## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
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<th>Date</th>
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## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Derek Wilson</td>
<td>Chair of Budget Committee</td>
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<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
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<tr>
<td>Erik Dunmire</td>
<td>Facilities Committee</td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Institutional Planning Committee/Academic Senate President</td>
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<tr>
<td>Nick Chang</td>
<td>Instructional Equipment Committee (and Other Expenses)</td>
<td></td>
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<tr>
<td>Sara Mckinnon</td>
<td>SLO Coordinator and Chair of The Program Review Committee</td>
<td></td>
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<tr>
<td>Joetta Scott</td>
<td>Student Access and Success Committee</td>
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## III. Vice President of Academic Affairs

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<tr>
<th>Name</th>
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<tr>
<td>Nick Chang</td>
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## IV. Board of Trustees President

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<tr>
<th>Name</th>
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<tr>
<td>Phillip Kranenburg</td>
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I. Program Definition

1. Description

The allocation of teaching units for the Department has remained relatively constant for the past several years: 186.650 total, 3 of which are for Humanities and 15 for Philosophy. Class sizes range from 25 to 35 in Composition courses, with class maximums set slightly higher in electives, as well as in Philosophy and Humanities.

As of Spring Semester 2008, the full time faculty and their specialties will be as follows:

- Win Cottle: Developmental Writing, Reading, and Composition
- Sandra Douglass: ESL, Composition, Critical Thinking
- John Marmysz: Philosophy, Humanities
- Donna Monahan: Composition, English and American Literature, Critical Thinking
- Ingrid Schreck: Composition, Developmental Writing, Post Secondary Reading
- John Sutherland: Composition, Critical Thinking, American Literature, Children's Literature
- David Rollison: English and American Literature, Critical Thinking, Composition

The specialties within the discipline are as follows:

- Composition
- Creative Writing
- Critical Thinking
- Literary Studies
- Philosophical Studies
- General Humanities
- Reading

All courses above the level of English 120 are university-level transfer courses with articulation agreements in place with CSU, UC, and many private institutions, such as Dominican University. Put another way, only two of our offerings, English 98 and English 120 are pre-college, developmental courses. All Humanities and Philosophy courses are university-level transfer courses. A.A. degrees are offered in English and Humanities.

As core courses for students, whether vocational or transfer, English offerings have maintained their scope and diversity even in the general atmosphere of decline that has befallen our college. Because of their appeal to life long learners and to essential issues that retain their appeal to all students, Philosophy and Humanities offerings, likewise, are healthy and diverse. Literature elective offerings are the exception to these facts, to some extent in keeping with a general cultural decline in literate skills and in the mass appeal of literature. Even so, our literature elective program when looked at as a whole is respectable for a school of our size. One factor that has helped preserve the elective offerings is the fact that we have been proactive in offering Distance Learning alternative deliveries for many of the Lit. courses: American Short Story, The
Popular Novel, Detective Fiction, and Survey of English Literature. These DL offerings attract a new population of students and help us keep our enrollments up.

English offers a mode of delivery from basic Composition courses from 98 through 151 unique to the College of Marin: BC101, the Computer Writing Center. This facility enables us to modernize our delivery of Composition teaching by employing computers, word processing, web research and supplementary materials from the Internet. As many publisher’s reps have told us, our facility is unique in that, rather than a computer lab where Composition lessons are supplemented, it is an actual classroom where student writers can write, edit, revise, research, collaborate, and more.

We offer classes throughout the day and evening hours and, on the Internet, extended into cyber time in English and Philosophy both.

We have formal partnerships with Dominican University and Mills College for mentoring graduate students in English as apprentices in the English classroom. We have formal and informal connections with UC Berkeley, San Francisco State University, and other institutions where our faculty has received fellowships, conducted research, guest lectured, taught courses, presented papers, and engaged in collegial exchange.

We have relationships with local writers organizations, the San Francisco Maritime Museum, and even the Wordsworth Trust in Grasmere, U.K. Additionally we have ties with national and state organizations such as NCTE, CCCC, NRA, NCCRA.

Philosophy Program
Currently the Philosophy Department consists of one full-time faculty member, John Marmysz. The department also keeps a list of qualified candidates for adjunct employment opportunities. In the Fall 2005 semester, the Philosophy Department offered only two classes. Currently the Philosophy Department offers at least four courses per semester on a regularly rotating schedule. All philosophy courses at COM transfer to four year institutions in fulfillment of the humanities requirement.

Since 2005, John Marmysz, has reorganized the philosophy courses at COM and has introduced an internet based Introduction to Philosophy course. During the Spring 2008 semester, two sections of this internet course will be offered in addition to the regular rotation of traditional courses.

Humanities
Current Analysis
The Humanities Department at COM is interdisciplinary in nature, with classes cross listed between a broad spectrum of departments, including: History, Art, Ethnic Studies and Film. Most of these course offerings are scheduled at the discretion of the individual departments that cross listing is shared with. Four courses, Introduction to Humanities A, Introduction to Humanities B, Introduction to World Religions and Myth, Symbol and the Arts, are scheduled on a regular rotation by the Humanities Department itself. Currently I, John Marmysz, am the only full-time faculty member charged with coordinating this department. The Humanities Department does, however, maintain a list of qualified candidates for adjunct employment.

All Humanities courses at COM transfer to four year institutions in fulfillment of the humanities requirement. COM also offers an AA degree in Humanities that requires students to sample a broad range of courses in such diverse areas as: Architecture, Art, Ethnic Studies, Dance, Communications, English, Music and Philosophy.

II. Program Purpose

Primary Goal: Secondary Goal: Other Goal:

Primary and Secondary Goals Description:

English department course offerings are designed to guide our students toward a number of closely-related goals: we want our students to develop critical thinking abilities, to be aware and appreciative of their own and other cultures, and to pay disciplined, informed, and critical attention to language in print and visual media as well as in their own writing. Our faculty serves an increasingly multiracial and multiethnic student population, as well as the wider community. The faculty is committed to helping students learn to understand, interpret, and analyze a variety of texts from different ages and social contexts, and in different genres. The faculty encourages students to develop as writers and thinkers, learning to express their own opinions and to incorporate information and critical opinions of others. Guiding students to consider multiple perspectives, which both challenge and confirm their own developing points-of-view, accomplishes these goals.

