number of students who withdraw before the first census. While these numbers continue to vary among individual sections of ENGL 001, this drop does represent an unsuccessful experience for a large number of students and a significant loss of income for the College. We also continue to analyze disparity in retention rates between online and face-to-face course offerings.

Fill rate — Fill rate is the highest it has been, from 89% in 2005-2006 up to 96% in 2009-2010.

Other Factors — FTES increased 10% in summer, fall, and spring semesters in 2009-2010.

Qualitative Factors —Lack of staffing including not replacing retired full-time faculty continue to adversely affect our ability to meet student demands, especially in ENGL 370.

How do the above trends relate to the factors and outcomes identified during the last review?

a. Pending analysis.

b.

c.

Part III Conclusions and Recommendations

1. What are the major accomplishments of the program during the past four years?

2. Enhanced poetry series with additional speakers/readers representative of the immediate community, including relationships between the *Suisun Valley Review* via the inclusion of featured writers.
3. Stepped up English department reading series, including poetry confluence and connection to the Sacramento Poetry Center in readings network.
4. Continue to offer award winning literary magazine – the Suisun Valley Review. The Suisun Valley Review was te 2009 second place winner of the CCHA literary magazine competition.
5. Establish and maintain the Quinton Duval Award in creative writing to encourage and sustain the literary efforts of current SCC students.
6. Creation, implementation and successful expansion of experimental English 348, which has improved student success and allowed for expanded developmental English offerings. This will help our campus meet the overwhelming need for 370 classes. Only 33% of students who needed English 370 in Fall 2009 were able to secure seats, meaning over 1,048 (67%) were not able to enroll in 370. We are confident these extra sections of 348e will help to ease the “logjam” of students who are trying to progress through the English basic skills sequence but are unable to do so. During the '09-'10 academic year, students in 348e had a 68.5% pass rate while students in 370 had a 62.5% pass rate.
7. Continued examination of and improvement on English lab curriculum, leading to improved student success: 350/355 = 35% increase/success across 6 semesters.
8. Reinstated Level Meetings: We have continued “Level Meetings” for faculty and staff in the reading and writing labs and basic skills English classes—adjunct instructors are eligible to receive a stipend if they attend three of these meetings;
9. Secured BSI funds for new English faculty to be paired with more experienced mentors so that they may meet regularly to share their expertise, curriculum, etc.
10. Secured BSI funds for a stipend for new faculty in the English labs, allowing them to participate in six hours of training and job shadowing.

11. Continued to offer at least three literature elective courses each semester to help English majors fulfill lower division transfer requirements
12. Piloting partnerships between students in creative writing and ceramics/fine arts to produce end-of-semester exhibitions and partnerships in arts.

Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness?

1. Due to the significantly impacted nature of both our 355 and 370 courses (see point #6 above), we will continue to expand lab staffing (we are currently down one full time tech in the English/Reading labs) and to develop alternate pathways through English 1. In Fall '10 the English department decided to begin developing an accelerated English course as another way through our basic skills sequence. This course needs to be developed and piloted over the next several semesters. The first pilot is scheduled for fall '11. Additionally, we need to make English 348e a permanent course—English 380. This course should be approved by the curriculum committee in spring '11.
2. The English Department needs to take the lead in creating a drop-in Tutoring Center. A drop-in writing lab in afternoons and evenings is a possibility that has been suggested several times at Department meetings — it would allow the maximum use of a currently semi-unused room (Room 743) and serve the cross-campus demand for both a drop-in writing lab and access to computers. Such a lab will require increased staffing.
3. The English Department continues to need to recognize the continuity and integrity of our literature major and program offerings. With regard to encouraging and maintaining enrollments in literature and creative writing courses, the Department should have a reasonable time period during which the Department can collaborate with the Director, Public Relations, Marketing and Communication and other institutional and community contacts so that the courses are advertised in all available areas on campus, in area media outlets such as newspapers, radio stations, and local magazines, as well as community centers and institutions. This effort should take place no later than three weeks before registration begins. To further encourage and maintain enrollments in literature and creative writing courses, a more concerted effort should be made between and among English instructors, the Humanities Division, Counseling, and other departments and divisions so that information about the courses is strategically emphasized (i.e., highlighting minor and major requirements, electives, etc.) to the student population. Faculty propose that the Division and College fund a certain number of literature classes and rotate the low-enrollment classes, allowing them the chance to “make” and establish “word-of-mouth” for future fill.
4. Writing Lab — English faculty continue to be concerned about the inability of our program to successfully serve the number of basic skills students that enter and/or continue at SCC. Due to limited lab space and staffing, we are currently unable to enroll all of the students who need developmental courses, and we feel that the quality of our instruction is suffering as well. Depending on the metric used, we currently are impacted by up to 300 students at the ENGL 350 and 355 level each semester and by up to 700 students at the ENGL 370 level; there are hundreds of students who cannot enroll in the courses they need each semester. In order to provide our most educationally needy student population with quality instruction in the Writing Lab, following the best practices outlined in the Basic Skills Review of Literature, the English Department needs to consider ways to restructure the labs so that they can be run more effectively and more efficiently. Increased lab staffing must take place regardless of any decisions made about lab logistics — some students wait for instructor help up to sixty minutes.
5. Creative Writing — English faculty specializing in creative writing continue to refine a three-course series in creative writing: suggestions include plans for ENGL 006: Creative Writing I, as a general course touching on feature writing, the screenplay, the short story, the poem, and the novel; ENGL 007: Creative Writing II, as a “genre” course that allows students to focus on one form of creative writing and work with an instructor in that area; and ENGL 058: Creative Writing: The Literary Magazine, as a capstone course. Creative writing faculty are also exploring the opportunities to link ENGL 058 with JOUR 002: Introduction to Feature and Magazine Writing. ◇ Creative writing faculty are researching other community college creative writing programs that offer an AA degree in Creative Writing, with an eye to devising a similar AA degree at SCC. ◇ Faculty plan to enhance the connection between creative writing courses and the Humanities Guest Lecture Series; faculty have proposed that poets & fiction/creative non-fiction writers could visit creative writing courses (ENGL 006, 007,

and 058), ENGL 021: Introduction to Poetry, and ENGL 024: Introduction to the Short Story classes before the formal readings in the lecture series. Humanities Guest Lecture Series — We plan to continue presenting the SCC staff-funded Guest Lecture Series, free to the SCC community and the community at large. Faculty are exploring ways to enhance the connection between the college experience and life after college via readings and discussions related to topics in the Humanities. Growing the Humanities speaker series in this way, will require gathering support for the lecture series beyond faculty contributions.

6. English needs to hire full-time faculty at the least to replace three retirement replacements to serve the needs of the college in transfer and basic skills work.
7. In order to improve our enrollment, retention, and success rate for ENGL 002 and ENGL 004, English needs to offer more support for the students having difficulty with the transition between ENGL 001 and these courses. Supplemental instruction through BSI, peer tutoring, and a drop-in lab center as described above could meet this need.