PROGRAM REVIEW PACKET

PROGRAM REVIEW PACKET INDEX

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
o   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
o   The Department must complete a Bi-Annual State of the Department Document
and submit it to Division Dean by August 31.
o   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 he Office
of Instruction will provide the most current standardized data at this time.
        Department/Program faculty will appoint a review team and selects 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 discusses 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 SMCCD 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:
Highlight and type here:
The English department has many goals and one focus: to help students increase their ability to communicate in English. 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 importantly, our goal is to provide access to these courses for the largest number of students possible, regardless of their language, language skills, 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   IGETCAA/
AS   Basic Skills   Workforce

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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   IGETCAS/AA   Basic Skills   Workforce
          Date of last
revision

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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   IGETCAS/AA   Basic
Skills   Workforce

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III. Enrollment data:

A. Weekly Student Contact Hours – WSCH /FTES
Report the 2 previous Fall semesters with the most recent on the right.

Year   20
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WSCH   SEE ALTERNATE VERSION AND HARD COPY.

FTES

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   20
20
                    SEE ALTERNATE VERSION
FTE

LOAD

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   20
20
                        DATA NOT SUPPLIED YET
Retention

Success

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

                        DATA NOT SUPPLIED YET
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:

SEE _____???

IV. Faculty and staff hiring recommendations:

A. List full-time faculty requests and attach formal justification
Position   Areas of expertise needed

PLEASE SEE APPENDIX _____ "HIRING PROPOSAL" September 13, 2004

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

N/A

D. List professional development needs:

Highlight and type here:

Applications to the Professional Development Committee are made as opportunities and inquiries arise.

V. Equipment and facilities recommendations:

A. List equipment, technology, materials needed in the coming year:
Item   Cost per unit

PLEASE SEE ALTERNATE VERSION AND HARD COPY.

B. List facilities needs:
New   Maintenance

PLEASE SEE _____ FOR THIS INFORMATION.

COMPREHENSIVE PROGRAM REVIEW CHECKLIST

o   Comprehensive Program Review Self-Study Document

o   All Bi-Annual State of the Department Documents since last Program Review

o   Executive Summary

o   Completed Evaluation of the Comprehensive Program Review Process Form

o   Additional data as necessary

Date:

Program Name:

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 three full-time English composition instructors, one full-time reading instructor, and one fulltime faculty member who teaches composition and reading (50/50). 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. (5-105D) Although 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). In addition, as of 2003, this space was no longer available to the English department, and was returned to 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 at least one computerized classroom within that structure. If this does not occur, we will begin seeking alternative revenue sources to fund this important teaching classroom.

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. 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 801 taken together with READ 801 is an effective combination to prepare developmental students for ENGL 800 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. (ENGL 801=ENGL 826; READ 801=READ 826) 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, San Francisco State University and elsewhere on techniques for teaching integrated courses.

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: Largely defunct as the flex day structure has been eviscerated and the Writing Lab is hopelessly out of date.

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 electronic research and word processing in all of our English courses and have access to one "Smart" classroom with a computer and projector, allowing us to demonstrate electronic processes. We lack a 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.

The Cañada College English department has many goals and one focus: to help students increase their ability to communicate in English. 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 classes listed in our 2004-05 course catalog, five courses are being taught currently. We offer the following transfer electives, each of which fulfills General Education requirements (IGETC):
- English 161 & 162, Creative Writing
- Literature 441 and 442, Film Studies
- Literature 371, Mexican American Literature
- English 200, Introduction to Linguistics (to be articulated in December 2005)
- Literature 205, New Voices in World Literature (to be articulated in December 2005)

These courses help our students' retention rate, as they offer additional exposure to English reading and writing but with "new" material.

In addition, to increase the usefulness 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 are also involved in IMPAC discussions, which share the goal of expediting student time to transfer and degree.

Also, in February 2005 we surveyed (with a small sample) 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 and 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 and retention. 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.

