Program Review Report

Yuba Community College District

YC - English Program Recommendations

Program Description: English is a core program that supports lower division arts requirements for graduation and transfer. English courses provide the foundation for success in nearly all other disciplines, as students are required to read and write well in order to perform well in almost every other field. Thus, student success in other district programs hinges on student success in the English program.
English 1A is a Yuba College graduation requirement. English classes are also a means for students to meet Area C and Area D requirements, as well as an Area E elective, for their general education. Transfer students must take English 1A to meet their Written Communication requirement and English 1B or English 1C to meet their sophomore-level writing requirement.

In the past year we have made one major revision to our curriculum in our composition series. All other English course offerings (e.g. literature, critical thinking, creative writing, news media production) continue to be offered on the basis explained in our program review. After revising our curriculum in the lower levels of composition, we now offer only three levels of English composition at the Marysville and Clear Lake campuses.
o English 1A (College Composition and Reading)
o English 51 (Preparatory Composition and Reading)
o English 105 (Pre-Collegiate Composition)

Staffing at the Clear Lake campus still suffers from the loss of critical adjunct instructors.

Staffing at the Marysville campus still suffer from, our department having lost two full-time faculty. We continue to hope to replace these two positions before our next program review. Our program and its students have suffered because of the strain caused by the loss of full-time faculty members within our program.

In the 2011-12 academic year, of our department?s 7.87 Contract FTEF, 6.70 FTEF was from Marysville, and 1.17 FTEF was from Lake. In the same academic year, of our 14,990.10 WSCH, 13,044.60 came from Marysville, and 1,765.80 came from Lake. Our program?s total FTES for that academic year was 499.67, Marysville accounting for 434.82, and Lake accounting for 58.86.

In Fall 2011, we accepted the Early Assessment Program (EAP) used by the CSU system, which allows students to place directly into English 1A at Yuba College by scoring well enough on their 11th grade California Standards Test. We continue to accept the EAP placement test scores and decided this Fall 2012 to accept the new ?conditional? category on the EAP test, which requires that students with a certain score to enroll in and successfully complete either an Advanced Placement (AP) course or College Preparatory English course in order to place directly into English 1A.

Year of Review: 2012-2013
Type of Review: Annual Update
Executive Summary: Staffing at the Marysville campus has suffered greatly since the last program review, the department having lost two full-time faculty. The department hopes to replace these two positions before the next program review. Staffing at the Clear Lake campus has also suffered due to the loss of critical adjunct instructors. At the time of the last program review, there

were four adjunct English instructors at Clear Lake; however, two have retired. One of the remaining two has indicated that he will not be available for Fall 2012 and beyond.

Despite these staffing challenges, the program has improved its WSCH per FTEF from 405 in 2008-2009 to 406 in 2010-2011; total WSCH for 2010-2011 was close to the five-year average of 15,270. The program's success rates run about parallel to those of the college: 64.8% of students passing courses in the program, compared to 68.4% passing courses college-wide, in the 2010-11 academic year. Likewise, the student retention is similar: 84.9% student retention within the program compared to 86.5% college-wide, in the 2010-11 academic year. Comparable similarities between The English Department's program and the college, in both student success and student retention, can be seen over the last five academic years. The program continues to assess its SLOs and make appropriate modifications to the curriculum as needed.

The English department has made several curricular changes since the last Program Review, first improving the academic rigor of its lowest level composition courses, replacing English 110A/B with integrated reading and writing 115A/B courses. Then the department proposed increasing student success by reducing the number of levels of English composition (to be explained elsewhere in this Program Review).

In Fall 2011, the department also accepted the Early Assessment Program (EAP) used by the CSU system, which allows students to place directly into English 1A at Yuba College by scoring well enough on their 11th grade California Standards Test. Furthermore, and perhaps more importantly, students who don't place well know early and can focus their senior year on preparation. The department is looking at the possibility of teaming with local high school teachers, as part of the EAP, to help high school students become better prepared for the rigors of college English.

Major program recommendations include 1) requesting the replacement of two, full-time, tenure-track faculty positions in fall 2012, 2) collaborating with ESL, Reading, and Learning Assistance faculty to develop the new, accelerated English 105 combined reading/writing curriculum for fall 2012, 3) replacing lost adjunct faculty staffing at Clear Lake, 4) hiring more adjuncts to staff classes at the new Sutter Center, 5) establishing a college hour at Clear Lake to allow its faculty to participate fully in monthly English Department meetings, 6) retroffiing faculty offices in 605 at Clear Lake to enhance privacy levels, 7) establishing a faculty cohort of English 105 instructors to meet regularly to discuss and modify the new curriculum as necessary, 8) requesting one full-time, tenure-track position at Clear Lake, 10) upgrading office computers at Clear Lake and Marysville, 11) outfitting classrooms in the 1000 building with larger monitors that can be moved to the center of the room as necessary.