The focus of English studies at its inception was on close readings of literature from Great Britain, Germany, France, and later the United States. Such curricula have failed to take into account changes in population patterns, developing technologies, and intellectual thought. Recognizing the shortcomings of traditional models, and in order to respond to the new developments in Literary and Composition theory as well as to meet
the needs of our students in the new century, the English Department revised many of its courses during the Discipline Review process of 1998, requiring that specific attention be paid to issues of gender, race, class, sexuality, and multinational studies. A revision of the program and the major has provided students with new perspectives, which we expect to be the foundation of our work in the next decade. All of our current course offerings immerse students in approaches to writing and reading that are firmly grounded in contemporary theory. This is a practice that requires ongoing professional development and constant adjusting and refining. Above all, our goal is to enable our students to join us as careful discerning readers, incisive writers, critical scholars, scholarly critics, and innovative thinkers. We expect that these critical thinking abilities will allow students to draw connections between the intellectual activities of the classroom and the world.

### III. Students Served

Demographics (Students in English Humanities courses)

<table>
<thead>
<tr>
<th>Age Group</th>
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<td>25-29</td>
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<td>30-34</td>
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<td>35-49</td>
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<table>
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<tr>
<th>Gender</th>
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<td>Male</td>
<td>44.2%</td>
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<thead>
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<th>Ethnicity</th>
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<tr>
<td>White</td>
<td>63.5%</td>
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</tbody>
</table>

*Additional data re: grades, success rates, etc. in research attachment.

### IV. Program History

The English Department at College of Marin has a long tradition of high standards and an impressive success rate for transfer students. As we now serve an increasingly multiracial and multiethnic population, we have tried to adapt our approach to accommodate our student demographic. The English sequence offers broad opportunities for transfer students in addition to providing a solid foundation for our many students who are seeking an A.A. degree.

Our course offerings, though diminished, are still as varied as circumstances allow: a sequence of composition courses designed to prepare our students for English 150/151 or 155, the English 1A/1B equivalent, which transfers to the UC or CSU system. In addition, we offer electives and are continually trying to rebuild the elective program.

The English department's writing program is sound. Typically, students from College of Marin do well in English and other classes that require writing after they transfer. In fact, College of Marin students who transfer to San Francisco State consistently outperform San Francisco State's students on the Junior English Proficiency Essay Test.

As enrollment at College of Marin has declined, the composition of the department has changed dramatically. We used to have more than a dozen full time English faculty, in addition to the instructors in Philosophy/Humanities. Continuity and consistency were easy to maintain. By the end of this semester, however, we will have just five full-time English faculty and one full-time instructor in Philosophy/Humanities. Our part-time faculty are skilled and dedicated, but it is understandably difficult to coordinate course expectations and grading standards when many of our instructors must rush to other colleges to fulfill the rest of their teaching
To some extent, declining enrollment college-wide has also affected the English Department's course offerings. The elective program, formerly very diversified and a major draw for the larger community, shrank dramatically when the college began charging substantially higher fees to students who already had a B.A. degree -- a significant proportion of Marin County residents. Despite eventual adjustments in fees, we have never fully recovered from that setback. When electives are not offered at College of Marin, students often look elsewhere for the classes that interest them. At the least, we should promote more cross discipline classes, for example, The Renaissance in the Humanities (including writing, art, and history), or Native American writing, paired with history.

The Instructional Specialist program has been an integral part of the English Department for forty years. These dedicated professional have provided invaluable service to the program under a succession of various titles -- initially Readers, then Instructional Assistants, Instructional Aides, and finally their current title, Instructional Specialists. Without them, we could not possibly provide the accessible tutoring, specific conferencing, and detailed feedback on student writing that is essential to good composition pedagogy. They are patient and knowledgeable tutors as well as valuable adjuncts in course planning, pacing, and presentation.

This program has flourished for longer than most of us have been associated with College of Marin. In the late 1960s, the cap in developmental composition classes was raised from approximately 20 students to as high as 45 per class; in exchange for this cost-saving measure, English faculty were assigned Readers to assist with the overwhelming paper load. Readers evaluated student essays, graded grammar and mechanics tests, and eventually tutored students and assisted in classrooms if requested by the instructor. In the 1980s, their title changed to Instructional Assistants as their job description expanded to include more tutoring and staffing the Writing Lab. In the 1990s, the enrollment cap for developmental writing courses was finally lowered to 35, where it remains. Their current title, Instructional Specialist, accurately captures the level of expertise required for the complexity of their job: anything from tutoring students on the fine points of punctuation, or helping them to organize ideas to accommodate different rhetorical modes, or explaining logical fallacies, to helping students to analyze poems, plays, or novels.

Instructional Specialists are particularly valuable to the overall consistency of the program because they see at close range the various skills that are required for each course in the English sequence and thus can help students most effectively. They can anticipate which reading selections are likely to confuse students, and can assess which approach will be most effective. For several decades, a typical pattern has prevailed: After several years, an I.S. may compete for a part-time teaching position; and after several more years, may ultimately compete for a full-time teaching position, should one eventually arise. Although this pattern is certainly no guarantee of employment, it does promote and maintain essential continuity, consistency, and norming of course standards at various levels.

The Instructional Specialist program should remain essentially as it is, under the direction of faculty who are most familiar with the particular needs of students in a given course each semester. Many students in English 151/155 still need guidance in addressing more challenging topics as well as thorough feedback on their papers. These specific concerns cannot be adequately met by extending lab hours. The administration claims that the program has been abused, but in that case the logical approach would be to address specific cases instead of dismantling a program that has worked for forty years.

The proposed merger of the English Department with Basic Skills may appear to be a logical next step, if only because we now have fewer faculty. However, having seen both departments from the inside, I am convinced that this proposal deserves much more thorough and informed evaluation. Prior to teaching in Basic Skills (the block sequence, then numbered English 60, 61, etc.) I was a Reader -- back when Instructional Specialists were called Readers -- for three Basic Skills instructors, and I am convinced that there are fundamental differences between the two departments: In the Basic Skills Department, an important part of the focus is on building confidence, whereas in the English department, much of the focus is on preparing students for the rigors of transfer. Basic Skills classes are typically small, whereas English classes can have 35 students. The grading standards in Basic Skills are more relaxed (as Carol Adair often said to her class, "We're just babies.") while the grading standards in English are typically more stringent. In Basic Skills classes the level of support is often generous -- understandably, as students need and deserve help at that level -- but in English classes that support is spread thin, so students are expected to work independently. Finally, the approach to the material is different: in Basic Skills, lots of drill; in English, critical thinking, more nuanced analysis. None of this is intended as a judgment, but only to point out the many differences that will not be resolved by summarily joining us at the hip.
I. Program Enrollment

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English Courses alone serve approximately 1,000 students per semester, and recent retirements have depleted our full-time instructional staff. The retirements of Eugenie Yaryan, John Taylor, Nancy Cavendar and Janet Mackintosh have created the need for full-time instructors, and the Department requests that at least two of the four positions be filled immediately.

