Assessment: Assessment Unit Planning

Program Review 2014-15

YC - English & Reading Program Review

Year Under Review : 2014-15
Type of Review:
Program Description : Meets the Needs of Students
The English 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.
The Department offers 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.

Alignment with the District Vision Statement

Providing an innovative, world-class learning environment
In 2014-2015 the English Department developed an accelerated pathway for students looking to get through the developmental composition sequence in just a semester. This course, currently labeled English 97, was first offered in Fall 2015. The five unit course allows any student to complete the prerequisites for English 1A in just one semester. This development of this course reflects the Department's continuing commitment to innovative best practice, including acceleration and integrated reading and writing instruction.
The Department continues to offer online courses, and during the Spring 2015 semester offered an online Shakespeare course for the first time in the college's history. The number of online English 1A, 1B, and 1C courses is also slated to increase during the 2015-2016 academic year based on student demand for these courses.

Building and maintaining an atmosphere of trust within the college district and with our communities
The English Department prides itself on offering leadership with the College and District. During the 2014-2015 academic year the Department made important steps toward establishing its leadership within the community.
The Academic Senate President and Curriculum Committee Faculty Chair are both members of the English Department. A second English faculty member also serves on Curriculum. Yet another member of the Department was selected to serve on the College Council for a period beginning in 2015-2016. Other committees that either had English faculty representation during 2014-2015 or will have English faculty reps this year are Outreach, BSI, Facilities and Equipment, Calendar, College Council, DC3, and Planning and Budget.

Finally, during the 2014-2015 year the department took an important step toward building and maintaining an atmosphere of trust in our community by developing and hosting meetings between our faculty and local high school English teachers. Feedback from these local teachers was universally positive. These partnership will continue to be developed this year.

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 course sequence and creating the AA-T degree.

Stewarding resources strategically to meet the diverse needs of our communities and region
The Department has winnowed its offerings to keep costs under control. English 97, our accelerated course, is yet another important step in this direction.
In addition, a number of faculty have gone “paperless” or created affordable packets for handouts, saving copying costs. The majority of English faculty now use Canvas to post assignments and course materials, saving the District a significant amount in photocopying costs.
The Department has also begun offering more online sections of courses like English 1B and 1C. These online courses are in high demand and also save the District money by not requiring a physical space in which to hold the course.

The Department also worked closely with the Dean to revise its schedule to better meet student demand. For example, when the Department noticed that certain developmental English courses offered in late afternoon had lower enrollments than at other times, it made appropriate adjustments so that students could get classes when they need them.

Providing educational, economic, cultural, and civic leadership for our communities and region.
English Department curricula 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 Prospector.
The previously discussed collaboration with local high school teachers is perhaps the best example of the how the Department is embracing the role of an educational leader in our community.

Alignment with College Vision Statement

Prepares its students to meet the intellectual, occupational, and technological challenges of a complex world.
The Department's curriculum puts a heavy focus on helping students become critical thinkers. Our composition and reading courses are intended to help students develop practical and higher order thinking, reading, and writing skills. The majority of our faculty recognize that digital literacy goes hand-in-hand with traditional forms of literacy.

A steward to its communities' educational and cultural well-being.
The English Department takes very seriously its role in serving as a steward to its communities' educational and cultural well-being. This is reflected in our course offerings, particularly in literature.
During the 2014-2015 academic year, the Department decided to revive its Shakespeare Festival field trip course, which had not been offered in years. Shakespeare is rarely staged in our area (unless by our own Theater Department), so this course will provide an opportunity for students who might not otherwise have a chance to experience Shakespeare to travel to see one of more professional productions when the course is offered in Spring 2016.
We also are mindful of making literature courses accessible for students who may not have the time to be part of a traditional classroom setting. No fewer than seven literature courses were offered this year in online or ITV formats. By providing greater access to our courses, we believe we are enriching the educational and cultural well-being of the communities we serve.

Values an education that encourages self-improvement and enables students to contribute to their families and the community.
Our department takes the position that the reading, writing, and critical thinking skills we develop in our students help them be more equipped as citizens. We also believe that by making students more proficient in these areas, we are helping them become more competitive in securing employment.Central to our acceleration efforts has been a shift in our composition curriculum toward engaging texts that incorporate mindset theories, as well as books that explore practical aspects of engaging the world.

Values intellectual and cultural diversity, open communication, collegiality, collaboration, mutual respect, personal integrity, and responsible citizenship.
Our department takes the position that the reading, writing, and critical thinking skills we develop in our students help them be more equipped as citizens. We generally create assignments that allow students to engage with important social issues that affect them and their communities.
Many faculty members build the work of their classes around student collaboration. We believe that students are empowered by working together to understand ideas and develop solutions to real problems.

Values all collegiate disciplines in relation to life, recognizing the importance of thinking clearly, creatively, critically, and objectively.
We cultivate critical thinking in our all our composition courses by requiring students to engage in critical reading and response. Students are taught to read critically, evaluate arguments, consider the biases of sources, and interrogate their own assumptions. We teach them to write and think clearly so that they are empowered in and out of the classroom.

