



PROGRAM REVIEW PACKET



PROGRAM REVIEW PACKET INDEX

Introduction.....	1
Timeline	2
Responsibilities.....	4
Forms:	
Bi-Annual State of the Department Document.....	6
Comprehensive Program Review Checklist	9
Comprehensive Program Review Self Study Document	10
Executive Summary Form	13
Program Review Process Evaluation Form	14
Institutional Review Response Sheet.....	15
Appendix A – SMCCCD Mission & Goals	i
Appendix B - Frequently Asked Questions	ii
Appendix C – Definition of Terms	iii

CAÑADA COLLEGE INSTRUCTIONAL PROGRAM REVIEW INTRODUCTION

Revised in 2004

In accordance with Title V regulations and Accrediting Commission mandates, review of instructional programs at Cañada College will be performed under the following procedures. In addition to meeting the Title V mandates, the College affirms the purpose of Program Review is to improve the quality of instruction and student services at Cañada College and to demonstrate institutional effectiveness. In addition, Program Reviews form the basis for College and District long range educational and facilities planning and will be linked to our accreditation self study.

Program Reviews will serve as the basis for annual planning and budget allocations in instructional and student service areas each year. These reviews are of prime importance in providing program assessment and analysis. Program Review should be the beginning point to determine priorities for staffing requests, equipment, software and supplies, and facilities alterations and planning. Since resources are limited, not all projects can be funded; priority will be given to requests with appropriate justifications found in Program Review documents.

Purposes

- ❑ To develop, maintain, improve and promote quality instruction and support services in order to optimize the potential for student learning, success and access
- ❑ To promote cooperation among faculty, administration, classified staff, and students
- ❑ To enhance interaction among instructional and student support services
- ❑ To ensure the effective and efficient utilization of the College's personnel, financial and physical resources
- ❑ To ensure a process of orderly institutional self-direction consistent with legal requirements and District and College mission and goals

Cycle

Each department conducts a Comprehensive Program Review every six years based on a calendar maintained by the Office of the Vice President of Instruction. The Office of Instruction will provide current standardized data to each Department annually for consideration. Departments will be required to submit the Bi-Annual State of the Department report every second year. Each Program Review may be the work of a single Department, or it may be the work of a combination of Departments as determined by the Department faculty, Division dean, and the Curriculum Committee. During the sixth year there should be time set aside for analysis of information, development of proposals and preparation of a final report. Program Review culminates with a special meeting of the Curriculum Committee. The President, the Vice President and Deans will be invited to attend. All members of the campus community are also invited and encouraged to attend. After Curriculum Committee review completed Program Reviews are submitted to the College Council and the Budget and Planning Committee by the Curriculum Committee Chair. Finally The President will submit the Executive Summary to the SMCCCD Board of Trustees.

SUGGESTED TIMELINES

FOR THE BI-ANNUAL STATE OF THE DEPARTMENT PROCESS AND THE SIX YEAR COMPREHENSIVE PROGRAM REVIEW PROCESS

BI-ANNUAL STATE OF THE DEPARTMENT TIMELINE

March

- The Office of Instruction will provide current standardized data to each Department. At that time faculty analyze the state of the program with any necessary assistance from the Division Dean. Analysis includes the following: program goals and objectives, curricular offerings, enrollment data, faculty and staffing concerns, and equipment and facilities concerns. Departments may include additional data to aid in analysis. Additional materials for this analysis may be provided to the Department representative by the division dean as necessary.

August

- The Department must complete a Bi-Annual State of the Department Document and submit it to Division Dean by August 31.
- One copy of the Bi-Annual State of the Department document will be kept on file in the division office as longitudinal data for the more comprehensive review in year 6. In addition, if Department faculty intends to make requests with budgetary implications (faculty, staff, instructional equipment other than replacement, and technology needs) for the fiscal year, a Bi-Annual State of the Department must be completed, and a copy of the document will be forwarded with program recommendations by the Division Dean to the Budget and Planning Committee for consideration.

COMPREHENSIVE PROGRAM REVIEW SELF STUDY TIMELINE (20 PAGE MAXIMUM)

August

- Department is informed by the Division Dean of scheduled Program Review. Forms are available on the Academic Senate web page at: <http://canadacollege.edu/about/academicsenate.html>. The Division Dean will provide to the Department all previous Bi-Annual State of The Department documents and the Office of Instruction will provide the most current standardized data at this time.
- Department/Program faculty will appoint a review team and select a review team leader. Small or one-person Departments may need to consult with their peers at CSM or Skyline, or meet with Division Dean to acquire assistance. While all full time faculty are expected to participate in the Program Review process, Departments are urged to include part-time faculty and appropriate classified staff in the review process

September

- Division Dean will convene a meeting of the review team. At this meeting the team will discuss review instrument and plan review process

October through December

- Review team collects data, reviews all course and assures course outlines are correctly formatted and up-to-date. Courses that require substantial modifications should be submitted to the Curriculum

Committee by Department faculty with assistance from their supervising Dean following the Curriculum Committee's deadlines.

January through February

- Review team analyzes data and information
- Review team completes a program review draft
- All Department/Program faculty and Division Dean discuss and analyze the initial findings.

March

- Prior to March 30, department faculty finalize the Program Review report and submit the original signed report to the Office of the Vice President Instruction for the Curriculum Committee's review and response. The Vice Presidents office will make copies for all Curriculum Committee members.

