Assessment Report

Yuba Community College District

YC - English & Reading Program Recommendations

Year of Review: 2013-2014
Type of Review: Self-Study (4-year review)
Executive Summary (Include a list of team members): Dean
Program Description : A1. Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

The Yuba College Writing and Language Development Center (WLDC) provides comprehensive reading and writing support services for all students, though the center relies on BSI funds, which are vulnerable to being cut. Most students served by the center are enrolled in ESL or English composition classes. The WLDC is open from M-Th from 8:30 a.m- to 6 p.m. and Fridays from 8:30 a.m. to 5 p.m. The Center has a 40% release time faculty coordinator and two full-time Instructional Associates. The WLDC also relies extensively on peer tutors. Currently, the center employs 11 peer tutors who have been trained in reading and writing tutoring strategies.

Clear Lake Campus's Learning Center is now open 5 days a week, all day long. In previous semesters access to tutors, peer editors, and computers was limited to 2 full days and three afternoons. The Learning Center, which tutors students in all the English classes, is similar to the WLDC because it uses BSI funds to provide payment for the main person working there in the mornings. We don't know how long this funding will be available, but it is very important that the LC continues operation on behalf of our students.

A2. If services are available, how do they demonstrate an increase in student success?--Condrey

Yuba College institutional research supports the fact that, each semester, English students who regularly use the services of the WLDC tend to pass their English classes at higher rates than the body of students who do not use those services. Moreover, students who use the WLDC perform significantly better than students who do not, and this increase in student success is reflected in a noticeable campus-wide increase in writing (7%) and reading (10%) achievement since the WLDC began operations in 2008.

The WLDC intends to continue its partnership with the institutional researcher to follow student success, defined as a pass, or C or better, in English, ESL, and Reading courses. He compares students who use the WLDC at least six hours in a semester with students in the same courses who do not. Overall, we find that higher student success rates correlate with use of the WLDC:

Success rates for English/ESL/Reading Courses

Spring 09
WLDC--65%
No WLDC--63%

Fall 09
WLDC--70%
No WLDC--63%

Spring 10
WLDC--61%
No WLDC--60%

Fall 10
WLDC--71%
No WLDC--62%

Spring 11
WLDC--71%
No WLDC--61%

This data is at best an imprecise measure of the success of the program. It does not take into account the high degree of autonomy students exercise in availing themselves of WLDC services. For example, a student may work with a tutor or not; he may keep a regular appointment with the same tutor or seek feedback only occasionally on a drop-in basis. He may only use the computers to research or type a paper. Students might only use the space to meet with classmates for group work or to do homework.

However, additional assessments should shed more light on student learning. One way to assess whether students achieve the program's SLO, students will practice writing as a social, recursive process, is to use student tracking software to see how many times a student works with a tutor. This would separate out students who have significant, recurring contact with staff or tutors from those who do not. Another assessment involves compiling feedback wherein students identify an area of focus for the session, such as brainstorming, creating a thesis, or clarifying ideas; asks what stage the paper is; asks what is the most significant change the student has made so far and why; and asks about the due date and when the student started working on the paper. All these responses are suggestive of the degree to which the student is aware of writing as a recursive, social process. As these responses are collected into a spreadsheet, the document becomes a kind of mini-portfolio of repeat students' changing attitudes and practices. Changed attitudes and practices in writing, even more than success in passing the course, are more evaluative of the SLO, since some students who pass an English course may do so without experiencing much growth in their understanding of the nature of writing, and some who fail the course may have experienced much growth in understanding and be poised to succeed in the course on the next attempt.

At the Clear Lake Campus Learning Center students anecdotally report more confidence in their composition when they have had opportunity to benefit from the face to face feedback/tutoring available in the learning center. The Learning Center reports an increase in student use which continues to grow as the semester progresses. The anecdotal nature of this evidence makes it clear the English Department needs to implement more rigorous data tracking.

B3. How is current and previous program review data used to refine and improve program or department practices?—Ramsey & All

As noted in our 2011-2012 Academic Program Review, the English Department planned significant changes to our lower levels of composition. In the Fall 2012 semester, the English Department actually implemented this new curriculum, where we eliminated our lowest levels of composition, English 110A and English 110B and reduced our total levels of basic composition courses from five to three. This was done in response to data which demonstrated that the more levels of composition a student must take in order to reach English 1A, transfer-level composition, the less likely they are to succeed in getting to that particular course.