Furthermore, enrollments in Philosophy and Humanities course have surged with hiring of John Marmysz, calling for another full-time instructor to serve student demands in these fields. Along with the need for additional full-time instructors is both English and Philosophy/Humanities, we need office space-holders for the new members of our Department. Once hired, English/Humanities instructors will need offices in Harlan Center where they can most effectively communicate with their colleagues in the Department. Proximity to other Department members is crucial in networking among instructors as well as being essential for student access.

Need for Additional Instructional Units:

Due to budget cuts on the state level in California, the CSU system alone has announced that it will turn back approximately 10,000 students next year. This number warrants that we brace for the projected influx of students. In fall, 2008, VP Martinez directed Dean Snyder to open additional sections based on projected fallout form the UC and CSU systems, and we opened three new sections in the English composition sequence.

How can the positive results be maintained or the negative results be improved?

Offering more sections of online courses in the English program at CoM would serve student needs at COM by offering courses that are more accessible. Two sections of developmental English classes (English 120), two sections of English 150 and two sections of English 151 should be offered every semester to promote growth of the online offerings. Additionally, supporting online student services by staffing and running the Online Writing Center will help with student retention. The OWC offers online tutoring for students in the area of writing. Student surveys indicate that the tutoring support offered by the Online Writing Center in addition to the on-campus tutoring service has helped to improve writing and success in classes.

Recent research shows that in states of economic decline (like the one the nation is currently facing) students turn to community colleges for retraining or for continuing to pursue educational goals. Research also confirms an increase demand for Distance Education classes. According to Ken Nathar, a Specialist in the Academic Planning & Development System Office for California Community Colleges, the Distance Education Report for the period of FY 1995/96 through 2005/06 that was presented to the Board of Governors at their July 9th, 2007 meeting indicates that:

During the downturn in the state economy beginning in FY 2002/03, system-wide the student enrollments in traditionally delivered courses (i.e., classroom-based, face-to-face) declined. Beginning in 2003/04, traditional student headcount declined 10.19%; in FY 2004/05, another 9.71%; and, most recently, in FY 2005/06, .62%. Since FY 2002/03, the colleges have lost over 463,000 student headcount, a drop of 17% in the traditional student headcount.

In contrast, since FY 2002/03, DE student headcount grew by nearly 55%, adding 106,823 students to the DE student headcount. The current DE student headcount of 301,073 in FY 2005/06 represents an opportunity for those students to continue their education at a distance. A look at the types of courses students are taking at a distance reveals that these students enroll in transferable courses used to help accelerate their completion of a degree or program. The top five courses taken by
College of Marin - Program Review

DE students based on FTES generation includes Mathematics, History, Psychology, English, Sociology—all degree applicable and transferable subjects.

The FTES generated by DE courses during the last five fiscal years (FY 2001/02 through 2005/06) has grown by over 38,000 FTES, starting at 20,008.15 in FY 2001/02 to last year's 58,135.26 FTES. This represents a significant source of revenue to the colleges.

Other projections show that 50 percent of high school courses will be taught online by 2019, according to the Executive Director of Education at Innosight Institute, a nonprofit research group.

An increase of online offerings in COM's English department would meet this rising student need.

Recent reduction and redistribution of Instructional Specialist hours has made student access inequitable; the Department fall 2007 advocated for the Instructional Specialist program, yet the redistribution was conducted against Department wishes. Currently, a study group is being formed to study the IS configuration. At least three Department members are taking part in the study. In question is the reduction and/or elimination of Instructional Specialist hours from upper level, transfer courses. These courses (E 150, 151 and 155) put greater demands on student writing, so the impact of the reduction of hours in the IS program on students in these upper level transfer courses must be studied thoroughly in order to ensure that our students receive equitable support. Additionally, the recent implementation of Accuplacer has impacted students in upper level courses, and we are still in the beginning stages of determining the accuracy of placement. In spring 2007, we made adjustments to placement scores; however, consensus in the Department is that further adjustments must be made to ensure student success. Many students have been inappropriately placed in English 150, and the reduction of IS support has proven detrimental to overall student success in this class level. A rigorous study in the interest of student success must be undertaken, and we have determined to continue such study. Furthermore, the inaccurate placement endangering student success entails, by Department consensus, that we reinstitute a writing component to the existing placement test. For this writing test, we will need additional Instructional Specialist support hours to monitor placement results, the exact number of which must be determined by further investigation.

If there are courses you wish to highlight, please describe changes and trends.

The changes and trends in online classes in the English Department have suffered as a result of hasty policy-making and might best be understood with an example of how the new scheduling policy has affected online English classes. The English department will not offer English 120 online in the spring semester of 2009 since the instructor that teaches English 120 online is already scheduled to teach two sections of English 150 online. As a result of the new scheduling policy implemented—the edict that instructors may only teach a maximum of two online sections—not only will a DE course be cut, reducing the numbers of students in the DE program, but enrollments in the next level of English will also be affected in the succeeding semesters since the English 120 online class feeds students into the English 150 online classes.

It is illogical to assume that a decrease in the number of online course offerings will lower attrition in any given class. There are more productive ways—such as increasing student support services—to combat attrition, rather than adding restrictions on instructor loads and/or canceling sections. Further, teaching two or more sections of an online course allows for greater student collaboration in many online classes. Instruction and learning is often enhanced when sections are encouraged to work together.

Further, English 237, The Literature of American Cultures, was canceled due to low enrollment as it was listed in the schedule as being taught by a junior member of the Department. We have always maintained that a diverse curriculum is
crucial to the well-being of the Department’s offerings and to the
general health of the overall offerings of the college. Transfer
students, in particular, need a rounded curriculum from which to
acquire necessary transfer requirements, and life-long learners have
been a mainstay of the Department’s elective offerings.

Though English 237 was canceled in the fall 2008 semester, the
projected influx of UC and CSU students, as well as the need for a
well-rounded list of offerings, speaks to the need to continue the
units for this and other electives. English 237 fulfills transfer
requirements in several areas including cross-cultural.

II. Faculty Units

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<td>Staffing</td>
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For the Spring 2008 semester, English has in excess of 16 teaching units earmarked for part time staffing. This is in excess of three full time positions. Clearly the College needs to hire at least one full time English instructor in the next year or so. The Philosophy and Humanities programs are quite healthy as well and a part time pool should be developed immediately. It’s conceivable that with careful enrollment management, an additional full time Philosophy/Humanities instructor could be brought in.