April

- The Curriculum Committee, Vice President of Instruction and the Academic Deans will read and respond to Program Review reports. The President is also invited to review the document. At this time Department/Program members meet with the Committee to present their Program Review in a 10 to 15 minute oral presentation, highlighting its findings and allowing the Committee to ask questions. The campus community is invited by the Curriculum Committee to the presentation.
- The Curriculum Committee will review the document to:
 - ✓ Determine if the Program Review follows the applicable model
 - ✓ Assess the coherence of the program goals with general college goals
 - ✓ Determine the progress on prior goals (if applicable)
 - ✓ Review the program's responses to load and retention (instruction) and outcome data (student services)
 - ✓ Develop responses to the recommendations
 - ✓ Respond to other sections in the Program Review

May

- The Curriculum Committee, Deans and Vice President of Instruction will submit a written response to the department within 30 days using the response sheet
- Department faculty will incorporate Program Review recommendation into planning and budget requests for the subsequent academic year.
- Vice President of Instruction will forward the Executive Summary to College Council for their review.
- Vice President of Instruction will forward the Program Review documents to the Budget and Planning Committee for consideration in the planning process.
- President will forward the Executive Summary to the SMCCCD Board of Trustees.

RESPONSIBILITIES OF COMMITTEES INVOLVED IN PROGRAM REVIEW

The Cañada College Curriculum Committee, a standing committee of the Academic Senate and the Office of Instruction are jointly responsible for the oversight of Program Review. All full-time faculty and Division Dean's shall participate in the process with additional support from part-time faculty and College staff.

Department Faculty:

- ❑ Stay abreast of current trends in their discipline.
- ❑ Review and revise as necessary each course outline regularly and at least within the six year Program Review cycle.
- ❑ Review and analyze annual standardized data

Program Review Committee:

- ❑ Meet with Dean to establish schedule of Program Review process
- ❑ Meet regularly to research and review all relevant data
- ❑ Complete all required documentation within the established guidelines including but not limited to:
 - ✓ Bi-Annual State of the Department Data Collection Document
 - ✓ Comprehensive Program Review Checklist
 - ✓ Comprehensive Program Review Self Study Document
 - ✓ Comprehensive Program Review Executive Summary
 - ✓ Evaluation of the Comprehensive Program Review Process
- ❑ Make oral presentation to the Curriculum Committee

Curriculum Committee:

- ❑ Maintain and update the Program Review process as necessary
- ❑ Schedule the oral presentation and invite the campus community
- ❑ Read and respond to program reviews with the primary focus for
 - ✓ academic/curriculum standards
 - ✓ impact on educational and support services
 - ✓ ensuring projections are reasonable

Division Deans:

- ❑ Stay abreast of Program Review calendar and cycle
- ❑ Provide support to Program Review Committees
- ❑ Read and respond in writing to each Program Review within their division and attend the Program Review presentations with primary focus to:
 - ✓ ensure consistency with District/College mission and goals
 - ✓ ensure that Department faculty have consulted with related programs on campus with respect to comprehensive course offerings
 - ✓ review student outcomes
 - ✓ assess impacts on educational and support services
 - ✓ ensure projections are reasonable

Vice President Instruction:

- ❑ Keep the Program Review calendar, inform programs of scheduled review and keep on file completed Program Reviews
- ❑ Provide standardized data and institutional information to the departments
- ❑ Read and respond in writing to each Program Review and attend the Program Review presentations with primary focus to:
 - ✓ ensure consistency with District/College mission and goals
 - ✓ review student outcomes
 - ✓ assess impacts on educational and support services
 - ✓ ensure projections are reasonable
- ❑ Ensure that Budget and Planning Committee has the Executive Summary of each Program Review and the required written response from administration and Curriculum Committee

Budget and Planning Committee:

- ❑ Maintain a master notebook with Program Review information for all completed Program Reviews
- ❑ Ensure that Program Reviews be given to each successive chair with clear statements as to which recommendations have been acted on and which have been carried over.
- ❑ Utilize Program Review recommendations in the budget and planning process

College President:

- ❑ Review Program Review documentation as necessary
- ❑ Submit completed Executive Summaries to SMCCD Board of Trustees



BI-ANNUAL STATE OF THE DEPARTMENT DATA COLLECTION DOCUMENT

Each year, no later than April 30th, faculty analyze the state of their department, using this form. Each Department may include additional data to aid in analysis. The Office of Instruction will provide new standardized data. The Division Dean will assist in compilation of data for sections II and III. One copy of the Bi-Annual State of the Department document will be kept on file in the division office as longitudinal data for the more comprehensive review in year 6. In addition, if program faculty intend to make requests with budgetary implications (faculty, instructional equipment, technology needs) for the fiscal year, The Division Dean will forward the Departments recommendations with a copy of the completed Bi-Annual State of the Department document to the Budget and Planning Committee for consideration.

I. Program goals and objectives:

The Cañada College English department has many goals. The department provides transfer courses, developmental writing and reading courses, professional/technical support, electives in literature and creative writing, and courses that foster students' personal development and academic success. Most important, though, our goal is to provide access to these courses for the largest number of students possible, regardless of their language, language facility, or culture.