In addition to eliminating our two lowest levels of composition, we revised our English 105 course in two significant ways. One major change to our English 105 offering was to make it our open access course so that any student at Yuba who scores 54 or less on

our ACCUPLACER placement test will be required to take that course. The other significant change to our English 105 course was to align the course with the two levels of composition above it, English 1A and English 51, so that the English 105 course integrated reading and writing into the course, not just writing.

Our department is currently gathering data regarding how this major change to our lower levels of composition curriculum is proceeding. One of the important goals of this change is to see more students in our English 105 course eventually enroll in our transfer-level English 1A course. Unfortunately, the college's loss of an institutional researcher has made it difficult to acquire the data needed to determine if our change is showing successful results. However, we have seen some promising results in our Student Learning Outcomes in our English 105 courses in terms of the percent of students who pass the department final exam. Because English 105 is our open-access course, the department expected the overall pass rate for English 105 to drop rather significantly because the course would include students with writing skills much weaker than students were permitted to have prior to the change. However, in the Fall 2012 semester, 62% of students enrolled in our new English 105 curriculum passed the department final exam, and in the Spring 2013 semester, 75% of English 105 students passed the final exam.

Curriculum & SLO Assessment Summary : D6. What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?

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 also a Yuba College graduation requirement, and English classes are 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. Below is a listing of the courses we offer to students in order for them to achieve their degree goals.

We currently offer multiple sections of the three levels of English composition every semester:

- English 1A (College Composition and Reading)
- English 51 (Preparatory Composition and Reading)
- English 105 (Pre-Collegiate Composition and Reading)

We also offer the following English courses every semester:

- English 1B (Critical Thinking: Writing About Literature)
- English 1C (Critical Thinking: Advanced Composition)
- English 20 (News Media Production)
- English 31A (Creative Writing)
- English 34 (Introduction to Film)
- English 40A/B (Tutoring Writing)

On a rotational basis (no more than once per year), we offer the following literature courses:

- English 30A/B (Introduction to American Literature)
- English 36 (American Ethnic Voices)
- English 37 (Women's Voices)
- English 42 (Introduction to Shakespeare)
- English 44 (Themes in World Literature)

- English 46A/B (Introduction to English Literature)
- English 48 (Voices and Visions)

The English Department recently input its Associate in Arts in English for Transfer into the college's curriculum management system, Curricunet, to begin the approval process for that degree. This newly created Associate Degree of Transfer (AD-T) provides a clearly articulated curricular track for students who wish to transfer to a CSU campus, while also serving the diverse needs of students interested in the breadth and depth of the field of English. This degree also exposes students to the core principles and practices of the field in order to build a foundation for their future personal, academic, or vocational paths.
In addition to creating the transfer degree for English, we also had to revise the following literature course outlines of study (CORs) offered by our department in order to meet CI-D requirements for the transfer degree:

- English 30A/B (Introduction to American Literature)
- English 46A/B (Introduction to English Literature).

All of the effort devoted to creating and getting our AA-T degree approved is aimed at improving our student's ability to transfer to a California State University (CSU). Some future goals for our program in terms of degrees and transfers is to continue to consistently offer a variety of literature courses which would satisfy the requirements of this degree. However, because the AD-T degree specifies that it only helps students to transfer to a CSU, it is important that our department continue to offer our regular Associate of Arts in English degree.

The Clear Lake Campus (CLC) makes an effort to offer a daytime and evening section of most composition courses. The number of sections offered is determined by a review of previous semesters' enrollment or waiting lists. Most semesters the CLC offers two sections of English 1A, English 51, and English 105. English 34 and 1C are offered each fall and English 36 and 1B are offered each spring.

D7. Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.

Last year, the English Department spent a considerable amount of time inactivating any courses that are no longer offered by our department, such as English 110A/B. Therefore, all courses that need to inactivated have already been removed from our curriculum. The English Department does not have any certificates or degrees that need to be inactivated.

D8. Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance?

Due to the current moratorium that has been imposed on our curriculum management system, Curricunet, the Curriculum Committee has not sent the department the list of CORs that need to be updated this year. Once we receive this list from the Curriculum Committee, we will begin to update any CORs that need revision in order to be compliant.

D9. If applicable, how are teaching methodologies in your program or department assessed?