Perhaps as a consequence of hiring a full time faculty member, student enrolment in philosophy courses has dramatically increased at COM since 2005. During the Fall 2005 semester, there were a total of 75 students who completed philosophy courses. During the Spring 2006 semester, a total of 101 students completed philosophy courses. During the Fall 2006 semester, 93 students completed philosophy courses and during the Spring 2007 semester, 103 students completed philosophy courses. Currently, during the Fall 2007 semester, there are 121 students enrolled in philosophy classes.

Student satisfaction with the quality of philosophy courses at COM is consistently high. In addition to routine yearly administrative evaluations, student satisfaction surveys are administered each semester. The aspects of philosophy courses that students commonly highlight as strengths are the following: good organization, instructor enthusiasm, productive and intense class discussions, interesting material.

How can the positive results be maintained or the negative results be improved?

Future of the Department and Projected Needs

Given the documented increases in student enrolment and documented student satisfaction, I would recommend an expansion of the philosophy program at COM. Future plans should include the introduction of more diverse course offerings, more web based classes, more evening classes and the development of an AA degree program in philosophy. Expansion of this sort will require the hiring of new faculty, both adjunct and full time.

It has been suggested by the administration that the Philosophy Department be moved from its present home in the English Division in order to be housed in the Communications Division. After a great deal of consideration and research, I have come to the conclusion that the future of this department would best be served by retaining its current place in the English Division. The reasons supporting this conclusion are as follows:

1. Our committee’s survey of California Community Colleges shows that there is no unanimity among colleges concerning where to house a
philosophy department. It appears that philosophy departments are
sometimes housed in departments of Communication, but just as often
they are housed in departments of English, Social Science and even
departments of Art.

2. The Philosophy Department has a tradition of being housed
together with the English Department here at COM. Unless there is a
very compelling reason to disrupt this tradition, this partnership
should be respected.

While points #1 and #2 do not establish that Philosophy and English
should necessarily remain together in the same division, they do
suggest that there is no categorical reason why they should not stay in
the same division. The following reasons lead me to conclude that in
our particular circumstance, it would be best to retain the Philosophy
Department within the English Division:

3. The missions of the English Department and the Philosophy
Department at COM compliment one another. Both emphasize the
development of critical thinking skills through reading, writing and
the analysis of texts. Much of the literature studied in English
classes is also studied in philosophy classes, and most philosophy
classes are predominately focused on the reading and discussion of
classic texts.

4. While there is some overlap in the sorts of material treated by
the Philosophy and the Communications Division, the overlap is nowhere
near as pronounced as that between Philosophy and English. Certainly
the Communications Division is concerned with fostering skills in
critical thinking, persuasion and communication. Nonetheless, the
emphasis of the COM Communications Division, as stated in the college
catalogue, is on mass media, television and film. It is true that
philosophy has something to contribute to all of these fields, but the
philosophical approach of our department, as mentioned above in #3, is
on classic texts rather than contemporary media.

5. There is a friendly working relationship that has developed
between myself and other members of the English Division and this
relationship is conducive to cooperative projects within the Division,
which contributes to an enriching and lively environment for students.
Since joining the faculty at COM, I have developed a team taught a
course with a member of the English Department and conferred with other
members of the English Department on the development of internet based
classes. In addition, I have been mentored by members of this
Department. Such familiarity fosters a creative and productive
atmosphere that is good for everyone involved.

If there are courses you wish to highlight, please describe changes and trends.

III. Demographic Trends

Demographic Changes

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<td>Why has this occurred?</td>
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Demographics (Students in English Humanities courses)

Age, gender, ethnicity

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<th>Age</th>
<th>Percentage</th>
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<tbody>
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<td>24 and under</td>
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<tr>
<td>White</td>
<td>63.5%</td>
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</tbody>
</table>

*Additional data re: grades, success rates, etc. in research attachment.

How can the positive results be maintained or the negative results be improved?

To meet the diverse need of our students, the Department will continue to study and teach texts representing the riches of our heritage, and will enhance this study and teaching through continued professional development initiatives designed to keep us current with developments in our field. Students taking classes in the Department will benefit from intersections among the various factions of our program, and from increasing access to computer-based resources as well as continued exposure to classic or canonical texts. In a world where the Internet and the world wide web are generating a whole new life of letters for millions of people, the English/Humanities Department at the College of Marin will prepare students to engage technically, critically, and creatively in that life.

The focus of English studies at its inception was on close readings of literature from Great Britain, Germany, France, and later the United States. Such curricula have failed to take into account changes in population patterns, developing technologies, and intellectual thought. Recognizing the shortcomings of traditional models, and in order to respond to the new developments in Literary and Composition theory as well as to meet the needs of our students in the new century, the English Department revised many of its courses during the Discipline Review process of 1998, requiring that specific attention be paid to issues of gender, race, class, sexuality, and multinational studies. A revision of the program and the major has provided students and faculty with new perspectives, which we expect to be the foundation of our work in the next decade. All of our current course offerings immerse students in approaches to writing and reading that are firmly grounded in contemporary theory. This is a practice that requires ongoing professional development and constant adjusting and refining. Above all, our goal is to enable our students to join us as careful discerning readers, incisive writers, critical scholars, scholarly critics, and innovative thinkers. We expect that these critical thinking abilities will allow students to draw connections between the intellectual activities of the classroom and the world.

Individual attention to student writing via one-on-one tutoring and conferencing as well as through detailed written feedback on student papers will help ensure the best possible learning outcomes for students in this Department. Institutional support, of course is and will be essential in order for our Department to meet and further its vision and goals.

VI. Student Retention Rates

Student Retention Rate Within The Program (All courses combined)

Retention: % of students completing courses (First Census Roster/Final Grade Roster Total)

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<th>Why has this occurred?</th>
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<td>According to a five-year cohort study conducted by Melody Creel in F07, 47% (66) of students who initially placed into English 92 continued to English 98; 21% (29) continued to English 120; 6% (19) continued to English 150, and 9% continued to English 151. For students who placed into English 98, 49% (94) continued to English 120 by Fall 06; 29% (55) continued to English 150; and 16% (30) continued to English 151. For students who placed into English 120, 51% (137) had enrolled in English 150 by F06 and 29% (77) had continued to English 151. Of those who began in English 150, 44% (103) continued to English 151, and 32% (76) passed that course.</td>
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http://programreview.marin.edu/2008/ASReport.jsp (5 of 13)
ARCC data from the Chancellor's Office (2008) indicate that our students in Basic Skills credit courses progress at a rate much lower than at other colleges in our peer group. Our Basic Skills credit students improvement rate is 45.1% compared to the average rate of 54% for our peer group. The peer group high is 62.4%; the low is 44.6%. The low is only 0.5% lower than COM’s rate. We also lag behind in course completion rate for Basic Skills credit courses at 60.6%, with the average rate for our peer group at 66.9%, the low at 57.3% and the high at 81.9%.