Alignment with College Mission Statement

Values a "student first" philosophy that emphasizes excellence in student learning and success;
All curricular decisions are based on the needs of our students. For example, the Department's work to accelerate the developmental composition course sequence and create an alternative pathway for moving through that sequence with English 97 was based on research and literature on student success, including the Student Success initiative, which shows 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).

Responds effectively to the diverse educational and economic needs of the community.
The English Department has demonstrated a willingness to change approaches to teaching and learning to better serve the educational needs of students. This includes accelerating the course sequence and exploring alternative pathways for sequence acceleration such as English 97. By shortening the amount of time it takes students to achieve their English requirements, students save money.

Yuba College embraces diversity and provides comprehensive quality educational programs and student services.
We embrace diversity in our course offerings. For example, all our American literature courses--Early (30A), Modern (30B), and Ethnic American (36) literature--meet the college's multi-cultural graduation requirement, as does Women's Voices (37).
In terms of student services, English faculty members coordinate the college's Writing and Language Development Center, the campus tutoring center for reading and writing across disciplines. The coordinator of the center works closely with other members of the English department to ensure that our students are being provided the support they need to be successful in their courses.

Prepares students for transfer to baccalaureate-granting institutions, for entry into the job market, or for further career development.
The Department developed a AA-T degree for English, but more importantly, it has developed a rotational schedule for the courses that meet those degree requirements that allows any student in the major to transfer in two years.

Executive Summary (Include a list of team members): Dean
01IP. Department Goals (Click '?' for Prompt): 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.

The department has been collecting SLO data since 2011. In 2013-2014, we evaluated CSLOs in 15 different courses--every section of every course offered--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. This assessment data has been used to shape decisions regarding program, department, and course improvement, including the development of English 97, the alternative pathway for students to meet the prerequisites for English 1A.
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.

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 professional development activities, such as the Teaching Community. Now in its second year, the focus of this multi-discipline faculty inquiry group is developing interactive, collaborative, classroom-applicable activities and assessments that strengthen students' reading and writing skills, particularly students in pre-transfer English and ESL courses. Department faculty serve as the WLDC coordinator, work with students one-on-one in the WLDC, and offer grammar workshops in the WLDC.

3. Steward our institutional resources with increasing effectiveness and efficiency.

The Department has winnowed its offerings to keep costs under control. English 97 is yet another important step in this direction.
In addition, a number of faculty have gone “paperless” or created affordable packets for handouts, saving copying costs. The majority of English faculty now use Canvas to post assignments and course materials, saving the District a significant amount in photocopying costs.
The Department has also begun offering more online sections of courses like English 1B and 1C. These online courses are in high demand and also save the District money but not requiring a physical space in which to hold the course.
The Department also worked closely with the Dean to revise its schedule to better meet student demand. For example, when the Department noticed that certain developmental English courses offered in late afternoon had lower enrollments than at other times, it made appropriate adjustments so that students could get classes when they need them.

4. Research and utilize effective modes of delivery for our courses and services.
The Department has extended its online course offerings over the last two years and has plans to offer even more online sections in coming years. In particular, we have recognized a demand for online sections of English 1B and 1C. This decision is supported by SLO evaluation results which show that success rates in online and ITV courses are comparable to face-to-face instruction when it comes to transfer-level courses.
On the other hand, we are limiting online offerings to transfer-level courses because we believe that fully online developmental reading and writing courses would not be effective.

5. Design our programs in such a way as to allow students to complete their educational goals in a timely manner.
In 2014-2015 the English Department developed an accelerated pathway for students looking to get through the developmental composition sequence in just a semester. This course, currently labeled English 97, was first offered in Fall 2015. The five unit course allows any student to complete the prerequisites for English 1A in just one semester. The development of this course reflects the Department's continuing commitment to innovative best practice, including acceleration and integrated reading and writing instruction. Nation-wide research shows 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). Previously, 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.
To support students completing the AA-T within a timely manner, the department developed a two-year cycle of rotating courses, which allows counselors and students to more effectively create educational plans and class schedules. To further support the AA-T, the Department has started offering sections of English 1C and English 42 fully online. This is in addition to increased offerings of English 1B online and the regular slate of ITV literature courses.

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.
As a practice, the Department assesses SLOs for every section of every course offered in a given semester and schedules time in department meetings to discuss those results. The Department is due to assess the SLOs themselves.

7. Improve the quality of the student experience at all our campuses and centers.

The English Department offers a schedule of classes at the Marysville and Sutter campuses that are essential equivalent in terms of breadth. Where it doesn't offer certain classes at the Sutter Center, those courses are offered online or through ITV. We also ensure that tutoring services are available at both Sutter and Marysville.

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.
In 2014-2015, the Department hosted three well-attended meetings between Yuba College English faculty and local high school teachers. These meetings focused on curriculum, testing and placement, and student success generally. This partnership will continue this academic year.

9. Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

In 2014-2015, the Department hosted three well-attended meetings between Yuba College English faculty and local high school teachers. These meetings focused on curriculum, testing and placement, and student success generally. This partnership will continue this academic year. Department members also presented at the Crossing Borders/Building Bridges series on campus.