II. Curricular offerings:

A. New, deleted, "banked," and "unbanked" in the past two years (check all that apply)

Name and Number	New	Delete	Bank	Unbank	Gen Ed	IGETC	AA/AS	Basic Skills	Workforce
LIT 144	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LIT 105	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LIT 302 LIT 431	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LIT 205 ENG 200	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. All current offerings except those previously identified in section A
(check all that apply; attach a separate table as necessary)

Name and Number	General Ed	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision
See Appendix A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

C. Recommended areas of curricular need based on current offerings
(check all that apply; attach a separate table as necessary)

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
Gender Studies Introduction to Poetry Gay and Lesbian Studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Enrollment data:

A. Weekly Student Contact Hours – WSCH /FTES

Report the 2 previous Fall semesters with the most recent on the right.

Year	2003 Eng.	2003 Lit.	2004 Spring Eng.	Lit.
WSCH	4021	152	3,654	102
FTES	134.02	5.06	121.8	3.4

B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD

Report the 2 previous Fall semesters with the most recent on the right.

Year	2003 Eng.	2003 Lit.	2004 Spring Eng.	Lit.
FTE	8.4	0.4	7.93	0.2
LOAD	479	380	461	510

C. Retention and Success (If applicable)

Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.

Year	2003 Eng.	2003 Lit.
Retention	78.8%	78.3%
Success	72.8%	71.9%

D. Certificate, degree, and transfer status (If applicable)

Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Year	20	20
Certificates		
Degrees		
Transfer		

E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.

Highlight and type here:

IV. Faculty and staff hiring recommendations:

A. List full-time faculty requests and attach formal justification

Position	Areas of expertise needed
See Appendix B: " English Department Faculty Hiring	

B. List adjunct faculty requests and attach formal justification

Position	Areas of expertise needed
N/A	

C. List staff requests and attach formal justification

Position	Areas of expertise needed
See Appendix C: "English Department Computer Lab rationale"	

D. List professional development needs:
Funding & support for curriculum projects and research.

V. Equipment and facilities recommendations:

A. List equipment, technology, materials needed in the coming year:

Item	Cost per unit
See Appendix C: "English Department Computer Lab rational"	

B. List facilities needs:

New	Maintenance
Computerized classrooms	



COMPREHENSIVE PROGRAM REVIEW CHECKLIST

- Comprehensive Program Review Self-Study Document
- All Bi-Annual State of the Department Documents since last Program Review
- Executive Summary
- Completed Evaluation of the Comprehensive Program Review Process Form

- Additional data as necessary

Date: 4-25-05

Program Name: English

Review Committee Chair:

Review Committee Members:



COMPREHENSIVE PROGRAM REVIEW SELF-STUDY DOCUMENT

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

PART A: Overview of Program

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The following is based on the previous program review, which was done in 1994-95.

1. Goal: To bring the English Department faculty up to the 1986 level

Status: At the time of the English department's last program review in 1994-95, the English department had eight full-time faculty members, and the department expressed concern about the lack of full-time faculty. We currently have only four full-time English composition instructors and one full-time reading instructor. Another full-time faculty member has her primary appointment in the English Institute. The data and our thinly-stretched full-time faculty show that the situation has worsened.

2. Goal: Computerized writing lab—dedicated space

Status: The English department did establish a small computerized writing lab within the Learning Center. Though better than nothing, this facility is small, contains only 12 computers, and is located in a challenging teaching environment (i.e. within the Learning Center). Cañada College received funding to begin constructing a new Library/Learning Center within the next few years and the English department is actively advocating for sufficient computerized classroom space within that structure.

3. Goal: Refinement and clarification of proficiency levels

Status: Over the last two years English faculty has invested considerable time and energy in updating and clarifying course outlines for ENGL 100, 110, 836. Also, during most of this same time period, members of the Language Arts Project have been working to address language and learning needs and expectations of non-native and "generation 1.5" English speakers. Refinement and clarification of proficiency is an ongoing and evolving process.

4. Goal: Reaffirm that ENGL 826 taken together with READ 826 is an effective combination to prepare developmental students for ENGL 836 and for transfer level courses in other disciplines.

Status: The course numbers have been changed in a thwarted attempt to bring our numbering more in line with our sister institutions. We are currently investigating the usefulness of teaching integrated reading and writing courses since, as the previous program review document asserts, "the natural pairing reinforces learning of basic skills." Current English faculty have been attending workshops at Skyline and elsewhere on techniques for teaching integrated courses, and will continue to do so when release time can be granted.

5. Goal: College newspaper

Status: In process depending on current student and faculty interest. In 2002-2003 a student resurrected the Cañada Clash with the assistance of English faculty; in 2003-4 one issue was produced.

6. Goal: Student/faculty literary magazine

Status: In Spring 2005, we anticipate launching "Student Voices," a student magazine compiled of essays, literature, photographs, and short stories submitted by students.

7. Goal: Develop a Flex Day activity re: Writing Lab

Status: Writing Lab has been integrated into ENGL 826 and 836.

8.Goal: Build into the curriculum at all levels tasks that will develop the student's ability to learn using the latest electronic resources.

Status: We include internet research and word processing in all of our English courses and have access to several "Smart" classrooms with computers and projectors, allowing us to demonstrate multimedia processes. We lack a dedicated "Composition-only" computerized classroom, however.

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.

As stated above, The Cañada College English department has many goals. The department provides transfer courses, developmental writing and reading courses, professional/technical support, electives in literature and creative writing, and courses that foster students' personal development and academic success. Most important, though, our goal is to provide access to these courses for the largest number of students possible, regardless of their language, language facility, or culture.