The English Department does not advocate for specific teaching methodologies that need to be used in particular courses. In general, the various instructional methodologies used by our faculty are assessed by student, peer, and administrative evaluations as required by our contract. We follow all the required Yuba College Faculty Association (YCFA) and Yuba College American Federation of Teachers (YC-AFT) evaluation timelines for our various positions. For example, all full-time tenured faculty are evaluated every three years, while our adjunct faculty are evaluated every semester for their first three years of employment and every sixth semester

thereafter. If a faculty member's teaching methodologies are ineffective in a particular course, as noted in their individual evaluation, they are provided suggestions for how to improve those deficiencies for future evaluations.

Though our department is accepting of various methodologies to instruct students, the department is continually working to improve our teaching methodology with innovations, such as revising our entire 105 program, which implemented Reading Apprenticeship techniques into our composition program.

D10. If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?

Currently the faculty evaluation and assessment process only supports, improves, and/or expands the current teaching methodologies in our department in a very limited way. Our department is very cautious about being overly prescriptive in regards to the particular teaching methodologies instructors should use in their classes. However, there is a new faculty evaluation instrument being developed by the Academic Senate, in consultation with YCFA and the District Human Relations office, that should help in supporting, improving and expanding our current teaching methodologies in the future.

One specific area our department is examining best practices is in the pilot program we started last year for English 105. The new English 105 has been and is being constantly reviewed and discussed. Any and all recommendations and/or effective teaching techniques, like using Reading Apprenticeship techniques, are considered and evaluated. The efficacy of the program revision is currently being evaluated and any changes needed and agreed upon are implemented.

Since the pilot program for English 105 has only been in place for two full semesters it is premature to draw any significant conclusions from our success rates in the course. For the 2012-13 school year, we had a 51.7% success rate and an 81.9% retention rate. And though this was a major curricular change where we now have students at significantly different ability levels, these percentages were not significantly lower than the success and retention rates in the year preceding this major departmental change, 2011-12, when we were still offering English 105R; the success rate that year was 58.9% and retention was at 80.9%.

D11. If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?

The English Department currently offers English 1A, transfer-level composition, to students in a fully online format. We also offer many of our literature courses through the ITV format. Since the department currently assesses the student learning outcomes on all its courses offered in a DE modality separate from our regular face-to-face courses, we are able to assess the effectiveness of our DE instruction that way. As an example, our fully online English 1A courses have been succeeding in passing the department final exam at a slightly higher rate than our face-to-face students, with 77.4% of our online students passing the final versus 74.8% in the Fall 2012 semester, and 89.7 % of our online students versus 85.7% in the Spring 2013 semester.

In addition, DE students are required to take all exams and write all the same papers as the students in the face-to-face sections of our courses. Of course these materials are evaluated to assess the students' understanding of the material. In addition, all DE students must interact with the instructor via email, chat rooms, discussion boards, etc. to prove their regular "attendance" and regular participation in classroom activities.

D12. If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?

Currently our DE classes are assisted by the IT and DE staff. This staff provides information and support services for the DE students, as well as administer most exams and collect some assigned work. This support could be greatly enhanced and improved by having more staff, in both departments.

The WLDC is currently developing protocols for offering online tutoring to students in DE courses. A center representative attended meetings of the Yuba College IT and DE committees to present information about a WLDC-developed proposal to extend services using CCC Confer.

D13. How is your program or department applying sound principles of learning and teaching theory to its curriculum?

Relying primarily on the expertise of our faculty and conducting on-going and timely research, the department stays current on many of the trends in teaching theory. Much of this information has been implemented into our program, the complete re-working and re-designing of the 105 curriculum and the implementing the Reading Apprenticeship program as two relevant examples. What is more, currently one department member is on sabbatical, where she is pursuing an additional graduate degree and TESOL certificate, from which the department hopes to glean much information about the most recent pedagogical innovations, particularly for ESL students.

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?