02IP. Access to Support Services (Click '?' for Prompt): -Office Hours, -Supplemental Instruction (In-class peer tutor), -DSPS, -EOPS, -Library Services
03IP. Follow up to question 02IP (Click '?' for Prompt): Yes, students have appropriate, comprehensive, and reliable access to all the services listed above.
04IP. Degrees/Certificates (Click '?' for Prompt): The English Department has granted 25 associates degrees since 2011-2012. This includes the following per year:
2010-2011 - 5
2011-2012 - 3
2012-2013 - 9
2013-2014 - 4
2014-2015 - 9
But you knew that because you provided us with the information in the first place.
05IP. Improve Completion (Click '?' for Prompt): In order to improve completion rates for degrees and transfers, the English department has developed and implemented a rotational schedule for courses in the major. This schedule guarantees that students pursuing an English degree, including an AA-T, will be able to take all the literature courses they need in the major in the span of a two year period.
The Department has also taken steps to improve completion of degrees, certificates, and transfers more broadly. English is a core program that supports lower division arts requirements for graduation and transfer.
Building on the first stage of its acceleration project (which collapsed four levels of pre-transfer level English into two levels), the Department has launched an experimental course, English 97, which collapses the existing two levels of pre-transfer English into one. This second stage of acceleration reduces the number of exit points (places where students tend to drop out of the community college system) and should increase the number of students entering transfer-level composition, thus decreasing the time to degree/transfer for those students. The Department is currently offering three sections of English 97. In response to increased demand, a fourth section has been added for Spring 2016. Although it is too early to draw conclusions from data, members of the acceleration team are beginning to plan for scaling up the project and training new team members.

06IP. Course Outlines (Click '?' for Prompt): No. English 40A and 40B need to be updated.
07IP. Collaboration (Click '?' for Prompt): The English Department closely collaborates with the Writing and Language Development Center, which serves students' reading and writing needs. The Department has also collaborated with student services representatives on initiatives such as the Early Alert system. The Department has made it a goal for the coming year to work more closely with student services. It will, for example, have representatives on the Student Equity Plan committee in Fall 2015.
08IP. Catalog Currency (Click '?' for Prompt): The Department is up to date in this area. It has eliminated courses from the catalog that have not been taught in years. In one case, we made a decision to offer a course--Shakespearean Festival--during the 2015-2016 academic year that had not been offered in over a year. We will decide at the end of 2015-2016 whether that course will be part of the two-year rotation or eliminated from the catalog.
09IP. For CTE Programs Only (Click '?' for Prompt): NA
10IP. DE Students (Click '?' for Prompt): The English Department currently offers English 1A, transfer-level composition,1B, and 1C 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.

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.

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.

Finally, all videos used in online or ITV courses are 508 compliant.

11IP.Disproportionate Impact(Click '?' for Prompt): The Department is aware that the success rate for students enrolled in English courses shows variations based on race, but without further information, it is difficult to say whether these are examples of disproportional impact or some external factor.

To answer this question, the department would need to be provided with the following specific information:
1. Placement scores disaggregated by race, age, gender. The Department conducted a placement exam cut score and evaluation during the 2014-2015 academic year, but such disaggregated information was not provided to us. The Department did affirm that it's cut scores were appropriate.
2. Course-level success and retention disaggregated by race, age, and gender. It is impossible to determine whether disproportionate impact is occurring in terms of specific courses or in reaching transfer-level without being provided with sound data.

The Department is concerned that under-prepared students are generally disproportionately impacted by extended developmental reading and writing course sequences, so the we have made it our mission to mitigate this issue by examining various ways of getting students to English 1A more quickly.

Since the last program review, the Department had a faculty member complete a sabbatical that focused on how to better assist second-language learners.
12IP. Mapping (Click '?' for Prompt): Yes
13IP. Course SLOs (Click '?' for Prompt): I am unable to paste a table into this form, which would be helpful in describing and analyzing department SLO results.

Since the last program review was completed, the English Department has been successful in its goal to assess all course sections offered every semester. Data collected from these assessments shows that since 2011, the percentage of students meeting the SLO English 1A, 1A online, and 105 has increased when looked at Fall to Fall and Spring to Spring. The other composition course, English 51, has seen fluctuations in SLO success rates since 2011, but the most recent assessment shows during the Fall 2014 semester 81.80% meet the SLO, the highest rate on record. The English Department believes that some of the variation in English 51 scores can be attributed to final exam selections. As the Department focused efforts on improving the rigor of English 105, and therefore the difficulty of the final exam readings for that course (on which the SLO is based), there was a corresponding effect on English 51 final exam perhaps due to the lack of a corresponding focus on the rigour of the English 51 curriculum. The department has started assessing course descriptions for English 105 and 51, and the creation of English 97, a course intended to combine the work of 51 and 105 in a single five-unit class, is expected to reveal information about how to improve English 51 and raise SLO success rates for the course.

There is really no discernible pattern in the success rates for our literature survey courses--English 30A, 30B, 46A, and 46B--that give the department any reason to make adjustments to the courses. These courses are all taught on ITV, and there similarly seems to be no great variation between SLO success rates in ITV and face-to-face courses; in most cases, students in ITV do better or the same as their peers in face-to-face sections, with some exceptions that appear to be anomalies.