Transfer and General Education:

The core of our transfer curriculum consists of the four freshman composition transfer courses:

English 400, Composition for Non-Native Speakers of English

English 100, Reading and Composition

English 110, Composition, Literature, and Critical Thinking

English 165, Advanced Composition

Each of these courses offers a critical thinking component and is fully articulated with the University of California and California State University systems. To facilitate individualized lab and tutoring support, a weekly one hour by arrangement component is also required.

Even though our small staff struggles to meet the composition requirements needed by our student body, we are committed to teaching literature as well. Of the 24 literature electives listed in our 2004-05 course catalog, five courses are currently being taught. We currently offer the following transfer electives:

English 161 & 162, Creative Writing

Literature 441 and 442, Film Studies

Literature 371, Mexican American Literature

English 680, Introduction to Linguistics (to be articulated in December 2005)

Literature 205, New Voices in World Literature (to be articulated in December 2005)

All of these courses fulfill General Education requirements (IGETC).

In addition, to increase the utility of English 110, we revised the course outline to incorporate Critical Thinking explicitly. To ensure that we keep our transfer courses consistent with offerings in our CSU and UC transfer institutions, we are participating in LDTP (Lower Division Transfer Pattern) meetings with the CSUs. We're also involved in IMPAC discussions, which share the goal of expediting student time to transfer and degree.

In February 2005 we surveyed (with a small sample) our student needs and interests so that we might offer the courses most beneficial to them. We will use the outcome of this survey to help us design a transfer-elective literature course rotation. Ideas under consideration include courses in ethnic studies and literature; women's studies/women's literature; gay and lesbian culture and literature; film and literature; international film studies; composition and current affairs; linguistics; and Latin American mythology and folklore.

Professional/technical Programs and Basic Skills:

Our developmental reading and writing programs support Professional and Technical Programs at Cañada as well as prepare students for transfer level courses across the curriculum. In conjunction with Reading 826 and 836, our English 826 and 836 courses focus on basic skills in the mechanics of writing as well as critical thinking and the fundamentals of text-based writing. These courses also require hours by arrangement that emphasize individual attention and tutoring.

Academic Success/Personal Development:

We are participating in the College Success program, which links English and Career courses to ensure a higher level of academic success. Currently, the courses included in the program are English 826, English 836, and English 100, and they are taught in conjunction with Career 401 and other Career and Personal Development courses.

We are also examining our pedagogy and the content of our existing courses to make sure we promote academic success and personal development. For example, a major challenge for our department is to facilitate the movement of ESL and 1.5 generation students into our "mainstream," general education, or transfer curricula. Our developing English learners need particular help and encouragement to succeed in the more traditional courses. Last year we were able to restructure our English 836 course to incorporate its writing co-requisite, the Writing Lab, and to make better use of the materials and tutoring resources of the Learning Center. This new 836 is providing a more focused, personalized, and efficient developmental course. Similar improvements can be made in other courses, and new faculty with diverse training, personal backgrounds, and professional interests will help make these changes effective, and particularly relevant to our emerging population of ESL and 1.5 generation students.

3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

Cañada serves a very diverse community, both in the demography of its local cities and the preparation, goals, and specific needs of its students. Our student population has changed so that Spanish is a primary language of some 35% [CHECK] of our students. This is reflected in Cañada's designation as an Hispanic Serving Institution. Other language groups are represented at Cañada also, with the result that our department must continue to make every effort to support our ESL and 1.5 generation students. With this priority in mind, we have recently:

1. redesigned our English 836 to include a stronger basic skills component, increasing the unit load to 4 units.
2. added hours by arrangement to all of our courses.
3. added 2 literature electives to the schedule for Fall 2004 which are at the developmental level (eligibility for English 836 is prerequisite).
4. worked to establish more support from the Learning Center – in materials and tutoring.
5. participated in leadership and assessment workshops.

6. rewritten course outlines in our transfer composition courses to emphasize critical thinking and more clearly defined learning outcomes.

In addition, one of our faculty members was given release time to research effective teaching strategies for generation 1.5 and multilingual learners. This research ("The Language Arts Project") culminated in a meeting with the Business Division in which we helped faculty assess student language needs and their own expectations as well as a campus-wide "disorientation" in which the Project presented the results of its research, in particular by putting faculty in the position of non-native speakers. Similar efforts must be ongoing as our student body becomes increasingly more diverse in terms of language usage.

The English department would like to point out that, in an attempt to more clearly understand the needs of our student population and how we may address those needs, for more than a year we have been asking the Office of Student Instruction to address the following questions:

1. What data do we have on the student population our program serves? How have student demographics changed? What are our demographics (both in the college as a whole and in our department in particular)? Do we have data on how well different demographic groups succeed in our program or courses? Do we have data on the success rates in our courses of E.I. graduates?
2. What percentage of students who complete Engl. 836 go on to transfer-level English courses? (Even better, what percentage of students whose goal is to transfer go on to our transfer-level English courses?)
3. What percentage of students who have taken our English/Reading courses have transferred to 4-year universities? Do we know which schools they transfer to, in which fields, and how well they do?
4. How many students each year earn certificates of proficiency that require a transfer-level composition course?
5. How many English majors do we serve currently? How does this compare to previous years?
6. How well has the Freshman Success program promoted student success? (Data?)

We believe that answers to the preceding questions would help us formulate more accurate and useful responses to the Program Review questions.

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.
N/A

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). (This may be answered through narrative or quantitative evaluation).