Future Goals and Program Direction: Provide students with instruction that prepares them to advance to an institution of higher learning with the necessary skills and information for success, most especially critical thinking, writing and reading skills.

Assure that students enrolled in English courses benefit from the most current pedagogical practices in the discipline, including tutorial assistance in the mastery of writing skills.

Fully implement a three-level composition series that ensures appropriate curricular sequencing and encourages student success.

Curriculum & SLO Assessment Summary : The following Composition Courses have had SLOs evaluated since the Program Review was completed last year:
o English 1A 80.1% passing the SLO in Spring 2012

o English 51 84.3% passing the SLO in Spring 2012
o English 105 79.9% passing the SLO in Spring 2012
o English 115B 89.7% passing the SLO in Spring 2012
o English 115A 93.1% passing the SLO in Spring 2012
o English 113R 75% passing the SLO in Spring 2012

Beginning in the Fall of 2012, we no longer offer English 115A, 115B, or 113R. These courses have been replaced by our new curriculum in English 105. The SLO results for the Fall of 2012 remain to be seen for our new English 105 curriculum. However, since this course replaced the lower levels of composition, it will be interesting to review the results we achieve with the new class, though a strict comparison to the ?old? version of 105 will not be entirely possible.

The following Literature Courses have had SLOs evaluated since the last program self study:
o English 1B 87.5% passing the SLO in Spring 2012
o English 42 87.5% passing the SLO in Spring 2012
o English 46B 88.89% passing the SLO in Spring 2012

The English Department used the new rubric to assess our SLOs in literature in the spring and it was easier to compile the results and view success rates in those classes. However, we need to continue to assess our SLO in our literature classes for all the literature sections offered.

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC - English Program Recommendations - Curriculum - After initially being denied, the English 105 Course outline was brought back before the Curriculum Committee for approval in January 2012. The Curriculum Committee approved the outline this time. Therefore, the new English 105 curriculum was implemented this Fall 2012. **Year(s) Requested:** 2012-2013 **Inactive Date:** 10/15/2012 **Supporting Evidence (SLO, WSCH, etc.):** This recommendation has been completed as of Fall 2012.	**Plan of Action:** None--recommendation is complete **Type:** Curriculum/SLO **Budgetary Impact:** None. Four-unit courses that used to be pre-requisites to English 105 will be replaced with four-unit 105 sections. **Perkins Eligible:** No **Location:** Yuba College - All		
YC - English Program Recommendations - Staffing Adjuncts at Clear Lake - The Lake campus Dean has posted employment notices in local newspapers over the last			

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year in an effort to recruit English adjuncts on the Clear Lake campus. To date, no candidates have responded, so recruitment efforts need to continue to be made. **Year(s) Requested:** 2012-2013 **Request Date:** 10/15/2012 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** At the Lake campus, we have only two full-time English professors. However, because one of the professor's loads involves multiple Learning Assistance classes, the two full-time faculty teach on average only six (6) English classes each semester. It is critical to locate at least one more adjunct to provide sufficient staff as soon as possible. It is recommended that another full-time faculty be hired in English at the Clear Lake campus before the next Program Review.			
YC - English Program Recommendations - Faculty Staffing: Marysville - The Language Arts Dean at Marysville should request two replacement full-time English faculty positions of the Faculty Staffing Committee in October 2012. The dean and departmental faculty should continue to advocate for these indispensible positions. **Year(s) Requested:** 2012-2013 **Request Date:** 10/15/2012 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** The department at the Marysville campus has lost two full-time faculty since our last	**Plan of Action:** The Language Arts Dean at Marysville should request two replacement full-time English faculty positions of the Faculty Staffing Committee by October 2012. **Type:** Staffing - Faculty **Budgetary Impact:** Two full-time faculty salaries. **Perkins Eligible:** No **Location:** YC Marysville Campus		