Substituting the (3 hour) Writing lab component of English 836 with "One Hour By Arrangement" while increasing the English 836 unit value from 3 to 4 has lessened the unit burden on students, allowing more of them to take English 836 and Reading 836 simultaneously. However, this change has also resulted in students receiving significantly less one-on-one time with instructors. We know that many of our students at the college prep level require personalized attention if they are to learn what they do not understand about grammar and composition. In fact, some of our faculty feels that the only way of helping students surmount the obstacles that have hindered their progress into college-level composition is by working with them individually. Thus, we are investigating how to ensure that students get the attention they require without overburdening them with course and time requirements.

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. We are participating in workshops and modifying our curricula and pedagogy as necessary to help these students, and all students, succeed.

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

As the Cañada College Student Demographic Comparisons SPRING 2002-2005 reveals, Cañada serves a very diverse community, both in the racial and ethnic identification of students as well as their preparation, goals, and needs. Following is a list of some of the significant statistics from that document and what we do to address them.

65.7% of the college's students are female, a percentage which has been gradually increasing over the last 3 years.

- We strive for inclusiveness and the success of all students in our courses, designing curricula and pedagogy that will appeal to both genders and various learning styles.
- We are committed to offering a women's studies course in the near future
- We are investigating offering a course in gender/feminist theory and bringing back our women's writing courses.

Currently 44% of Cañada's student population is Hispanic, up from 33.2% in 2002.
- We have recently offered Mexican American literature (Fall 2004).
- We offered Latino Literature in the United States (Spring 2005), but it was cancelled due to low enrollment. We are planning a course rotation that will help increase enrollment by publicizing which courses will be offered when.
- We keep the ethnic and linguistic makeup of our students in mind when developing curricula and reading materials.
- Most of us attended and or conducted the Learning Arts "shock therapy" workshop (Spring 2004), which reinforced the need to consider student language needs in our teaching.

Although 23.2% of our students are in the 20-24 year old age range, almost 16% of our students are less than 20, while substantial percentages of students are in each of the other age brackets (25-29 [14.4%]; 30-34 [11.1%]; 35-39 [9%]; 40-49 [12.8%]; 50-59 [7.8%], and 60 and older [5.8%]. In other words, we have a very wide age distribution.
- Again, we keep in mind the wide age range of our students as we plan our courses.
- We strive to incorporate activities that appeal to students of differing experience levels, i.e. career planning and transfer application essays that allow students with differing levels of experience in the workplace or in college to share what they know.

More of our students attend school at night (41.8%) than during the day (38.1%). 20.1% of students identify as day and evening students.
- All of our full time instructors teach during the day rather than in the evening. This is an issue that we need to re-evaluate and consider changing.

Far more of our students are part time (79.5%) rather than full time (20.5%).
- This suggests that our students are balancing various facets of their lives. We try to help them by making explicit our expectations in terms of homework, time spent on essays, and effort required to do well in a course.
- We try to be flexible, whenever possible, about requiring students to be on campus to fulfill the "one hour by arrangement" component of our courses. For example, they may do Academic.com or a reading assignment that doesn't require campus presence.

Almost 14% of our students are not yet high school graduates, e.g. likely high school dropouts, which is a percentage that has doubled from 2002.

- We incorporate academic success strategies into our curricula so that students will better understand how to do well in college as well as high school.
- We set high standards for all of our students and use "scaffolding" to ensure that they can accomplish the assignments.

Another 20% of our students already have BA or BS degrees or higher, a number which has declined from 25% in 2002, but which remains quite significant. Another 5.1% of our students are in concurrent high school/college courses, i.e. Middle College.

- Again, we show our sensitivity to the wide variety of students by creating appropriate curricula and courses.

Finally, although 98.2% of our students identify as California residents, only 65.7% claim U.S. citizenship, a percentage that has been steadily declining since at least 2002. This statistic suggests an increase in language challenges among our students.