The courses offered in the English program meet the needs of the discipline(s) and the students in a number of different ways:

oFirst, our developmental composition courses prepare students for transfer-level composition courses as well as any courses and careers which require reading, writing, and speaking.

oSecond, we offer many transfer-level composition, literature, and film studies classes that count towards a degree at UC and CSU campuses. We know that our students do transfer to 4-year universities, though we have no follow-up data, demonstrating that these courses are meeting the needs of our students. Our courses are articulated with the UC and CSU, and therefore by definition in alignment with general education requirements at major universities. These factors demonstrate that our course offerings are meeting the needs of the discipline.

oThird, a number of students each year earn certificates of proficiency in various disciplines that require completion of composition courses. (Again, we have been unable to get the data). Additionally, several English courses are offered as Humanities electives in the same programs.

oFinally, we assume that some English majors earn AA degrees, though, again, we have no data. We offer the three core courses for the AA requirement, and offer several literature classes from which prospective English majors choose.

2. State how the program has remained current in the discipline(s).
3. Our department is currently going through the program review process.
4. Both full- and part-time faculty regularly attend workshops centered around pedagogy, methodology, and the teaching of English.
5. Both full- and part-time faculty conduct and participate in teaching demonstrations at regular department meetings.
6. Members of the department participated in the Language Arts Project, and shared their knowledge and findings with other faculty.
7. We have updated all basic courses: ENGL 826, ENGL 836, ENGL 100, ENGL 110, ENGL 165, and ENGL 400.
8. We are using updated texts to reflect current, relevant topics and multicultural perspectives.

3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process. Some of the literature courses offered in the catalog have not been updated. The department is currently in the process of reviewing our literature classes, updating the ones which will be offered in the near future, and banking others which will not.

Courses that have been removed: LIT 144 (History and Development of the American Musical)

Courses that have been banked: LIT 105 (The Bible as Literature); LIT 302 (Masterpieces of Classical and European Literature II); LIT 431 (Mythology)

Courses that are currently in the process of being updated: LIT 151 (Introduction to Shakespeare I); LIT 152 (Introduction to Shakespeare II); LIT 371 (Mexican-American Literature); LIT 441 (Film Study and Appreciation I); LIT 442 (Film Study and Appreciation II).

The following courses will be reviewed and possibly updated as faculty are available to teach them: ENGL 161 (Creative Writing 1); ENGL 162 (Creative Writing 2); ENGL 164 (Creative Non-Fiction); ; LIT 445 (Introduction to Film Studies); LIT 101 (Modern Literature); LIT 111 (The Short Story); LIT

142 (Great Plays: Classical & Renaissance); LIT 143 (Great Plays: Modern Era); LIT 151 (Introduction to Shakespeare); LIT 152 (Introduction to Shakespeare II); LIT 231, 232, and 233 (Survey of English Literature I, II, and III); LIT 251 (Women in Literature); LIT 252 (Women Writers: Multicultural Perspectives); LIT 266 (Black Literature); LIT 301 (Masterpieces of Classical and European Literature); LIT 370 (Readings of Literature of the Latino in the United States); LIT 372 (Myth and Folklore of La Raza); LIT 373 (Latin American Literature in Translation); LIT 375 (Native-American Literature)

4. If external accreditation or certification is required, please state the certifying agency and status of the program.

The department will participate in the College-wide accreditation when it occurs.

5. Describe how your program is articulated with similar departments within SMCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

Until two years ago, we were making slow but steady progress toward achieving common course numbering and alignment with CSM and Skyline. For example we changed our English 800 course to English 836 to bring it into alignment with Skyline and CSM, and there was much discussion at “Big Messy Meetings” among the three campuses about how to further align our course offerings.

Then, however, CSM disbanded its Reading program and rewrote its English curricula to reflect the integration of reading and writing. To further complicate matters, in 2002-3 we at Canada disbanded our Writing Labs, and the revision of the Flex Day workshop system effectively ended the “Big Messy” meetings where alignment discussions formerly took place.

We now have a scenario in which each campus has developed its own divergent system. Perhaps the most glaring differences are in developmental English, which requires 4 units with one unit by arrangement at Canada (English 836), only 3 units at Skyline (where it shares the name English 836), and 5 units at CSM, where it is called English 848 “Introduction to Composition and Reading.” And this is only the beginning. Franz Kafka would appreciate the labyrinthine differences between the prerequisite and co-requisite requirements at the three colleges.

On a positive note, during the 2002-3 academic year we revised our English 110 curriculum to incorporate critical thinking explicitly, and we were able to get it articulated as a critical thinking course for UC and Cal State transfer. Also, our English faculty is currently learning from our colleagues at Skyline about how to integrate reading and composition, such that in the near term we hope to achieve greater alignment than at present.

Our articulation agreement with Sequoia Union High School District pertains to qualified Middle College students who can take our regular English courses, earning both high school and college credit at the same time. They qualify for our classes just like any other Canada student.

6. Discuss plans for future curricular development and/or program modification.

Our department has several goals for future review and program modification:

oOur department has developed an ongoing dialogue regarding the updating and banking of current course offerings as well as the development of new literature and reading/writing courses.

oAdditionally, our department is involved in a discussion with Skyline concerning the integrated reading and writing courses. We plan to modify our program as necessary based on the outcomes of this dialogue and discussions as present in our department and district.

oWhere electives are concerned, we have conducted a preliminary survey of our students in order to determine students' literature interests and will develop courses based directly on those outcomes.

oWe would like to schedule additional transfer-level English major elective courses on a more regular basis.

oWe want to continue discussions and possible modifications to ensure that the English program is aligned with the district and college mission.