English 36 is another literature course offered through ITV. In this case, there is data to suggest that students in the ITV section are less successful in achieving the SLO than their peers in the face-to-face section of the class. The course has had the same instructor for the last seven years, and although there has been improvements in SLO rates overall, he is concerned that a success gap has developed between the ITV and live section of the course. He believes the issues is due to the fact that the way he teachers the course with a focus on student discussion is not conducive to ITV. The course was originally offered as part of ITV because of enrollment concerns, but as this is no longer the case and the instructor believes the course is more successful with a live class, it may be moved out of the ITV rotation in the future.

14IP. Program SLOs (Click '?' for Prompt): The English Department established the following Program SLO during the Spring 2014 semester:

Effectively write an evidence-based essay consistent with and appropriate for the audience and purpose.

It is aligned with the following Institutional SLOs:

Communication: Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose

Critical Thinking:Analyze data/information in addressing and evaluating problems and issues in making decisions

The Department measures whether the Program SLO is being met by analyzing the SLO rate for English 1A, the final course in our composition sequence, and English 1B and 1C, the other two transfer-level writing classes; all students who take an English degree must take 1B or 1C. English 1A SLO success is used because the course SLO requires students to produce an essay that also functions as a measure of whether the student can produce an evidence-based essay; English 1B and 1C are used because they are the most advanced courses we offer, and these course also require students to produce an essay in line with the department SLO.

The Fall-to-Fall SLO success rates for English 1A are as follows:

Fall 2011	74.30%
Fall 2012	74.80%
Fall 2013	80.50%
Fall 2014	86.80%

The Department concludes that due to the increasing rate at which students in the culminating course in the composition sequence are producing successful evidence-based essays for their final exams, we are successfully meeting our Department SLO.

During Spring 2014, the SLO success rate of all sections of English 1B was 87%. In all other semesters dating back to Fall 2012, that rate was no less than 91%. For English 1C, the Spring 2014 SLO success rate was 81.90%. This score was slightly down from the three-year average of 89.65%, but the Department is generally satisfied with these results. These figures taken together suggest that students are exiting our program with the ability to produce evidence-based essays consistent with and appropriate for the audience and purpose.

We are satified with the current success of our students and will continue to explore ways to improve their performance in these key indicator classes.

15IP. Professional Development (Click '?' for Prompt): The English Faculty Teaching Community has been holding regular meetings, both face-to-face and online, on various topics relevant to classroom practice. In the past year, topics covered have included writing prompts, multimodal teaching tools, best practices for teaching language learners, community building, and reading strategies. Upcoming topics include assessment, rubrics, and inquiry-based teaching methods. The Teaching Community has actively sought out collaboration with Writing Center staff and DSP&S, inviting both to give informal presentations on student services. As a forum for full-time faculty and part-time faculty to convene and discuss practical issues of pedagogy, the Teaching Community has been an invaluable tool for the participants. Many report using practices discussed in the classroom. All English and related faculty and staff have been invited to attend meetings and participate in the online forums. An archive of tools and resources has been compiled and housed on the Teaching Community's Canvas site.

Since the last program review, the Department had a faculty member complete a sabbatical that focused on how to better assist second-language learners.

16IP. Reflection (Click '?' for Prompt): We will read the final draft of this program review together and determine if there are other ways, besides those listed above, to improve how we serve students.

Are you ready to submit your final program review?: Yes

Program Recommendation: Technology

F. 18. To what degree does your program or department have adequate and appropriate technology to support effective instruction (e.g., software, computers, and information technology)?

We don't, and our recommendations are largely the same as those we produced for our last program review.

The English Department would like to see more computer equipped classrooms. Currently, unless an instructor is fortunate enough to have a class scheduled in one of the two computer equipped classrooms at the Sutter facility, our ability to work with our students using computers is severely restricted. This is a problem for a few reasons. First, many of our instructors use online spaces for student collaboration, including peer feedback and collaboration. Secondly, most research is done online these days, and without computers, its hard to do hands-on research instruction and assistance. Thirdly, many of our faculty are making a shift toward multi-media projects. Finally, literacy and digital literacy are inseparable; as reading and writing move online, we need to have instructional tools that mirror this change. Currently, there is no dedicated lab or classroom on the Marysville campus for the English Department program. The buildings that once had computer labs have been decommissioned. The Department would like to see some classrooms in 1100 building (or 500 for that matter) converted to computer equipped learning environments where classes could be taught. In addition, the English department recommends that the college develop a college-wide system of computer labs, all of which would be available to all instructors across the campus.

On the whole, classroom technology improved with the remodel of the 1100 building. The Smart Classroom systems --including DVD, computer, and (at the Marysville campus) ELMO technology--have been an important step in the right direction. There are, however, a couple issues that need to be addressed:
Equip smart classrooms with a second monitor. Many of the classrooms in the 1100 building still have only one display monitor (a large TV screen) in a far corner of the room. Students in the opposite corner often are unable to see this monitor. More rooms should be equipped with a second monitor.

Also, we need remotes for ITV classrooms. ITV classrooms should include remotes for, for example, PowerPoint presentations. Currently, some faculty have supplied their own remotes for this purpose, but this should be standard equipment for these classrooms.