How can the positive results be maintained or the negative results be improved?

The data suggest that faculty need to examine and evaluate the composition course sequence (Eng 62, Eng 92, Eng 98, Eng 120, Eng 150) to see how these low rates of retention and success can be improved.

Further, it should be recognized that a decrease in the number of online course offerings will lower attrition in any given class. There are more productive ways--such as increasing student support services--to combat attrition, rather than adding restrictions on instructor loads and or canceling sections. Further, teaching two or more sections of an online course allows for greater student collaboration in many online classes. Instruction and learning is often enhanced when sections are encouraged to work together.

The Department has developed a list of goals to help with combating these challenges:

GOAL 1: DIVERSITY AND ACCESS.
To provide our students a supportive and cohesive environment for transfer needs and lifelong learning

Objective 1.1: Attract larger number of students representing diverse language and cultural groups.
Strategies:
- Review, revise and advertise to the community the courses that reflect diversity.
- Initiate communication with COM Alumni Association so it can be used as a recruiting resource.
- Apply for outside funding from agencies such as ETF to facilitate effective articulation with the County’s high school English teachers.
- Contact Community-based organizations and other community resources to recruit a more diverse student population.
- Investigate developing a high school outreach program
Assessments:
- Increased contacts with local highs and community resources.
- Increase retention rates annually.
- Develop intersession and/or summer programs.

Objective 1.2: Attract and retain historically under-represented students into the English Department.
Strategies:
- Establish baseline of historically under-represented students.
- Form Department connections with COM’s ESL Program.
- Do outreach into the community to recruit non-native speakers into the College.
- Offer at least one literary event a semester through the College’s Community Education program. These events would focus literature that reflects the diversity of Marin’s population.
Assessments:
- Document number of students of diversity; increase this number annually.
- Document the attendance at the events, noting those that attract the most participants.

Objective 1.3 Increase the number of students enrolled in courses that focus on diversity.
Strategies:
- Increase the number of courses reflecting diversity taught each semester.
- Insure that issues of diversity are considered in all courses;
- Provide resources for faculty who wish to develop new courses.
Assessments:
- Measure number of students taking courses that have a diversity component.
- Increase this number annually.
- Measure number of student taking courses that focus on diversity.
- Increase this number annually.

Objective 1.4 Maintain and increase awareness of diversity in the Department.
Strategies:
- Offer Flex Time activities and other opportunities to discuss learning styles and pedagogy.
- Insure compliance with ADA and EEOC issues in the Department.
- Emphasize diversity in the hiring of new faculty.
Assessments:
- Number of opportunities to meet with focus on diversity.
- Compliance with regulations.

GOAL 2: CURRICULUM DEVELOPMENT
To develop curriculum that promotes academic success and lifelong learning
Philosophy: The English Department writing program covers a range of courses from Basic Skills to (transfer
Objective 2.4: Continue to successfully prepare transfer students for further education, as well as in potential opportunities.

Strategies:
- Develop and offer Flex Time activities each semester to familiarize faculty with current practices and other Department.
- Sponsorship of faculty discussions/panels/seminars on current research and work, together with members of the two.
- Encouragement to participate in professional training, workshops and conferences.
- Introducing courses that are directed at contemporary needs, e.g. Post-colonial World Writing, Film and Literature, The Holocaust in Writing and Film.
- Investigate approaches to integrate reading instruction.
- Introduce courses that are directed at contemporary needs, e.g. Post-colonial World Writing, Film and Literature, The Holocaust in Writing and Film.
- Implement faculty discussions/panels/seminars on program development and current practices.
- Integrate critical thinking, reading, writing, and other modes of communications such as speaking, and listening.
- Address directly students' reading practices. Reading is critical to academic success, and we strive to include a greater range and depth of reading in our program since students who improve their reading tend to improve their writing and vice-versa.
- Encourage readers to read for ideas and to process units of meaning rather than focus on word-by-word reading since an active reading style is vital to improving reading comprehension.
- Approach the teaching of writing by inviting students to write prose pieces of varying length and complexity. Writing is not exclusively taught in a progression from the sentence to the paragraph to the essay but also, like reading, addressed on levels of increasing complexity and depth (the whole language approach, involving reading, writing, speaking and listening).
- Emphasize critical thinking not limited to concepts of formal logic nor to entirely personal problem-solution paradigms. Rather, critical thinking in academic settings is textually-based; thus, student writings should largely be based upon a response to a reading, a chapter, a book, a movie, a television show, and so on. Consequently, academic critical thinking includes grouping items and seeing patterns; drawing inferences; evaluating for purpose, synthesis and argumentation; differentiating fact from opinion; asking questions; evaluating for standards of fairness and accuracy; and making judgments. In other words, students in developmental composition classes should practice response, summary, analysis, evaluation, and argument.
- Employ a process-oriented rather than a product-oriented approach to writing. Students should be encouraged to write and revise preliminary drafts of substantial written work, to improve their writing through focused peer discussions, and to provide self-evaluation of their written works. Additionally, students should receive prompt feedback throughout the process from their instructors, from their peers, from Instructional Specialists, and, as appropriate to the individual needs of the student, from the Writing Center.
- Include full-length works, defined as any work that sustains themes, including a book of short essays by a single author. We suggest that the work(s) be integrated into the course thematically. On the developmental level, we recommend that non-fiction be used; that if fiction or autobiographical works are assigned, they be analyzed for issues, themes, and aspects of composition pedagogy connected to other readings in the course rather than for literary aspects; that a combination of book-length works and short essays be used to provide a variety of models; and that students be asked for both personal and analytical responses.
- Increase students' familiarity with and knowledge of academic culture, themselves as learners, and the relationship of the two.

Objective 2.3: Support new teaching techniques introduced by educational technology, integrating these techniques in existent courses and providing new sections to meet the new technology.