***We may want to develop a course equivalent to UC Berkeley's six unit College Writing, R1A - Accelerated Reading and Composition. This accelerated course concurrently satisfies both the requirements of Subject A (our 836) and the first half of Reading and Composition (our English 100). Developing this course will require research into our student population, placement policies, and course materials. The course could be a means for ESL and other students with English language challenges to move into the transfer curriculum more quickly, and with greater personal attention.**

.....
o And, finally, we want to create the facilities necessary to incorporate additional, more up-to-date computer technology into our daily classroom curricula.

PART C: Student Outcomes

Please attach all Bi-Annual State of the Department reports from the past six years. Update any analysis to include a summary of all years. Attach sample student learning outcomes here.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

David Clay--MA, San Francisco State University, English Lit, Philosophy; MA, San Jose State University, Music Composition

Lisa Palmer

Elizabeth Terzakis

Anniqua Rana

Susan Gangel--MA, San Francisco State University, major in English and creative writing

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

Activities From 2003-2005:

Faculty Summer Symposium 2003—David, Susan, Lisa

Assessment workshop—David, Susan, Lisa, Anniqua
CAI State-wide assessment conference—Anniqua, Susan
IMPAC conference—David
CATESOL—Anniqua, Susan
Helen Gillotte Consult on Reading Certificate at University Center—David, Susan, Anniqua, Yolanda
Sugie Goen Student Assessment Presentation—Lisa, Anniqua, Susan, David
Language Arts Symposium—Anniqua, Lisa, Susan, David, Leslie, Yolanda
Reading/Writing Workshop—Susan, David, Lisa
Computers in the English classroom—Lisa, Yolanda
Online Training for Hybrid Course—Anniqua, Lisa
Title V training for diversity—Anniqua, Lisa
Boot-up camp—David, Susan
Rainbow Alliance faculty training—Anniqua
Museum of Tolerance—David
Santa Ana Community College Consultation—Anniqua, Lisa
Language Arts Project—Anniqua, Lisa
One hour by arrangement faculty development project—David, Lisa, Susan, Yolanda
PTK new advisor orientation—Lisa
Social Justice Presentations—Lisa, David, Anniqua, Susan, Yolanda, Leslie
LDTP—Lisa
Humanities Division Retreat (Critical Thinking)—Led by Susan and David

3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

We are in the process of compiling an updated Faculty Handbook to help new and adjunct Faculty in the basic procedures of the College and the Humanities Division, and the English Department. The Handbook would also include course descriptions, course outlines, relevant policy documents, and general College information. This handbook would also appear as an online document on the College and Department website, and could be accessed to answer routine questions or find the proper people to help answer the questions.

All part-time and fulltime English department members are invited to monthly department meetings and division meetings to share in the discussions of matters of current interest. All members, adjunct and part-time, of the English department are welcome to contribute ideas for the improvement of courses, procedures, student learning issues, and professional development.

At present, the orientation process begins with the first All College meeting and Division meeting, and continues with regular e-mail “bulletins” and regularly scheduled meetings.

PART E: Facilities, Equipment, Materials and Maintenance

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.

We have basic classroom supplies including white/chalkboards, markers and chalk, overhead projectors, and desks. We also have some very limited access to computers to use while teaching.

However, computer and Internet use has become an integral part of a college education and specifically in the writing classroom for research projects and work related activities; therefore, we believe that to

ensure our students are well prepared for transfer and the workforce, it is important that computers and the Internet be available to them as part of the regular classroom rather than as a scheduled time in a computer lab, where they are assisted by a Writing lab assistant rather than working with their instructors.

For the number of students being served through the English Department at least two computerized classrooms should be made available. These should include the following:

- Multimedia Projection Cart
- 30 networked student computers with internet access
- Instructor computer w/projector
- Networked Laser printer
- Computer tables and chairs

For these computerized classrooms to be maintained and used effectively the following should be made available:

- Technical support/Instructional aide (English Department)
- software (Daedalus, Plato and Academic.com)
- oPaper
- otoner
- Coded locks
- Training for faculty

2. Describe the use and currency of technology. List projected needs.

In a smart classroom a teacher's computer with internet access, projector, video and audio equipment are available at all times. Currently several smart classrooms are available for the English classes. These rooms are used to project student assignments and web related activities. They are also used for other audio and video activities to support the reading and writing requirements in the English classes. However, our "smart" classrooms lack computers for student use, and therefore the technology available does not meet the needs of the students in the program when compared to other colleges and business offerings. Many of the current writing and reading texts are based heavily on Internet related activities, which cannot be covered due to lack of appropriate technological facilities.

Currently we are investigating how our facilities compare to other community colleges in the region. Also, we are advocating for computerized classrooms to be incorporated into the design of the future Library/Learning Resource Center.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

Currently we do not receive support from industry. However, faculty members are investigating means of approaching industry for support, particularly in the area of technological facilities.

PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

Three more full-time instructors would allow between 12 and 15 new sections of English classes to open up, conceivably permitting us to offer additional literature electives needed not only for the AA in English here at Cañada College, but also for students transferring to a four-year university in pursuit of a Humanities-centered degree.