As many faculty explore multi-media projects in their writing classes, we would like to see more user-friendly production facilities and software. Also, faculty interested in “flipped” classrooms could benefit from access to user friendly production facilities, equipment, and software.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2014-2015
Request Date: 10/16/2015
Supporting Evidence : Supporting evidence? We've identified a lack of basic technology resources and support that has been standard on college campuses for decades.
Evaluation Plan: Every recommendation related to technology is largely out of our control. What we're asking is that the College and District invest in instructional technology and facilities.

Plan of Action

Technology - Get on our hands and knees and beg for the District to come up with the money and will to do this. (Active)
Budgetary Impact: I have no idea.
Timeline/Responsible Party: The District.
Perkins Eligible: No
DE Related: No
HSI Related: Yes
YC - Location: Yuba College - All

Program Recommendation: Equipment

F. 19. To what degree does your program or department have adequate and appropriate equipment (other equipment, not computers or IT related).

None.

YC - English & Reading Program Review

Year(s) Requested: 2013-2014, 2014-2015
Request Date: 10/16/2015
Supporting Evidence : None
Evaluation Plan: None

Plan of Action

Equipment - None (Active)
Budgetary Impact: None
Timeline/Responsible Party: None
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Yuba College - All

Program Recommendation: Facilities

G. 20. To what degree does your program or department have adequate facilities to support effective instruction? Please explain.

As was pointed out in the last program review, the English department does have adequate facilities to support effective instruction. We need computer equipped classrooms and computer labs that could be used by English instructors on an as-needed basis.

We would also like all 1000 building classrooms to have two television screens.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 10/30/2013
Supporting Evidence : In the 21st century, reading, writing, and research is done most commonly on a computer. In the professional world, people are expected to know how to use a computer to do these things and collaborate and communicate with their peers.
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Evaluation Plan: Here's our plan: if we get no response on this, we're going to complain. We're then going to examine how much the District is planning to spend on a new off-site District office building and calculate how many classrooms could have been updated with the money spent on renovating and paying lease costs over the next five years.

Plan of Action

Facilities - Beg the District to install computer labs. (Active)
Budgetary Impact: I have no idea.
Timeline/Responsible Party: The College and District.
YC - Location: Marysville Campus

Program Recommendation: Staffing--Faculty

H. 21. Does this program or department have adequate full-time faculty to support a high quality program? Please explain.

No, the English Department does not have an adequate amount of full-time faculty to support a high quality program, though it strives valiantly to do so. The English Department currently has nine full-time faculty members. Eight of those faculty positions are tenured or tenure-track, and one is a temporary one-year replacement faculty position. While this total number of faculty is an increase from our previous program review, where we had only seven full-time faculty members, it must be noted that we still have one full-time tenured faculty member serving as the Interim Vice President of Instruction. Therefore, we only have eight full-time faculty actually teaching this year.

In addition, it must also be noted that the English Department has four of those remaining full-time faculty members serving in positions which require release time. One faculty member is serving as the Academic Senate President, with 60% release time. Two other full-time faculty in the department are serving as the Composition Coordinator and Writing and Language Development Center (WLDC) Coordinator; both positions require 40% release time and another faculty member is serving as the Curriculum Committee co-chair, which also involves release time. Therefore, the number of load units each of these faculty members may teach is reduced. Another factor that is stretching our full-time faculty thin is the addition of the Sutter campus. The college added an entire campus, offering a full complement of our composition courses, including multiple sections of English 1A, 51, and 105, along with English 1C and 1B. However, there were no additional full-time faculty positions granted to the department in order to meet the increased demands of serving an entirely new campus.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013, 2014-2015
Request Date: 10/30/2013
Supporting Evidence : The English Department was provided incorrect and incomplete information related to faculty staffing, so it's difficult to provide valid statistical evidence in this area. For example, the FTEF-FTES-WSCH data we were provided only goes back to 2012-2013 and does not differentiate English and Reading.

The Yuba College English Department currently has nine full-time faculty members. Eight of those faculty positions are tenured or tenure-track, and one is a temporary one-year replacement faculty position. In addition, it must also be noted that the English Department has three full-time faculty members serving in positions which require release time. One faculty member is serving as the Academic Senate President, with 60% release time. Two other full-time faculty in the department are serving as the Composition Coordinator and Writing and Language Development Center (WLDC) Coordinator; both positions require 40% release time. Therefore, the number of load units each of these faculty members may teach is reduced. Another factor that is stretching our full-time faculty thin is the addition of the Sutter campus. The college added an entire campus, offering a full complement of our composition courses, including multiple sections of English 1A, 51, and 105, along with English 1C and 1B. However, there were no additional full-time faculty positions granted to the department in order to meet the increased demands of serving an entirely new campus.

The amount of FTES the English Department generates as a total of FTES college-wide has steadily increased in recent years. In 2011-2012, we were responsible for 9.11% of FTES generated at Yuba College. In 2013-2014 that number increased to 10.33%, and during the 2013-14 it increased even further to 10.50%.