The following composition courses have had their SLO's evaluated this past year:

English 1A
Fall 2012--74.8% passing the SLO
Spring 2013--85.7% passing the SLO

English 51
Fall 2012--75.6% passing the SLO
Spring 2013--75.2% passing the SLO

English 105
Fall 2012--62% passing the SLO
Spring 2013--75% passing the SLO

English 1C
Fall 2012--Not Assessed
Spring 2013--87.1% passing the SLO

The following literature and other English courses have had SLOs evaluated in the last year:

English 1B
Fall 2012--91.6% passing the SLO
Spring 2013--92.3% passing the SLO

English 30A
Fall 2012--61.9% passing the SLO

Spring 2013--Not offered in the spring semester

English 30B
Fall 2012--Not offered in fall semester
Spring 2013--66.6% passing the SLO

English 34
Fall 2012--78.2% passing the SLO
Spring 2013--55% passing the SLO

English 36
Fall 2012--88.6% passing the SLO
Spring 2013--78.9% passing the SLO

English 46A
Fall 2012--88.2% passing the SLO
Spring 2013--Not offered in the spring semester

English 46B
Fall 2012--Not offered in fall semester
Spring 2013--96.3% passing the SLO

English 31A
Fall 2012--83% passing the SLO
Spring 2013--90% passing the SLO

English 20
Fall 2012--100% passing the SLO
Spring 2013--100% passing the SLO

The English Department has the following Program Student Learning Outcomes (PSLOs):

Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
Analyze data/information in addressing and evaluating problems and issues in making decisions.

While the English Department PSLOs relate and reflect many of the demands made on students in our English courses, we do not currently have a way to empirically assess the individual PSLOs listed above. This is something we will consider for our future Program Reviews.

D15. For each of the above, how did the assessment data influence program, department and/or course improvement?

We are continuing to look closely at the results our CSLOs are producing and are examining ways to assess these results, with the hope of improving instruction. As an example, we noted that our pass rate on the department final exam for English 1A went down to 74.8% in the Fall 2012 semester. Our department felt this was due to the fact that we had chosen a final exam essay that was more challenging than we usually did for the test and did not accurately reflect the culminating analytical skills we wanted students in our

English 1A courses to have at the end of the semester. Therefore, we worked harder in the Spring 2013 semester to choose an essay for the English 1A students to analyze which was congruent with the skills we wanted to assess. As a consequence, we saw a higher pass rate in English 1A, 85.7%, in the Spring 2013 semester.

As stated above, the department is currently assessing its findings with regard to SLOs. However, the college has recently lost its institutional researcher, upon whom the department depended for further analysis of our SLO data. When the college hires a replacement researcher, the department hopes to more empirically evaluate our SLOs and then move forward to implement any changes deemed necessary.

Industry Trends and Program Data Analysis :

C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?

The English Department has adopted the following catalog description for our Yuba College English Degree:

The English A.A. degree gives students a broad based background in writing, literature, and language analysis. It prepares students for the further study of English or a related field at a four-year school; it also supports a wide range of career options, emphasizing as it does the reading, communication, and analytic skills that provide a necessary foundation for many different endeavors. As such, a degree in English is a good gateway towards a career in teaching, law, technical writing, creative writing, editing/publishing, marketing, and any occupation requiring clear communication skills

We also recently adopted English Degree Program Goals, which state that upon completion of our program, a student will be able to:

*Assess and comprehend texts on a literal level.
*Analyze texts on thematic, rhetorical, metaphoric, and symbolic levels.
*Synthesize multiple perspectives on a literary text.
*Demonstrate an understanding of the social and historical context for a work of literature.
*Produce and communicate clear and effective arguments and ideas.

In previous Program Reviews we have not been asked for specific data regarding how our English Degree goals actually aligns with the education, diversity, demographic, and workforce needs of local communities. Some ways we might measure this in future Program Reviews is through the creation of various surveys. One possible survey might include students who have completed the English Degree or students who take our courses as part of another degree/certificate and how the English course materials/skills aligned with or prepared them for their next educational goal or their current job. We may also be able to measure how well our department goals align with industry trends by finding out what careers our students who earn English Degrees eventually have.

Of course, it is unreasonable to ask that the English Department create and distribute these sorts of surveys or to track down our former students who have already graduated. Therefore, such an endeavor would require the commitment of the college to employ an institutional researcher who could help the English Department create such surveys and collect and analyze the data for us.

C5. How is your program or department direction driven by empirical data?

As noted in Section B3 of the current Program Review, which asks how current and previous program review data is used to refine

and improve program or department practices, the English Department used empirical data from our previous Program Review to change our lower levels of composition by reducing the number of courses in the sequence in order to increase student success. We are continuing to use empirical data to determine if our changes were successful in getting more students who begin in our lowest level of composition into our transfer-level composition course, English 1A.