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Program Review; neither has been replaced. As a result the Yuba College English department now has only 6.80 Contract FTEF (down from 9.00 Contract FTEF in the 2008-09 academic year). At the same time, we have come to depend heavily on our adjuncts, maintaining 10.87 adjunct FTEF college-wide, 10.20 adjunct FTEF at the Marysville campus. Since Fall 2012, the number of our adjuncts (22) at Marysville is more than double the number of our full-time faculty (8), and they are teaching almost half (51%) of the department?s units, violating the 75/25 ratio suggested by the state. This is most disturbing in a core program, such as English. At the Lake campus, we have only two full-time English professors. However, because one of the professor's loads involves multiple Learning Assistance classes, the two full-time faculty teach on average only six (6) English classes each semester. It is critical to locate at least one more adjunct to provide sufficient staff as soon as possible. It is recommended that another full-time faculty be hired in English at the Clear Lake campus before the next Program Review. Our last Program Review noted that our department at Marysville would have 10 full-time faculty for Fall 2008. Now we have only 8. Our last Program Review notes, "As a result of the increase numbers of full-time instructors, department duties have been better distributed, committee work has been improved, and most importantly, students have the benefit of quality instructors who			

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are available out of class for additional, one-on one instruction." The English department aspires to enjoy these results once again. The consequence of not replacing at least one of the two positions we've lost in the last two years is the inverse of what our department Program Review boasted of only four years ago. As a result of the decreased number of full-time instructors, department duties have not been adequately met. Because the few full-time faculty remaining are stretched so thin, important departmental discussions and decisions are delayed. Most importantly, as we've come to rely so heavily on adjunct instructors, our students have not benefited from experienced professors who are available every day out of class for additional one-on-			
YC - English Program Recommendations - Sutter Facility - It was recommended that Yuba College must allocate additional FTEF to Language Arts division to offer additional English classes at the Sutter facility in Fall 2012 in our program review, so that enough English courses will have to be offered at the new facility to make it a fully functioning center. Additional courses are being offered this fall and next Spring 2013. It is not yet known if we will have to increase the English offerings at Sutter for the next academic year, 2013-2014. **Year(s) Requested:** 2012-2013 **Request Date:** 10/15/2012	**Plan of Action:** None, since we have already increased the number of English course offerings at the Sutter center. However, as a department, we will need to continue to discuss which full -time faculty will teach at this facility, and we have already hired additional adjuncts to our already large pool to meet the demand. **Budgetary Impact:** **Perkins Eligible:** No		

Recommendations	Plans of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Supporting Evidence (SLO, WSCH, etc.): We have increased the number of English classes offered by Yuba College to turn the new Sutter Center into a functioning facility for Fall 2012. As a department, we will still need to discuss which full-time faculty will teach at this facility on a regular basis, and we already have to hire additional adjuncts to teach at Sutter, increasing our already large pool to meet the demand. The new facility will continue to bring challenges in evaluations, and communication within our department.			
YC - English Program Recommendations - College Hour at Clear Lake - The Lake campus Dean has modified the English class schedule to ensure faculty are free to attend the monthly department meetings via phone. **Year(s) Requested:** 2012-2013 **Inactive Date:** 10/15/2012 **Supporting Evidence (SLO, WSCH, etc.):** This recommendation is complete and no further action is needed on it.			
YC - English Program Recommendations - Classroom Heating and Cooling at Marysville - The maintenance department at Marysville must maintain adequate heating and cooling in the 1000 building. If heating and cooling continue to be problems, which the Yuba College maintenance department cannot address, then the college and/or district will have to fund an acceptable solution to adequately cool and heat the rooms without repeated calls on a consistent basis.			

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Year(s) Requested: 2012-2013 **Request Date:** 10/15/2012 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** On the Marysville campus we continue to have serious problems with classroom facilities in the 1000 building. The rooms are rarely heated or cooled properly. This is an issue every semester, throughout the entirety of every semester. Since the 1000 building was remodeled only a few years ago, why we continue to have such problems on a regular basis for such fundamental conditions as proper heating or cooling has yet to be explained satisfactorily.			
YC - English Program Recommendations - Faculty offices at Clear Lake - Construction crews must retrofit faculty offices in Room 605 on the Lake campus or those faculty offices must be moved to the soon-to-be-vacated administration building. The Clear Lake faculty think it is likely that their offices will be moved to the now vacant administration building in the near future, but this move has not happened yet, so this recommendation remains relevant. **Year(s) Requested:** 2012-2013 **Request Date:** 10/15/2012 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):**			