While the amount of FTES generated by the Department relative to college-wide figures has increased, the number of courses taught by part-time rather than full-time faculty has EXPLODED!!!! In 2011-2012, full-time faculty were responsible for 56% of FTES generated by the department. That number has steadily decreased in recent years to the point that full-time faculty are now only responsible for 41% of FTES. While the English Department makes a concerned effort to recruit and retain quality part-time faculty, they simply do not bring the same value to the department if only in terms of time spent on campus working with and mentoring students. Moreover, the Department is finding it much more difficult to find qualified, experienced adjunct instructors. We are having to interview many more candidates just to find those who meet our standards.

Evaluation Plan: There is really nothing to evaluate. We are so far below historical full-time staffing levels that it's shameful. In 2009-2010, full-time faculty were responsible for 61% of FTES generated. In just four years those numbers have been turned on their head. If we use the 2009-2010 numbers as a baseline, in order for the English department to return to historical levels, we would need to increase the number of full-time faculty by 20%. In other words, our Department will consider this recommendation accomplished when there are twelve full-time English faculty members.

Plan of Action

Staffing - Faculty - Beg the District to start spending money on hiring faculty and stop pissing away general fund money on things like office space leases for District offices. (Active)

Budgetary Impact: This will cost hundreds of thousands of dollars a year.
Timeline/Responsible Party: The College and District

YC - English & Reading Program Review

Perkins Eligible: No
DE Related: No
HSI Related: Yes
YC - Location: Yuba College - All

Program Recommendation: Training/Professional Development--Part 1

J. 23. In the last year, what professional development or networking has faculty and/or staff participated in?

Fourteen faculty members participated in the English Department's Faculty Inquiry Group for teachers of English 105 during the spring 2013 semester.

Two faculty members have taken courses in Postsecondary Reading and Learning from Cal State Fullerton, and one of them completed the entire certificate program in Fall 2014.

At least eight English faculty members have participated in a variety of Reading Apprenticeship workshops including various 1 -3 day workshops, a six-week online course, and an ongoing Faculty Inquiry group that started in fall 2013.

Two faculty members have been active members in the Reading Apprenticeship Leadership Community of Practice, leading workshops and courses at Yuba College, online, and at various community college campuses across California.

Two faculty members attended the week-long Basic Skills Initiative Leadership Institute (BSILI) in June. As a result of this work, they 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.

At least four faculty members attended an all-day OnCourse training designed to help instructors create student-centered learning activities and support students in becoming active, responsible, effective learners.

One faculty member participated in the California Writing Project 8 day seminar

Three faculty members work with students one-on-one in the Writing and Language Development Center (WLDC).

One faculty member is offering a series of grammar workshops in the WLDC for students

During the 2014-2015 year, a faculty member completed a sabbatical focused on second language learners.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2014-2015
Request Date: 10/30/2013
Supporting Evidence : The quesiton doesn't ask for a recommendation, so we're just cutting and pasting from above.

Fourteen faculty members participated in the English Department's Faculty Inquiry Group for teachers of English 105 during the spring 2013 semester.

Two faculty members have taken courses in Postsecondary Reading and Learning from Cal State Fullerton.

At least eight English faculty members have participated in a variety of Reading Apprenticeship workshops including various 1 -3 day workshops, a six-week online course, and an ongoing Faculty Inquiry group that started in fall 2013.

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During the 2014-2015 year, a faculty member completed a sabbatical focused on second language learners.
Evaluation Plan: Between now and the next program review, we will assess whether our department needs more professional development.

Plan of Action

Professional Development/Training - Continue current practices. (Active)
Budgetary Impact: Cost of sending faculty to conferences.
Timeline/Responsible Party: The English Department.
Perkins Eligible: No
DE Related: Yes
HSI Related: Yes
YC - Location: Yuba College - All

Program Recommendation: Staffing--Other

I. 22. Does this program have adequate technical/clerical staff to support a high quality program?

No, the English Department does not have adequate technical/clerical staff to support a high quality program. One specific area where we need the college to provide us with staff is for our department final exam at the end of each semester. We often have adjunct instructors who cannot proctor their own final exams due to teaching schedule conflicts on other campuses with our department final exam. It has been very difficult the past two semesters for the English Department to find adequate faculty and/or staff to proctor these department exams because a proctor is needed in each classroom where the exam is offered for the full-three hours. The Clear Lake campus English Department also lacks staff to proctor final exams.

Also, as part of the Language and Fine Arts Division (which grew into Humanities and Social Sciences in 2015-2016), we are affected by the lack of clerical staff.

Finally, the college has discontinued the practice of providing proctoring for make-up exams and midterms that are given in English courses at all of the campuses, Marysville, Sutter, and Clear Lake. Due to this it is now nearly impossible for faculty to allow students enrolled in an English composition course to make-up any exams if they are missed. The college needs to hire enough clerical staff to provide this proctoring service again, since the exams given to students in our basic composition courses, English 1A, 51, and 105, take three hours and it is rarely possible to find a solid three-hour block of time in a faculty member's schedule, especially considering the fact that almost all of the full-time faculty are teaching not only their regular load but Extra Pay classes as well and adjunct faculty are usually teaching for many different districts.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014, 2014-2015
Request Date: 10/30/2013
Supporting Evidence : No, the English Department does not have adequate technical/clerical staff to support a high quality program. One specific area where we need the college to provide us with staff is for our department final exam at the end of each semester. We often have adjunct instructors who cannot proctor their own final exams due to teaching schedule conflicts on other campuses

with our department final exam. It has been very difficult the past two semesters for the English Department to find adequate faculty and/or staff to proctor these department exams because a proctor is needed in each classroom where the exam is offered for the full-three hours. The Clear Lake campus English Department also lacks staff to proctor final exams.