Our programs success rate is similar to the college's: 63.1% of students passing courses in our program, compared to 67.8% passing courses college-wide, in the 2012-13 academic year. Our overall retention rate for the 2012-13 academic year is slightly lower than the college's: 83.4% student retention within our program compared to 90.1% college wide. It must be noted, however, that our retention rate has increased some since the last academic year; it is up 1.9 % from the 2011-12 academic year when our program's retention rate was 81.5%.

One area our department needs to examine a little more closely are the success and retention rates between our Distributive Education (DE) courses and our regular face-to-face (F2F) courses.Within our program we have a 53.2% success rate in our DE classes versus a 63.5% success rate in our F2F courses, a difference of 10.3%. The difference in our retention rates within our program between DE and F2F courses is more significant though. In our DE courses we have 67.1% retention rate in the 2012-13 academic year versus an 84.1% retention rate in our F2F courses, a difference of 17.1%. Clearly, this is an area where we can improve so we will be discussing how we might increase our success and retention rates in our DE courses within our department over the course of the next year.

Future Goals and Program Direction:

K27. Based on Program Review, what are your plans for future department/program improvements?

One of our primary goals will be to develop and prioritize explicit long-term and short-term goals for the department.

One area relatively new to the English Department's focus is the increased attention to, and perhaps institutional replacement of, reading as a part of the English curriculum. We will need to develop SLOs and goals regarding reading.

One goal that the English Department has is to offer more mentoring and training to our adjunct faculty. Many of the adjunct faculty we have hired in the past year are very new instructors who need guidance. The contract evaluation process allows for very limited mentoring and/or guidance, since full-time tenured faculty only observe one of the adjunct's courses and will usually only meet with them once to discuss any recommendations made on the evaluation. Therefore, the department would like to offer more FLEX activities for our adjunct instructors, one of those being some training in holistic scoring for our final exam.

Another goal of our department is to continue to build relationships with our local high schools. In 2011, the WLDC coordinator implemented a program that put trained Yuba College English tutors into a local high school. This program was discontinued in 2012. The department should consider whether a similar program can be implemented at other local schools.

More generally, the college could benefit from increased cooperation with local high school English instructors. A good first step in this direction would be sharing the results of the recently circulated SENSE student engagement survey with local high school administrators and faculty. This survey will provide information about student preparedness. Another way this could be accomplished is by directly reaching out to area English instructors to establish an in-service day to discuss issues of common concern, including curricular alignment. If this was to occur, it would also be appropriate to involve CSU and UC faculty.

Another goal the English Department should pursue is to provide tutoring services for DE and Sutter Center students. This project is currently being developed by WLDC staff.

The department needs to assess our SLOs and SLO assessment tools. In some cases, courses like English 40A and 40B need to develop SLO assessment tools. The department also needs to develop more and more meaningful SLOs for classes.

As noted in question C1, our department needs to examine how it might improve and increase both success and retention rates in our DE courses. It might further evaluate the efficacy of offering certain courses through DE. With the development of the AA-T in English, the department may need to have further discussions regarding adding more online sections of additional courses, in particular English 1B and English 1C.

As noted in B2, Clear Lake Campus's Learning Center needs to incorporate TutorTrac and, possibly, other measurement instruments (such as surveys) in order to bolster data-informed decision making.

With the development of our new AA-T degree, the English Department would also like to get a sense of student completers/leavers and why/where they go next in their educational endeavors (i.e. if a student completes the degree and transfers to Sac State or Chico State, how successful are then in their BA work. Conversely, if a student quits before completion, we would like to find out why). The college will, of course, need to provide the English Department with an Institutional Researcher to do this research for us and develop and administer this survey to former students after transfer.

Develop tools for evaluating programs, services, and processes for both students and instructors.