2. What staff positions will be needed in the next six years in order to maintain or build the department? (staff, facilities, equipment and/or supplies) will be needed in the next six years?

Staffing needs include a technical assistant to maintain the computer-based classrooms if they become available.

3. What equipment will be needed in the next six years in order to maintain or build the department?

Our students write on computers. Our students do research on computers. Our students communicate with one another on computers. Many of our students are more comfortable using technology than we are, and they produce better, more informed, and better articulated work when they have access to computers. The personal experience of our faculty members who have taught elsewhere as well as considerable research shows that composition and reading students benefit from being able to use networked computers in the classroom. The English faculty desperately needs to have a computer lab in which to teach.

Seven years ago Lisa Palmer was hired by Cañada as a “technology-mediated English instructor.” Imagine her surprise upon realizing that there was no technology to mediate. This was seven years ago, and the situation hasn’t much improved. Palmer came from Skyline, where the English department has access to two networked computer labs, each with enough computers for every student, projection capabilities, and the networking software to do innovative and effective English instruction. Instructors rotate their classes through the labs, allowing ample time for each course to meet in the lab once a week, and it is a highly effective system.

What does the English department have at Cañada? Approximately six years ago, through the valiant efforts of a former English department faculty member and the generosity of an individual donor, we were given a small computer lab housed in the Learning Center. While this resource is better than nothing, those computers are not networked, there are only 12 computers whereas our courses currently have upwards of thirty students (!), the “classroom” has no computer projection capability, and the “classroom” lacks walls. Each of these issues limits the space’s usefulness.

Now that we have integrated what used to be a separate Writing Lab component directly into the English 836 curricula, we must be able to work with students on their writing in the classroom. We made that change to our curricula to satisfy the need of the college to save money. We’ve added students to our courses, beyond what best practices suggest, to save the college money. Now, to assist our students in learning the skills we’re teaching, we desperately need a networked computer lab.

Why is a computer lab an essential component in English composition and reading instruction?

- Most of our students live in a computer-mediated world, so they are familiar with computers and enjoy working with text on the computer screen;
- Some of our students don’t have access to computers elsewhere, so they need to learn to use the resources others take for granted;
- Computer-mediated instruction provides students the opportunity to use various types of intelligences, including visual and auditory as well as verbal;

- In a computerized classroom, both the typically non-verbal and the outspoken student have the same opportunity to “speak up” in writing, and research documents the importance of this inclusion and participation;
- A computerized classroom creates opportunities for writing-rich collaboration;
- In the reading classroom, interactive software programs allow students to practice and improve upon the hierarchical reading our media-rich environment requires;
- Issues of academic integrity have become more pressing than ever, and the best way to teach the evaluation and documentation of sources is to model these skills;
- A networked computerized classroom will allow for real-time conferencing for online classroom discussions, giving students practice articulating their thoughts in writing while participating in discussions.

Finally, though we wish Cañada could have invested in more and better computer-facilitated classrooms earlier, right now we are in a position to learn from the experiences of our colleagues at CSM and Skyline to make informed decisions about what to purchase and how to use it. In addition, the low price of computers today provides an outstanding opportunity for the English department at Cañada to finally get up to speed on what is essential for a college located in, of all places, Silicon Valley—computer mediated English instruction

8. What equipment will be needed in the next six years in order to maintain or build the department?
9. PLEASE DELETE THESE EXTRANEIOUS NUMBERS!!!
- 10.

11. What facilities will be needed in the next six years in order to maintain or build the department?
Please section 3 above.

PART G: Additional Information

1. Describe any other pertinent information about the program that these questions did not address?



ENGLISH DEPARTMENT
COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY
(2 page maximum)

Short Summary of Findings

Click on box and type in your summary

The English department has mobilized its limited assets to address the multicultural nature of the student body and its many language origins. With updated curriculum in the areas of reading, writing and critical thinking, a fresh look at the pedagogical possibilities within our diverse student population, and a grasp of the technology we can employ to reach our goals, we will continue to improve the basic writing and critical thinking skills of our students and ourselves. The challenge is huge, as the skills we teach are basic to the success of each student in every future endeavor. We have the support of our President, our Dean and the College community as a whole. But we need more fulltime staff and more extensive computer-based classrooms to best realize our aspirations.

Three Strengths of the Program

- Click on box and type in the first item The Department has the commitment and willingness to update course outlines and course content, and examine our pedagogy as needs evolve.
- Click on box and type in the second item The Department has improved student success and retention as we try new approaches to teach and learn writing and thinking.
- Click on box and type in the third item Our strength resides in the quality of the English faculty, and their dedication to innovation, creativity, and rigorous standards in teaching language proficiency.

Three Suggestions for Improvement

- Click on box and type in the first item We need more faculty to open access to more students.
- Click on box and type in the second item We need more computer-based classrooms to facilitate and support writing programs.
- Click on box and type in the third item We need to more fully integrate with other college programs.



EVALUATION OF THE COMPREHENSIVE PROGRAM REVIEW PROCESS

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: One year, at weekly meetings

1. Was the time frame for completion of Program Review adequate? If not, explain.

This was the first round of the process, so many of the steps were new to us and we had to start from a baseline ten years old. The process was being finalized as we were working on it

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

When the instrument was finalized, it was relatively easy to use, but we did encounter some technical difficulties along the way. We found it difficult, for example, to import some information we had gathered in other documents.