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Evaluation Plan: This need is out of our control. What are the College and District doing to assess clerical and technical staffing levels. We are being failed, yet we have to have an evaluation plan?

Plan of Action

Staffing - Technical/Clerical - Beg the College and District to provide adequate administrative and instruction support staff. (Active)
Budgetary Impact: Thousands of dollars.
Timeline/Responsible Party: The College and District are responsible for identifying and addressing staffing problems. Timeline? How am I supposed to know?
Perkins Eligible: No
DE Related: Yes
HSI Related: Yes
YC - Location: Yuba College - All

Program Recommendation: Training/Professional Development--Part 2

J. 24. How did these activities contribute to student success? (include supportive data)

While all of the above activities are designed to "contribute to student success," we are not entirely sure how to design studies that would conclusively show student success is a direct result of any one professional development activity-- how can we infer a direct cause-effect relationship with so many variables?

Nonetheless, two of our faculty members have collected several semesters worth of Curriculum Embedded Reading Assessments (CERA), designed to measure the effects of Reading Apprenticeship on reading comprehension and metacognition. Unfortunately, they have not had the time or assistance needed to assess their data, which involves blind assessment of data (collected both before and after instruction) using a rubric.

Recommendation Priority: 1. Low Priority
Year(s) Requested: 2013-2014, 2014-2015
Request Date: 10/30/2013
Supporting Evidence : While all of the above activities are designed to "contribute to student success," we are not entirely sure how to design studies that would conclusively show student success is a direct result of any one professional development activity-- how can we infer a direct cause-effect relationship with so many variables?

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Evaluation Plan: None

YC - English & Reading Program Review

Professional Development/Training - Get more information from our college research analyst. (Active)
Budgetary Impact: Unknown
Timeline/Responsible Party: The English Department.
Perkins Eligible: No
DE Related: No
HSI Related: No
YC - Location: Yuba College - All

Program Recommendation: Training/Professional Development--Part 3

J. 25. How does professional development in your program or department support basic skills students and foster inclusive classroom environments that value diversity?
Spring 2014 English 105 Faculty Inquiry Group: Because the students in English 105 are basic skills students, the faculty learning at these meetings directly supported those students. In addition, the underlying pedagogical philosophy discussed during these meetings (backwards design, just in time remediation,opportunity for low stakes practice & attending to the affective dimension) is specifically designed to "foster inclusive classroom environments that value diversity."

Postsecondary Reading and Learning from Cal State Fullerton: According to the Cal State Fullerton web site "this 12 unit, graduate-level, online certificate program provides a cutting-edge curriculum that meets the emerging needs for community college faculty in the area of postsecondary reading." Most of our basic skills students need support in reading, and these courses help our faculty to provide this support.

Reading Apprenticeship: RA is a research-based approach to academic literacy that helps community college instructors apprentice their students in disciplinary ways of reading and thinking that are crucial for success in college. RA classrooms emphasize a partnership of expertise between the teacher and students, drawing on what content area teachers know and do as skilled discipline-based readers and on learners' unique and often underestimated strengths. Again, most of our basic skills students need support in reading, and RA professional learning is designed to help faculty support all students, which includes fostering an "inclusive classroom environment" that not only "values" diversity but gives each student the opportunity to contribute to the community of learners.

Reading Apprenticeship Leadership Community of Practice: Two of our faculty, and one Instructional Associate in Language Arts have gone through the leadership program and are authorized to teach other faculty about RA. This "supports our basic skills students and fosters inclusive classroom environments that value diversity" in not only English classrooms but across the curriculum.

Basic Skills Initiative Leadership Institute: As a result of participation in this 6-day summer leadership training, two of our English 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. All of these Student Success Initiatives are research-based and designed to "support our basic skills students and foster inclusive classroom environments that value diversity," across the curriculum.

California Writing Project 8 day seminar: This program helps faculty support all students (including basic skills students) in the development of critical thinking skills, including student centered activities such as reciprocal reading, jigsaw activities and student presentations. Because students work in partnerships and present their findings to the entire class, they interact with their peers on several different levels. They scaffold learning within the partnerships, learn how to communicate with their peers from an informative position, and their peers get the opportunity to see each other as intellectuals with valuable insights to share that will enhance everyone's learning, including the instructor.