Course Content and Statistical Analysis: TBD

Are you ready to submit your final program review?: No

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
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.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
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.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Form a cohort of full-time and adjunct English faculty to encourage the use of successful methodologies at our new English 105 level.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Team with local high school teachers, as part of the EAP, to help high school students become better prepared for the rigors of college English.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Fully implement SLOs in all courses, assessing them every semester in our composition courses and regularly in all other courses, reviewing data every semester and evaluating our effectiveness at ensuring student success.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Implement and assess more than one SLO per course when appropriate.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Fully implement program SLOs, assessing our department yearly.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Recruit and employ enough full-time faculty so that the majority of all English classes offered at Marysville, Lake and Sutter are always taught by full-time faculty.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
The Composition Coordinator will continue to keep close contact with Lake faculty, insuring curricular cohesion and alignment between the two campuses. Additionally, the Composition Coordinator will work closely with those teaching at the new Sutter Center to ensure adequate communication and proper evaluation of adjuncts.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - 1. Foster a culture of evidence – informed decision making, including SLO development/assessment and other measures of student success. While the department does not yet have explicitly stated department goals, we do have both program level and course level SLOs in place that align with the college's goals, and one of our goals for this year is to create meaningful, student -centered goals. The PSLOs emphasize developing student's skills/abilities in the following areas: Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose. Analyze data/information in addressing and evaluating problems and issues in making decisions.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
The department has been collecting SLO data since 2011. In 2012-2013, we evaluated CSLOs in 11 different courses, including core courses in each of our areas of emphasis (composition, literature, and critical thinking). The department continues to assess all levels of composition courses (105, 51 & 1A) via final exam. See D15 for specific examples of how this assessment data has been used to shape decisions regarding program, department, and course improvement. We're continuing to evaluate SLO data to identify areas of need that might require changes to CORs, for example, and/or professional development opportunities, or additional workshops/support for students. One area of concern, particularly with the shift away from reading courses, is the progress students make in reading comprehension and developing reading skills for college level texts.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 2 - 2. Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs. Again, while not an explicitly stated department goal, the English department prioritizes college and student needs through service on campus committees, service in the WLDC, which serves all students (not just English majors), and leadership in				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
professional development activities, such as the Reading Apprenticeship Faculty Inquiry Group (RA-FIG). Department faculty serve as the WLDC coordinator, work with students one-on-one in the WLDC, and offer grammar workshops in the WLDC. As a result of attending the week-long Basic Skills Initiative Leadership Institute (BSILI) in June, two faculty are organizing the Student Success Lives Here Symposium, which will bring fifteen presenters from six colleges to share their work with Habits of Mind, Reading Apprenticeship, and Acceleration and Curricular Redesign in English and Math.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 3 - 3. Steward our institutional resources with increasing effectiveness and efficiency. The department continues to evaluate the ways in which we can more effectively serve students while maintaining efficient and sustainable practices. As an example, in response to the reduction in the copying budget in 2012-2013, department faculty were encouraged to significantly reduce the number of paper handouts provided to students. In response, faculty began distributing more course materials via the college's LMS and Portal sites, and some faculty have shifted to completely "paperless" course design. While this does lessen the impact on institutional resources in one area, it also significantly increases the demand				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
on institutional resources in another. Both students and instructors are dependent on both the LMS and the portal being consistently accessible. It also puts additional financial and technological burdens on students, who are now required to fund printing, be technologically literate, and have the technological resources to consistently access and work on course materials online. This will require additional support in terms of computer lab accessibility, workshops for students, and institutional support for the LMS and the Portal. It also puts a premium on training both faculty and students to use the new LMS, Canvas, in a timely fashion.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 4 - 4. Research and utilize effective modes of delivery for our courses and services. As previously mentioned, the department has shifted away from relying on paper course materials and towards using more online resources, particularly the LMS and the Portal. The department also offers a number of DE sections: we offer two sections of 1A in a fully on online format each semester, and the majority of our literature courses are offered via ITV. With the development of the AA-T in English, the department may need to have further discussions regarding adding more online sections of additional courses, in particular English				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
1B and English 1C.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - 5. Design our programs in such a way as to allow students to complete their educational goals in a timely manner[4] . As discussed in detail in B3, based on data which demonstrated that the number of developmental composition courses a student needed to take significantly impacted the likelihood that the student would complete a transfer-level composition course (English 1A), the department incorporated three levels of developmental composition into a single course (English 105), thus reducing the number of potential “exit points.” The department continues to collect data on the impact of these changes in terms of both the timing and the number of students completing English 1A, and thus their overall degree requirements. It might also be worth evaluating whether students are significantly more successful in completing writing intensive courses in other disciplines as a result of taking and completing English 1A, which focuses on academic writing and research, earlier in their coursework. To support students completing the AA-T within a timely manner, the department may consider implementing a two-year cycle of rotating courses, which would allow counselors and				

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students to more effectively create educational plans and class schedules. To effectively support this, we would need to discuss these courses “making” even with low enrollment, to guarantee that students complete required courses as scheduled.				