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On the Clear Lake campus, some faculty do not have sufficient privacy in their offices. Cubicles in room 605 have module panels for walls, which do not (and cannot without preventing heating and cooling) reach the ceiling. Any and all conversations with students can be overheard throughout the building. This is a violation of the confidence students entrust in their instructors during conferences and a hindrance to the performance of other faculty who can overhear everything being said. These are unsatisfactory working conditions for faculty and unacceptable learning conditions for students. Privacy is violated; student confidentiality is lost.			
YC - English Program Recommendations - English 105 Faculty Cohort - The recommendation that all department faculty teaching the new English 105 course should meet as a faculty cohort during the 2012-13 academic year for support and direction is in the process of being met. We have met as a cohort twice already during the Fall 2012 semester and these cohort meetings will continue through the Spring 2013 semester. **Year(s) Requested:** 2012-2013 **Request Date:** 10/15/2012 **Supporting Evidence (SLO, WSCH, etc.):** This recommendation is in the process of being met and the faculty cohort meetings will continue through the Spring 2013 semester for English 105.	**Plan of Action:** This recommendation is in the process of being met and the faculty cohort meetings will continue through the Spring 2013 semester. **Type:** Curriculum/SLO **Budgetary Impact:** None **Perkins Eligible:** No **Location:** Yuba College - All		
YC - English Program Recommendations - Faculty Staffing: Clear Lake - The Lake			

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campus Dean should continue to consider requesting one new full-time English faculty position before the next Program Review, though it is noted that district budget issues have put this request on hold for the present. **Year(s) Requested:** 2012-2013 **Request Date:** 10/15/2012 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** At the Lake campus, we have only two full-time English professors. However, because one of the professor's loads involves multiple Learning Assistance classes, the two full-time faculty teach on average only six (6) English classes each semester. It is recommended that another full-time faculty be hired in English at the Clear Lake campus before the next Program Review.			
YC - English Program Recommendations - Upgrade Office Computers at Clear Lake - At Clear Lake, it would be prudent to upgrade computer memories and plan for the replacement of CPUs within the next year or two so instructional needs are adequately served. Computers serving adjuncts in Room 605 should be upgraded immediately. **Year(s) Requested:** 2012-2013 **Request Date:** 10/15/2012 **Recommendation Priority:** 2. Medium Priority	**Plan of Action:** Most of our other departmental issues with equipment and technology stem from much larger ones at the district and college level. Without a clear channel through which faculty must go to receive assistance in technology, with so much technology support scattered between different offices, the result is that of no support at all. Without sufficient funds allocated to replacing and rotating computers (including the monitors) in faculty offices, faculty have resorted to purchasing their own. The district must delineate how technology needs are to be met and by whom. It must also allocate sufficient funds to allow reasonable replacement of not only computers, but also monitors, keyboards, and other equipment in		

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Supporting Evidence (SLO, WSCH, etc.): At the Clear Lake campus, adjunct English faculty in the 605 building have access only to very outdated and slow computers and these computers have not been updated due to a lack of resources. However, with the new buildings and computer labs at Lake there are some additional options for adjunct access to more updated computers.	faculty offices and in classrooms. **Type:** Equipment/Technology **Budgetary Impact:** Unknown. **Perkins Eligible:** No		
YC - English Program Recommendations - Upgrade Office Computers at Marysville - At Marysville, all faculty offices should be supplied with upgraded computers, monitors, and any other computer equipment as needed immediately. WIFI should be provided in newly constructed faculty offices in the remodeled 1100 building. **Year(s) Requested:** 2012-2013 **Request Date:** 10/15/2012 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** At the Marysville campus most computer equipment in faculty offices is personal equipment because neither the college nor the district supplies it. Six of the eight full-time English faculty on the Marysville campus have bought personal computer monitors to use in their offices because the district has not provided monitors since it first supplied office computers over a decade ago. Those were old CRT monitors. One of the two English faculty members who refuse to purchase college equipment	**Plan of Action:** Most of our other departmental issues with equipment and technology stem from much larger ones at the district and college level. Without a clear channel through which faculty must go to receive assistance in technology, with so much technology support scattered between different offices, the result is that of no support at all. Without sufficient funds allocated to replacing and rotating computers (including the monitors) in faculty offices, faculty have resorted to purchasing their own. The district must delineate how technology needs are to be met and by whom. It must also allocate sufficient funds to allow reasonable replacement of not only computers, but also monitors, keyboards, and other equipment in faculty offices and in classrooms. **Type:** Equipment/Technology **Budgetary Impact:** Unknown. **Perkins Eligible:** No		