3. Were the questions relevant? If not, please explain and offer specific suggestions.

The questions did inspire us to take a close look at our program and, frankly, congratulate ourselves for the progress we have made in a number of areas. This self-evaluation is valuable and we will continue it on a regular basis.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes, although we found it took a lot of time to complete properly.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

We did receive adequate data in some areas, and are still waiting for data as outlined in the document in various sections.

6. Please offer any comments that could improve and/or streamline Program Review!



PROGRAM REVIEW INSTITUTIONAL RESPONSE SHEET

Program:

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean

Signature

Comments:

#2. Curriculum Committee Chair

Signature

Comments:

#3. College Vice President

Signature

Comments:

Appendix A

MISSION AND GOALS OF THE SAN MATEO COMMUNITY COLLEGE DISTRICT

Please check current catalog for most recent mission and goal statements.

Mission

- ❑ Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement
- ❑ Provide lower division programs to enable students to transfer to baccalaureate institutions
- ❑ Provide occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies
- ❑ Provide developmental and remedial education in language and computational skills required for successful completion of educational goals
- ❑ Provide a range of student services to assist students in attaining their education and career goals
- ❑ Provide self-supporting community education classes, contract education and training, and related services tailored to the human and economic development of the community
- ❑ Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff and maintain a campus climate that supports student success

Goals

- ❑ Provide varied general educational opportunities which acquaint students with the broad outlines of human knowledge and experience
- ❑ Provide lower-division transfer programs which prepare students for continued education in four-year colleges and university
- ❑ Offer occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies
- ❑ Advance the economic growth and global competitiveness of our community through education, training, and services that contribute to continuous work force improvement
- ❑ Offer development/remedial education to enable students to develop those basic skills essential to successful completion of college goals
- ❑ Identify and meet community needs not otherwise served by college credit courses by offering self-supporting Community Service classes and activities
- ❑ Provide a program of student services to assist students in attaining their educational and career goals
- ❑ Actively support a program that promotes diversity in recruitment of students as well as personnel

APPENDIX B

FREQUENTLY ASKED QUESTIONS

1. Why are faculty asked to perform Program Review?

Faculty are the members of the campus community who best understand the intricacies of the courses and the body of work within programs. Faculty work each day with students and staff within these programs and are best suited to understand the strengths and needs of specific programs. Because Program Review is also used for budget and planning, it is imperative that faculty perspective is included in that process.

2. How do I know that all the work I put into this document will have any impact?

Honestly, there is no guarantee. The Academic Senate Governing Council has developed a process that will allow the conclusions from the Program Review process to have an impact on planning and future development. It will be up to all participants to fulfill their responsibilities and check to see that the process has been effective.

3. I and/or others on campus have done a Program Review and it went nowhere. How will this be different?

With the implementation of this new process, we have a clear system in place for reviewing your work. This process provides for an increased level of oversight from the Curriculum Committee, the administration and the Budget and Planning Committee. Some examples of that oversight are as follows. Within 30 days of the oral presentation each program will receive a written response from their Dean, the Vice-President and the Curriculum Committee. The Vice President will give a copy of the completed Program Review to the Chair of Budget/Planning committee. The Chair of the Budget and Planning Committee will be expected to utilize these summaries during planning and budget. Each Division Dean will also have the Reviews available during the planning and budget process.

4. Why the oral presentation to curriculum committee?

The oral presentation of your Program Review to the Curriculum Committee serves two purposes. Primarily, it will educate a cross-section of the campus community about the Departments accomplishments, future goals and needs. It will allow each program to shine! Secondly, it allows the Program Review process to become more personal. The oral presentation provides an open forum at which Curriculum Committee members and programs faculty and staff will have the opportunity to interact, question each other, and discuss the Program Review. Finally, it will help the College do systematic planning and coordinate our efforts.

5. I am a one-person department – I don't have the capability or time to perform this review.

All forms are now available on line. This should reduce preparation time. Each Division Dean is also available to assist you in gathering information and preparation for the Comprehensive Self Study; please call upon him or her. Also, keep track of the amount of time spent on the self-study. When submitting your evaluation of the Program Review process, please include the total hours involved in the process. This will help with future planning and modifications to the review process.

6. How will the self-study questions be kept current and useful?

Academic Senate Governing Council with the help of your feedback, along with The Curriculum Committee will review the process regularly.

APPENDIX C

DEFINITION OF TERMS

DEPARTMENT: An organization of faculty and staff offering courses and academic support in a specified discipline.

PROGRAM: A single department or a group of departments offering an organized sequence of courses and academic support, leading to a defined objective, a degree, a certificate, or transfer to another institution of higher education in the areas of lower-education, and student development. (District Rules & Regulations 6.01).

WSCH – weekly student contact hours

$WSCH = \text{contact hours per week} \times \text{enrollment in the class}$

FTE – One full-time faculty assignment

$FTE \text{ for one class} = \% \text{ of a full assignment}$

LOAD – a measure of efficiency

$LOAD = WSCH / FTE$

FTES – full time equivalent student

One student taking 15 units per semester for two semesters

$FTES = \frac{WSCH \times 17.5}{525}$

N GRADES: The total number of grades awarded (A+B+C+D+F+CR+NCR+I+W)

$RETENTION = (A+B+C+D+CR)/(A+B+C+D+F+CR+NC+W)$

$SUCCESS = (A+B+C+CR)/(A+B+C+D+F+CR+NC+W)$