- We incorporate all four language areas (speaking, reading, writing, and listening) in our courses.
- We use various pedagogical strategies to help generation 1.5 and multilingual students improve their English (group work, relevant and interesting reading assignments, class presentations, etc.).
- We redesigned our English 836 to include a stronger basic skills component, increasing the unit load from 3 to 4 units.
- We revised our transfer composition course outlines to emphasize critical thinking and more clearly defined learning outcomes.
- We added 2 literature electives to the schedule for Fall 2004 which are at the developmental level (eligibility for English 836 is prerequisite).
- We are working to establish more support from the Learning Center – in materials and tutoring.
- Our faculty frequently participates in leadership and assessment workshops, to help us learn to do our work better.
- Two of our faculty members were 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 particularly 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.

Finally, the English department would like to point out that, in an attempt to more clearly understand the needs of our students, 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? 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?

We believe that answers to such questions would help us formulate more specific and targeted strategies for helping our students succeed.

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 many ways. For example:
- Our developmental composition courses prepare students for transfer-level composition courses as well as any courses and careers which require reading, writing, listening, and speaking.
- We offer 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 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.
- A number of students each year earn certificates of proficiency in 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.

- •   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).

- •   Our department is currently going through the program review process, which creates an opportunity for us to evaluate our offerings and program.
- •   Both full- and part-time faculty regularly attend workshops on improving pedagogy and methodology in the teaching of English.
- •   During the 2003-4 academic year, both full- and part-time faculty conducted and participated in teaching demonstrations at regular department meetings.
- •   Members of the department participated in the Language Arts Project and shared their knowledge and findings with other faculty.
- •   In the past two years we have updated all of our basic courses: ENGL 826, ENGL 836, ENGL 100, ENGL 110, ENGL 165, and ENGL 400. Two new elective courses have been added: ENGL 200, LIT 205.
- •   We regularly update our 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.

We have removed LIT 144 (History and Development of American Musical).

We have banked LIT 105 (The Bible as Literature); LIT 302 (Masterpieces of Classical and European Literature II); and LIT 431 (Mythology).

Although we have recently revised all of our composition course outlines, 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.

Our plan for updating literature course outlines is to have the instructor who is offering the course update it once s/he has taught it once or twice. For example, Lisa Palmer is currently in the process of updating the Mexican American literature course, and David Clay will do the same with the Film courses (Fall and Spring 2005-6).

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 441 (Film Study and Appreciation I); LIT 101 (Modern Literature); LIT 111 (The Short Story); LIT 142 (Great Plays: Classical & Renaissance); LIT 143 (Great Plays: Modern Era); LIT 151 and 152 (Shakespeare); 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 department-wide accreditation when it happens.

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.

However, it is our goal to create consistency among the 3 colleges to benefit students in the audit degree process.

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, so 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:

- Our 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.
- Our department is involved in a discussion with Skyline concerning integrated reading and writing courses. We plan to modify our program as necessary based on the outcomes of this dialogue.
- Where electives are concerned, we conducted a survey of student literature interests, and will develop courses based on those outcomes.
- We would like to schedule additional transfer-level English major elective courses on a more regular basis.
- We want to continue discussions to ensure that the English department is aligned with the district and college mission.
- We want to examine the English major requirements to incorporate new electives and realign the transfer requirements with UC and CSU curricula.
- We may want to develop a course equivalent to UC Berkeley's 6-unit college writing R1A—Accelerated Reading and Composition. This accelerated course concurrently satisfies both the requirements of Subject A and the first half of Reading and Composition. Developing this course will require research into our student population, placement policies, and course materials. The course could be a means for EI and other students with English language challenges to move into the transfer curriculum more quickly and with greater personal attention.
- 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.

We use various rubrics to assess student outcomes. These are attached. The Department will also be working within the campus SLO committee structure to examine and refine assessment tools for accreditation as it occurs.