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YC Goal 6 - . Evaluate our programs, services, and processes to ensure continuous quality improvement. The WLDC has conducted student surveys and used that information to improve services, and SLOs, both at the instructor and department level, have provided insight into student needs. However, as a department we have not evaluated our programs, services, and processes for both students and instructors.				

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YC Goal 7 - 7. Improve the quality of the student experience at all our campuses and centers. The WLDC coordinator and staff are working on an online tutoring system to extend support services to students in DE courses and those taking classes at Sutter. Additionally, department faculty member serves as the adviser for The Prospector as well as club advisor for Green Futures. The student newspaper on the Lake				

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campus is open to all student writers. One English faculty works on a voluntary basis with the Associated Students to help promote involvement and production of one or two editions each semester. Articles are often solicited via the English instructors and their classrooms.				

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YC Goal 8 - 8. Develop partnerships to enhance educational resources and student opportunities. The WLDC is the most active department in establishing partnerships: a book reading scholarship program with publishers and a technology grant with Venoco Inc. Further, the WLDC serves students from all areas on campus. The Clear Lake Campus English faculty attended the Long Beach CA Academic Partnership Program (CAPP) conference in August along with faculty from the local high school (LLHS) as part of an effort to create a seamless process in the transition from high school to postsecondary schools. The high school teachers and CLC faculty member met in September to share processes and expectations at each level, including a discussion of placement tests and Yuba college English offerings. A grant proposal has been submitted (by the high school) to the state to foster more partnership and sharing of expectations and resources.				

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YC Goal 9 - 9. Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region. This is an area where we need to set department goals. The Clear Lake Campus participated in the annual “Big Read Program” which promotes literacy and reading. Students in some English sections read from the featured text Amy Tan’s Joy Luck Club, and two students performed a dramatic excerpt from the novel (Oct. 17th) at the college restaurant’s Chinese buffet event.				

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YCCD VS 1 - E. 17. How does the program support the YCCD District Vision Statement? Specifically, how does the program meets the needs of our students and communities? Meets the Needs of Students: Department teaches approximately 80 composition sections, which provide foundational skills in analysis, critical thinking, scholarly research and academic writing necessary to success in all disciplines. As of Fall 2014 (pending approval by the State Chancellor), the department will offer an AA-T in English, allowing students to transfer to CSUs and into upper division classes, again allowing students to complete their degrees more quickly. At the Clear Lake Campus, the English				

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department offers two sections of Eng. 1A, two sections of 51, three sections of Eng. 105 each semester. Eng. 36 and 1C (one section each) are offered each fall and Eng. 34 and 1B (one section each) are offered each spring. Any other options have to be accessed via DE or other community colleges.				

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YCCD VS 1 - Providing an innovative, world-class learning environment; The English Department is currently working on acceleration of developmental composition courses and Reading Apprenticeship, and is also looking into OnCourse. As previously mentioned, department offers 3 fully-online courses, as well as 2-3 ITV courses each semester.				

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YCCD VS 2 - Building and maintaining an atmosphere of trust within the college district and with our communities; The Department currently has 4 faculty members serving on college committees, including Academic Senate, Yuba College Council, the College Effectiveness and Accreditation Committee, Curriculum Committee, and several others. Additionally, we have two faculty currently serving on the English Council of California Two-Year Colleges as an executive board member and a Regional Co-Director. Having faculty serve on the central				

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organization representing English faculty at community colleges in California shows our commitment to maintaining currency in our field.				

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YCCD VS 3 - Developing and maintaining programs and facilities that best meet the needs of our students and communities; The Department has shown commitment to improving student success through accelerating the developmental courses and creating the AA-T degree.				

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YCCD VS 4 - Stewarding resources strategically to meet the diverse needs of our communities and region; The Department has winnowed its offerings to keep costs under control. In addition, a number of faculty have gone “paperless” or created affordable packets for handouts, saving copying costs.				

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YCCD VS 5 - Providing educational, economic, cultural, and civic leadership for our communities and region. English curriculum is among the most culturally aware and rigorous on campus. In addition, English faculty have served as adviser for the student online and print news source, The				

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Prospector.				