Strategies:
- Investigate approaches to integrate reading instruction.
- Introduce courses that are directed at contemporary needs, e.g. Post-colonial World Writing, Film and Literature, The Holocaust in Writing and Film.
- Implement faculty discussions/panels/seminars on program development and current practices.
- Integrate critical thinking, reading, writing, and other modes of communications such as speaking, and listening.
- Address directly students' reading practices. Reading is critical to academic success, and we strive to include a greater range and depth of reading in our program since students who improve their reading tend to improve their writing and vice-versa.
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- Increase students' familiarity with and knowledge of academic culture, themselves as learners, and the relationship of the two.

Objective 2.2: Develop beginning writing courses that include explicit reading instruction reflective of current reading pedagogy to more effectively promote student academic success.

Strategies:
- Investigate approaches to integrate reading instruction.
- Introduce courses that are directed at contemporary needs, e.g. Post-colonial World Writing, Film and Literature, The Holocaust in Writing and Film.
- Implement faculty discussions/panels/seminars on program development and current practices.
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- Increase students' familiarity with and knowledge of academic culture, themselves as learners, and the relationship of the two.

Objective 2.1: To provide richness, variety, thematic and historical curriculum, and opportunities to investigate theory by providing Literature electives that serve both majors and non-majors.

Strategies:
- Clarify course requirements and strategies for all instructors.
- Coordinate writing requirements, reading assignments, and grading policies for all sections of the same course.
- Provide readers or tutors for all composition courses to ensure that students write frequently, get expert tutorial advice, and receive in-depth evaluations of their papers.
- Continue to develop the Writing Lab.
- Maintain clear coordination between levels & between faculty members.
- Offer workshops in basic skills for advanced students that are widely publicized.
- Increase the number of literature or creative writing courses offered in traditional and online formats.
- Develop curriculum that builds upon previous experiences, either at this institution or from transfer institutions.
- Conduct assessment and placement by faculty familiar with the range of the program.
- Offer a wider range of literature classes each semester.
- Revive courses that are listed in the catalogue and have not been taught for several years, e.g. Introduction to Poetry, Advanced Composition, Introduction to the Novel.
- Introduce cross discipline classes, e.g. The Renaissance in the Humanities, covering writing, art, and history.

Objective 2.2: Develop beginning writing courses that include explicit reading instruction reflective of current reading pedagogy to more effectively promote student academic success.

Strategies:
- Investigate approaches to integrate reading instruction.
- Introduce courses that are directed at contemporary needs, e.g. Post-colonial World Writing, Film and Literature, The Holocaust in Writing and Film.
- Implement faculty discussions/panels/seminars on program development and current practices.
- Integrate critical thinking, reading, writing, and other modes of communications such as speaking, and listening.
- Address directly students' reading practices. Reading is critical to academic success, and we strive to include a greater range and depth of reading in our program since students who improve their reading tend to improve their writing and vice-versa.
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- Increase students' familiarity with and knowledge of academic culture, themselves as learners, and the relationship of the two.
satisfying demands for an A.A at graduation.

Objectives:

Objectives:

Objective 2.5: Develop new courses in literature or creative writing online.

Strategies:

· Conduct feasibility studies
· Identify likely courses and faculty
· Advertise course offerings locally and on the Departmental web site

Objective 2.6: Develop, establish, and market non-credit courses aimed specifically at senior citizens and retirees.

Strategies:

· Participate in campus-wide elder-hostel courses.
· Determine appropriate courses.
· Select faculty interested in participating.
· Promote courses through local media and through the Department's web site.

Curriculum Development Assessments

· Transfer rates to state colleges and universities, in comparison to programs at similar institutions statewide.
· Success rates of transfer students in passing competency exams at transfer institutions.
· Number of students going on to graduate work, in comparison to programs at similar institutions statewide.
· Number of repeat students.
· Number of students participating in various programs.
· Number of faculty participating in various programs.
· Number of courses offered, particularly online literature or creative writing courses.
· Data analysis of feasibility studies.
· Course evaluations of online courses.
· Number of hits on promotional web site.

GOAL 3: TECHNOLOGY

To maximize effective use of technology in all facets of the English Department's mission.

Objective 3.1: Develop a strategic plan for the English Department technology needs.

Strategies:

· Create an English Department Technology Committee and expand its mission to all aspects of computer-assisted instruction and web use in the Department.

This committee will oversee the following goals:

1. To provide technology resources suited to the professional teaching, research, and service missions of all faculty - full-time, part-time, and all full-time staff in the Department.
2. To consider expectations of future needs, and to use imaginative speculation about how the digital distribution of knowledge will affect English studies.
3. To create productive dialogues and working relationships with technical support staff.
4. To establish adequate technological training and support of faculty.
5. To profile a systematic, documented, and continually reviewed overview of all English Department technology needs, strategies, implementations, and goals.
6. To develop budgeting strategies, in cooperation with appropriate College and University programs and officials, that will allow the Department to provide its faculty and students with access to reasonably up-to-date, well-maintained workstations and current versions of necessary software;
7. To continue development of the Department's World-Wide Web site with the aim of eventually transferring the Department's public information, and (as appropriate) its internal communications and record keeping, to the Web.
8. To streamline administrative operations within the Department by taking advantage of the World-Wide Web.

Assessments:

· Consult the International Society for Technology in Education to promote appropriate uses of information technology to support and improve learning, teaching, and administration education and teacher education.
· Consult Technology Committees, labs and computer classrooms at other Bay Area Community Colleges.

Objective 3.2: Maintain Administrative Support.

Strategies:

· Hire support staff who understand both the emerging technologies and the discipline of English.
· Support faculty development in technology to require:
1. Release time
2. Other forms of support or compensation
3. Adequate training opportunities
   - Support that individual advances in classroom technology implementation and related Web and media materials deserve:
     1. Appropriate Tenure & Review recognition, and
     2. Corresponding incentives for non-tenured faculty members.
   - Support policies that provide for the following computing and media equipment needs:
     1. Office and classroom computer workstation resources that meet the needs of all English Department teachers - full-time and part-time faculty, adjuncts, and teaching assistants. (Basics include up-to-date processor speed, memory capacity and display hardware; convenient large-file storage features; multimedia and other peripheral support to suit the academic needs of the individual user.)
     2. Appropriately parallel software access and upgrades in classrooms and faculty offices, and among English faculty, administrative, and support staff offices.
     3. Regular office and classroom hardware and software upgrades, in line with satisfactory academic computing standards.
     4. Adequate (full-time) staff computing resources
     5. Ceiling-mount classroom computer projection units
     6. Adequate classroom shared-drive storage with read/write/modify access for students
     7. Faculty office access to: adequate networked back-up storage; department shared-drive storage; student shared-drive space
     8. Office desktop access from faculty? s off-campus personal or home computing desktop
     9. High-resolution flatbed scanner in the main office.
     10. Expanded support for early adopters learning non-standard software
     11. A classroom outfitted for training in popular, non-standard software such as Macromedia (Dreamweaver) and Adobe (Photoshop) products as needed for instruction
   - Support of Media and Telecommunication Needs
     1. Convenient CD burner station with adequate storage
     2. Well-maintained classroom overhead projectors
     3. Sufficient VCR/DVD playback units (or other appropriate media)
     4. Sufficient office telephones, with message service, for full-time faculty and adjunct faculty
     5. Well-maintained main office fax, and copy machines.
     6. Department-owned up-to-date digital camera with such features as preview option, in-camera jpeg formatting
     7. Study and development of improved methods of disseminating course materials, such as creation of faculty-authored CD-ROM (or other media-based) course materials
     8. CD-ROM/DVD (or other appropriate media) bookstore agreements involving faculty-authored materials
     9. High-resolution flatbed scanner in the main office.