Writing and Language Development Center (WLDC): The WLDC serves all Yuba college students in writing, reading and language acquisition, including basic skills students. As mentioned above, 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
(Sections Deleted--See Supporting Evidence)

Recommendation Priority: 1. Low Priority

YC - English & Reading Program Review

Year(s) Requested: 2013-2014, 2014-2015
Request Date: 10/30/2013
Supporting Evidence : Spring 2013 English 105 Faculty Inquiry Group: Because the students in English 105 are basic skills students, the faculty learning at these meetings directly supported those students. In addition, the underlying pedagogical philosophy discussed during these meetings (backwards design, just in time remediation,opportunity for low stakes practice & attending to the affective dimension) is specifically designed to "foster inclusive classroom environments that value diversity."

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Writing and Language Development Center (WLDC): The WLDC serves all Yuba college students in writing, reading and language acquisition, including basic skills students. As mentioned above, 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.

Grammar Workshops in the WLDC: These hands-on, faculty-led workshops are designed to help all students (including basic skills students) develop a working knowledge of the rules and conventions in academic writing.
Evaluation Plan: None. This question was not asking for a plan.

Plan of Action

Professional Development/Training - Take part in orientation for the Puente Project and stay the course. (Active)
Budgetary Impact: Unknown.
Timeline/Responsible Party: The English Department.

YC - English & Reading Program Review

Perkins Eligible: No
DE Related: Yes
HSI Related: Yes
YC - Location: Marysville Campus

Program Recommendation: Training/Professional Development--Part 4

J. 26. What Staff Development activities would you suggest be offered in the next year that would enhance your program?
We need better institutional support for meaningful professional development—especially for our adjunct faculty. While it may be somewhat simple to offer (or participate in) isolated professional development activities, it is much more difficult to create (or participate in) professional development activities that foster rigorous, meaningful, and sustained professional learning that produces measurable results in the classroom. According to the National Research Council,

Much of what constitutes the typical approaches to formal teacher professional development are antithetical to what research findings indicate as promoting effective learning. The typical workshops tend to occur once, deal with decontextualized information, and often do not resonate with teachers' perceived needs. By contrast, research evidence indicates that the most successful teacher professional development activities are those that are extended over time and encourage the development of teachers' learning communities: These kinds of activities have been accomplished by creating opportunities for shared experiences and discourse around shared texts and data about student learning, and focus on shared decision making. (National Research Council. 204)*

Although members of our department offered a series of Faculty Inquiry Group (FIG) workshops in the spring 2014 semester, it was extremely difficult for most of our faculty to attend regularly because of heavy workloads.The FIG workshops were designed to support faculty with the newly accelerated developmental English course, 105. The changes we made to the design of this course also necessitate a change in pedagogy (e.g. attending to affective issues, using principles of backwards design, implementing just in time remediation, and integrating reading and writing instruction), but we have not had the ability to thoroughly support faculty in understanding and implementing these changes.

*National Research Council. How People Learn: Brain, Mind, Experience, and School. Ed. John D. Bransford, Ann L. Brown, Rodney R Cocking, M. Suzanne Donovan, and James W. Pellegrino. Washington DC: National Academy Press. 2000. Print.

Suggestions for Staff Development:

Support for understanding how to gather data that assesses whether professional development "contributes to student success."
Perhaps a session on how to use "action research" in our classrooms.
Support for flipped classrooms, especially with regard to the institutional requirement that such classrooms have DE clearance.
Support for understanding how to increase student success and retention in DE courses.
Support for ongoing Faculty Inquiry Groups that address the following:

Basic classroom practices
Developmental Composition
Trouble shooting and sharing best practices
Holistic scoring training
Reading instruction
Integrating Reading and Writing instruction
Accelerated Pedagogy
Addressing affective dimensions in the classroom

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2012-2013, 2014-2015
Request Date: 10/30/2013
Supporting Evidence : We need better institutional support for meaningful professional development—especially for our adjunct faculty. While it may be somewhat simple to offer (or participate in) isolated professional development activities, it is much more

difficult to create (or participate in) professional development activities that foster rigorous, meaningful, and sustained professional learning that produces measurable results in the classroom. According to the National Research Council,

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Basic classroom practices
Developmental Composition
Trouble shooting and sharing best practices
Holistic scoring training
Reading instruction
Integrating Reading and Writing instruction
Accelerated Pedagogy
Addressing affective dimensions in the classroom

Evaluation Plan: None

Plan of Action

Professional Development/Training - Pursue identified suggestions for Staff Development. (Active)
Budgetary Impact: Unknown
Timeline/Responsible Party: English Department
Perkins Eligible: No
DE Related: Yes
HSI Related: Yes
YC - Location: Yuba College - All

Program Recommendation: 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 center of the front of the room so

that all students can see presentations adequately. Alternately, the college could install two televisions in every classroom.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013, 2013-2014
Request Date: 10/15/2012
Supporting Evidence : 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.
Evaluation Plan: This is out of our hands. When the District sees fit to invest the money so that 100% of classrooms in the 1000 building have adequate screens, this recommendation will be closed.

Plan of Action

Equipment - 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. (Active)

Budgetary Impact: Unknown.
Timeline/Responsible Party: Chancellor must establish a clear process and organization through which faculty and staff can address technology and equipment needs.
Perkins Eligible: No

Related Goals

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

YCCD Board of Trustees Vision Statement
YCCD VS 1 - Providing an innovative, world-class learning environment;

YC - English & Reading Program Review
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.