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, master's degree in English Literature, credential in Philosophy and Religion, Administrative experience in private post secondary education.(100% composition)

Susan Gangel, master's degree in English with a concentration in creative writing. Career experience in advertising and marketing consumer products in all media strategies. (100% composition)

Lisa Palmer; expertise in Latin American, Latino/a, American and European literature as well as feminist studies (PhD in Comparative Literature and 10 years teaching experience in community colleges and at UCLA). (100% composition)

Anniqua Rana, master's degree in English with certificate in TESOL; EDD in International and Multicultural Education. (53-73% composition, 47-27% ESL)

Elizabeth Terzakis, master's degree in English, master's degree in creative writing, certificate in the teaching of post-secondary reading, and courses toward a certificate in composition. (50% composition, 50% reading)

Yolanda Valenzuela, master's degree in English with a concentration in the teaching of English as a second language, a certificate in the teaching of post-secondary reading, and a certificate in the teaching of composition. (100% reading)

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.
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
Forum on Teaching Reading with Helen Gillotte—David, Susan, Anniqua, Yolanda
Forum on Teaching Writing with Sugie Goen—Lisa, Anniqua, Susan, David
Language Arts Symposium—Anniqua, Lisa, Susan, David, Leslie, Yolanda
Reading/Writing Workshop—Susan, David, Lisa, Leslie
Computers in the English classroom—Lisa, Yolanda
Online Training for hybrid course—Anniqua, Lisa
Title V training for diversity—Anniqua, Lisa
Title V event planning—Elizabeth
Boot-up camp—David, Susan
Rainbow Alliance faculty training—Anniqua, Leslie
Museum of Tolerance—David, Yolanda
Santa Ana community college—Anniqua, Lisa
Language Arts Project—Anniqua, Lisa
One hour by arrangement faculty development project—David, Lisa, Susan, Yolanda
Gay Straight Alliance faculty advisor—Elizabeth
Polynesian Club faculty advisor---Susan
CRAFT Panel Presentation—Elizabeth, Yolanda
Freshman Success Program—Elizabeth, Yolanda

PTK new advisor orientation—Lisa
Social Justice Presentations—Lisa, David, Anniqua, Susan, Yolanda, Leslie
LDTP—Lisa
Humanities Division Retreat 2004(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.

During the 2003-4 academic year, all part-time and fulltime English department members were invited to Division Retreats, 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 rather than working with their instructors, they are assisted by a Writing lab assistant.

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)
- Paper
- toner
- Coded locks
- Training for faculty

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

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 as compared to other colleges and business. 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.

For additional data, please see attached appendix B "Faculty Hiring Proposal."

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

We will need an instructional aide to help manage to the computer lab(s).

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

Our primary, outstanding equipment and facility need, as outlined above in E. 2, is for computerized classrooms. 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 documention 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 had 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.

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

Please see 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 our multicultural and multilingual students. 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 members; our dedication to innovation, creativity, and rigorous standards; our collaboration with other departments; and our involvement in campus clubs and events.

Three Suggestions for Improvement
        Click on box and type in the first item
We need more faculty to provide 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 would like to expand our Learning Community offerings in order to retain and inspire more students.

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: **250 man and woman hours, at least.**

1.   Was the time frame for completion of Program Review adequate? If not, explain.
The process was unnecessarily cumbersome, irritating, and frustrating due to a document format that was not user-friendly.   Also, we had a hard time getting the data necessary to answer the questions. 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. Finally, we found that it was quite difficult to import our first draft into the final version of the document.

2.   Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.
The instrument was and remains excessively complicated. We found it difficult, for example, to import some information we had gathered in other documents. This used up time more profitably spent actually analyzing our programs.

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.

4.   Did you find the Program Review process to have value? If not, please explain and offer suggestions.
Yes and no. It took too long, but it did offer an opportunity for self-reflection.

5.   Was the data you received from administration complete and presented in a clear format? Would you like additional data?
No. We began asking for information more than a year before our program review was completed. It was far too complicated to get some data, and we are still waiting for other information.

6.   Please offer any comments that could improve and/or streamline Program Review!
Find a user-friendly format that allows easy input of data and documents.

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 = contact hours per week X enrollment in the class

FTE – One full-time faculty assignment
FTE for one class = % 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 = WSCH X 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)