Assessments
- Inventory equipment available to English Department staff to ensure a the staff? s needs are met.
- Document the presentation of workshops and the effectiveness of workshops through participant evaluation.
- Interview staff to determine an increase in their access to and use of English Department technology resources
- Interview English Department faculty regarding their understanding and use of Department Technology resources for their teaching and research.

Objective 3.3: Encourage online communication within the Department and ensure greater access to technology for English Department faculty.

Strategies
- Utilize e-mail for Department communication.
- Develop the English Department Web page for increased communication among students and staff.
- Ensure that faculty has access within the English Department to a ratio of up-to-date desktop computers to be determined by the Technology Committee and to fit within practical limits of the purchase and maintenance of equipment.
- Provide regularly scheduled workshops on use of the various kinds of technology actively used in the English Department.
- Ensure that clear documentation, both online and in print, is readily available describing in detail what English Department technology capabilities are available and how to use them.

Assessments
- Inventory computers in the CWC and labs regularly available to English Department students to ensure a proper ratio of capable machines.
- Document the presentation of workshops and the effectiveness of workshops through participant evaluation.
- Interview students to determine an increase in their access to and use of English Department technology resources

Objective 3.4: Continue the English Department? s development of and support for innovative on-site computer-based instruction, including the growth and extension of Computer Writing Classroom.

Strategies
- Continue funding of English Department? s Computer Writing Classroom, computer-support staff, software upgrading, and equipment upgrading.
- Continue and increase administrative encouragement of teaching through the English Department that uses theory-support, computer-based interactive processes.
- Create more computer writing classrooms like the classroom in BC 101 to support and encourage computer integrated instruction.
Continue funding of the Writing Center (LC110) including upgrading of equipment and adding additional computers for student use.

Assessments
- Assess funding levels for supporting computer-related instructional levels.

Objective 3.5: Increase distance learning courses offered.

Strategies
- Publish on the English Department's web page information and narratives from faculty and students promoting the development of distance learning courses.
- Provide an English Department faculty workshop presenting the characteristics, possibilities, and implementation of web-based distance learning and other web-based instructional support as well as other delivery modes of Distance Learning courses such as streaming video, DVD, radio, and television.
- Establish a Distance Learning Committee in support of online instruction

Assessments
- Mark the existence and use of relevant web pages
- Mark the existence of a faculty workshop promoting student distance learning and evaluate through workshop participant surveys

Objective 3.6: Obtain significant technology-related grants and financial support for English Department technology initiatives.

Strategies
- Collect information regarding Department capabilities, national grant opportunities, and how the two intersect in order to generate grant proposals.

Assessments
- Review grant opportunities within the English Department.

Objective 3.7: Strengthen the Department web site

Strategies
- Encourage all administrative and instructional documents be placed on the English Department's web site.

Assessments
- Review by the Technology Committee of all administrative materials placed on the English Department's web Internet to document both the increase in such material and the effectiveness of its presentation.

Objective 3.8: Increase advocacy for access through the library of online journals and documents for research and instruction.

Strategies
- Create a Technology Committee liaison with relevant personnel in the library to gain continually upgraded knowledge of library online resources and publish such information on the English Department web page.

Assessments
- Interview English Department faculty and students regarding their understanding and use of online journals and documents in their teaching and research.
- Review English Department Technology Committee reports of liaison activity with library personnel to ascertain an increasing Departmental understanding and use of such resources.

If there are courses you wish to highlight, please describe changes and trends.

VII. Student Success Rates

Student Success Rate Within The Program (All courses combined)

\[ \text{Success} = \% \text{ Grades of (A, B,C,CR)/(A,B,C,CR,D,F,NC,W, I)} \]

change from \[ \text{Fa03} \] to \[ \text{Sp08} \]

Why has this occurred?
The English department's writing program is sound. Typically, students from College of Marin do well in English and other classes that require writing after they transfer. In fact, College of Marin students who transfer to San Francisco State consistently outperform San Francisco State's students on the Junior English Proficiency Essay Test.

The standards of the department demand that graduates of the program be able to pass Junior proficiency tests (given at many CSU schools, San Francisco State and Sonoma State Universities, for example); indeed, the scores of COM graduates on the S.F. State exam are 10% higher than those of State's population. The proven success of our graduates is evidence that the writing program fulfills its purpose.

The success in grades as seen in attached charts will verify the success rates of students who go through our program:

How can the positive results be maintained or the negative results be improved?
An area that needs the English Department's continued attention is course norming and keeping our grading standards consistent. We should clarify course requirements and strategies for all instructors. While we value academic freedom, we should also, to a reasonable degree, maintain consistency in the level of writing assignments, complexity of reading assignments, and grading standards for all sections of the same course. Finally, we should promote clear coordination between course levels and between faculty members.

Part of responsible curricular development and program implementation is ongoing assessment. The English Department conducts assessment constantly in formal and informal ways - from the various methods of individual assessment, including performance evaluations and self-evaluations, to a continuing dialogue within our committee structure about the effectiveness of our various programs. In addition the Department with the aid of the Institutional Research Office will develop assessment programs to measure student outcomes and satisfaction of transfer agreements and requirements.