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with personal funds still uses an original CRT monitor in her office. The other was able to obtain a small 15-inch flat screen from IT. To obtain anything better, apparently one must purchase the equipment with personal funds. Some faculty now use personal laptops in their offices. Printing to a shared printer continues to present so many problems that many faculty have bought personal printers for their offices. There is no WIFI in faculty offices, so some faculty opt to provide personal routers to obtain the needed WIFI. In short, the English department at Marysville does not get computer equipment from the division, the college, or the district. What little equipment the district at one time provided is often erratic in its performance and takes considerable time to repair. Waiting for office computer repairs for more than a day is unacceptable when faculty teach online classes, use Blackboard for web enhanced classes, and rely on the Campus Portal so heavily now to get information and gain access to email and WebAdvisor. And yet, wait times for office computer repair often drag into weeks.			
YC - English Program Recommendations - Smart Classrooms at Marysville - At the Marysville campus, smart classrooms in the 1000 building should be outfitted with much larger screens or projection equipment to ensure that students can see classroom presentations. Larger screens should be equipped so that they can be moved to the	**Plan of Action:** Most of our other departmental issues with equipment and technology stem from much larger ones at the district and college level. Without a clear channel through which faculty must go to receive assistance in technology, with so much technology support scattered between different offices,		

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center of the front of the room so that all students can see presentations adequately. **Year(s) Requested:** 2012-2013 **Request Date:** 10/15/2012 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** Full-time and adjunct faculty alike on the Marysville campus complain that the flat screen TVs in the classrooms of the 1000 building are too small. Students cannot read or see material presented to them. The screens are also placed in such a way that, even if they were bigger, many students would still have difficulty craning their necks to see them.	the result is that of no support at all. Without sufficient funds allocated to replacing and rotating computers (including the monitors) in faculty offices, faculty have resorted to purchasing their own. The district must delineate how technology needs are to be met and by whom. It must also allocate sufficient funds to allow reasonable replacement of not only computers, but also monitors, keyboards, and other equipment in faculty offices and in classrooms. **Type:** Equipment/Technology **Budgetary Impact:** Unknown. **Perkins Eligible:** No		
YC - English Program Recommendations - Faculty offices at Marysville - The maintenance department should maintain faculty offices at the Marysville campus, cleaning floors, knocking down spider webs, and repairing any damaged facilities, regularly **Year(s) Requested:** 2012-2013 **Request Date:** 10/15/2012 **Recommendation Priority:** 1. Low Priority **Supporting Evidence (SLO, WSCH, etc.):** Our offices are left for us to clean. Only the trashcans are emptied on a semi-regular basis. We look forward to the remodel of the 1100 building because office ceilings have leaked so badly that faculty have had			

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to move seating, documents, and electronic equipment so as not to get rained on or electrocuted.			
YC - English Program Recommendations - Purchase of Films (DVD Library) - It is important that funds be provided for English Department faculty to build a film library that would belong to the department as a whole. Currently, faculty who have taught these courses have purchased their many of their own films and maintain their own personal library of DVDs to teach these courses. **Year(s) Requested:** 2012-2013 **Request Date:** 10/15/2012 **Recommendation Priority:** 2. Medium Priority **Supporting Evidence (SLO, WSCH, etc.):** Many of our English courses require the use of films, such as English 33-History of Film and English 34-Introduction to Film. It is important that funds be provided for English Department faculty to build a film library that would belong to the department as a whole. Currently, faculty who have taught these courses have purchased their many of their own films and maintain their own personal library of DVDs to teach these courses. This becomes a problem when these faculty members retire and the films are no longer available for the new instructors who will be teaching the classes. The need to create a film library, which is available to the entire English department, became obvious when one of our faculty members teaching the English courses that incorporate the use of films this semester realized that there were not many available to him. This was	**Plan of Action:** In order to build a film library for the English courses that require the use of films for analysis, money needs to be allocated in our English Department budget to do this. **Type:** Equipment/Technology **Budgetary Impact:** Money needs to be allocated to purchase films. Approximate cost: $100-$500 **Location:** YC Marysville Campus		

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because the courses were previously taught be instructors who had their own personal film libraries.			
YC - English Program Recommendations - Create Transfer Model Curriculum (TMC) Degree for English (AA-T) - The English Department needs to develop a transfer (AA-T) degree for English. **Year(s) Requested:** 2012-2013 **Request Date:** 10/15/2012 **Recommendation Priority:** 3. High Priority **Supporting Evidence (SLO, WSCH, etc.):** Due to state guidelines requiring the development of more Transfer Model Curriculum (TMC) degrees at the community colleges, it is imperative that the English Department develop a transfer (AA-T) degree for English so that we may remain competitive with other schools who will be offering these degrees. This degree will be a benefit to our students since earning one of these degrees will allow them to transfer to a CSU more easily.	**Plan of Action:** The English Department will request CI-D numbers for various English courses in the Fall 2012 semester so that applying for the TMC degree through the Chancellor's Office will go more smoothly in the Spring 2013 semester. **Type:** Curriculum/SLO **Budgetary Impact:** None		