Another proposed change in the English Department involves placement tests for students. After twenty years of being read by Instructional Specialists and part-time faculty, the former essays will soon be replaced (and graded) by Accuplacer, without student writing samples. Accuplacer is touted as being fair and accurate, but should be very carefully evaluated. Aside from the venture of placing students into writing classes without ever looking at a writing sample, we should be very concerned about a segment of College of Marin's student population: Our international students typically do very well on grammar tests - or punctuation, or even reading comprehension - but when they attempt to write a full essay, they often encounter grave difficulty - a level of difficulty that may not become fully apparent until several weeks into the semester. At that point, it is usually too late to transfer into an easier class, so the student has lost a semester - or two, if he must spend the following semester working up to the level where the test initially placed him. Considering the very high fees international students must pay, the college should make every effort to protect them from an experience that could understandably prompt them to look for another college. At the very least, we should run a thorough pilot program that specifically examines the test's possible impact on inter-national students.

Professional Development

Ongoing technology training; Professional development workshops on issues such as plagiarism, copyright laws, ESL and DS tutoring; initiating a professional lecture series such as ?Bay Area Writers.?

Writing Center

Our English Writing Lab facility, LC110 is poised to become a College Wide Writing Center where any COM student can receive help with writing projects. Currently, the Online Writing Center offers 24/7 assistance with writing projects to COM students. We have begun to explore reviving tutoring connections with Behavioral and Social Sciences, helping their students with term papers and reports. We have begun discussions with Library faculty on ways to incorporate fully developed research components into Composition courses and have begun exploring ways to partner English and Library on the information competency requirement that looms on the horizon.

Partnerships

Following the model of our agreements with Dominican University and Mills College, we wish to pursue the same kind of mentoring agreement with SFSU as well as maintain and strengthen the ties described at left. We will encourage a revival of the Josephine Miles Fellowship with U.C. Berkeley in which community college English faculty were reassigned to a semester's teaching undergrads at Berkeley.

Future of the Department and Projected Needs

Given the diverse nature of the courses offered by the Humanities Department, the difficult complications that are involved in overseeing this program and given that the college offers an AA degree in this field, I would suggest that in the future, a full time faculty member, with a degree in Humanities, be hired whose exclusive duties are to teach Humanities courses and coordinate and review this program.

It has been suggested by the administration that the Humanities Department be moved from its present home in the English Division in order to be housed in the Communications Division. After a great deal
of consideration and research, I must remain neutral on this issue. What follows are relevant facts that should be taken into consideration before any final decision is made on this issue:

1. Our committee's survey of California Community Colleges shows that there is no unanimity among colleges concerning where to house a humanities department. It appears that humanities departments are sometimes housed in divisions of Communication, but just as often they are housed in divisions of English, and even departments of Art. Humanities divisions also sometimes appear as autonomous divisions.

2. Unlike the Philosophy Department, which clearly has more affinities with the English Department than with the Communications Department, the Humanities Department does share crossover with courses offered in the Communications Department. For instance, film history courses such as HUM 109A and 109B are cross listed as Communications courses.

3. However, many of the courses offered in the Humanities Department do focus on classic literature and texts that cross over with the content of courses in both Philosophy and English. Introductory Humanities courses such as HUM 100A and 100B, for instance, deal with themes from the history of literature and philosophy. Additionally, the courses in World Religions and Mythology are often, and in my opinion best, taught from a philosophical perspective.

By its very nature, the Humanities Department is interdisciplinary. Taking this into account, there may be justification for housing it within any number of divisions. However, since there is a tradition at COM of the Humanities Department being housed along with the Philosophy Department in the English Division, any changes to this structure should be treated carefully and with due consideration. The proposed merger of the English department with ESL, Communications, and Basic Skills would be harmful to the department's program for several reasons. First, an emphasis on basic remedial skills would change the focus, and the mandate, of the writing program of the department, which has always been to teach classes that depend upon such basic skills being already in place. Second, the result of such a merger would be a shift to an emphasis on elementary and remedial work at the expense of the transfer classes; these classes are absolutely necessary if COM is to provide a transfer program, meet standards of higher education in California, prepare students for classes in other departments that expect competence in thinking and writing, and, not least important, answer to the graduation requirements of COM, given that English 150 will soon become a graduation requirement.

Certainly, the transition from basic and remedial skills classes into English department classes is difficult and needs improvement. Communication between faculty teaching such classes in other departments and English 98 and 120 faculty should be facilitated and goals be coordinated, so that a sequence is clearly established, and one level of writing class prepares for the next. As well, team teaching that introduces students in those lower level classes to imaginative and non-fiction writing in English (as is currently being instituted) should ease the transition. Finally, since certification to teach remedial classes does not answer the requirements for certification for the more advanced writing and literature classes, remedial teachers need to be familiar with the larger writing sequence so that may prepare students for future expectations.

Thirty years of research compiled and prepared by Hunter R. Boylan and D. Patrick Saxon through the National Center for Developmental Education, which shows that the key to successful remediation are remedial courses that have coordination and communication afforded by a centralized structure. The research also shows that successful remediation includes coordination between instruction and the labs. Thus, the English Review suggests that improved coordination among remedial courses including coordination in the labs is a means of better supporting our students. It is reasonable to conclude that our students could be more successful if teachers who work in the labs across the composition sequence had coordinated curriculum and opportunity share their strategies in a centralized location.
English composition classes have traditionally made use of instructional specialists for tutorials and for reading student essays. Because teachers in these classes are responsible for their own syllabi and are aware of the larger context of the department's program as a whole, English faculty has determined I.S. assignments; to give control over these assignments to deans who do not teach in the department and are not familiar with the demands of each course and each section, indeed to deans who do not teach at all, does not serve instructional goals. For example, one teacher may want to read all student writing during the first few weeks of the semester, another might rely heavily on tutorial sessions, while another might prefer that students not be tutored at all. Assignments of I.S.?s need to adjust both to the needs of individual teaching methods and to the consensual requirements of the department as a whole; the department needs to determine such assignments, since the department?s faculty should know the program and have the experience and knowledge to determine teaching methods.

If there are courses you wish to highlight, please describe changes and trends.
Because of the fact that classes from so many different departments are cross listed as Humanities classes, it is quite difficult to monitor the content, scheduling and quality of the courses offered.

In Fall 2005, two courses with a total enrollment of 63 were taught in Humanities. In Spring 2006, two courses had a total enrollment of 81. In Fall 2006, one course had an enrollment of 26, and in Spring 2007 one course had an enrollment of 38. Currently, in the Fall 2007 Semester, one Humanities course has an enrollment of 31.

Student satisfaction with the Humanities courses, as measured by the surveys I administer each semester, tends to be very high, although there are some courses that appear to be better received than others. In particular, the courses in World Religions and Mythology appear to be particularly popular. I cannot vouch for the popularity or quality of the courses I have not taught as there is no standard survey that is applied consistently and campus wide in order to make this measure.

VIII. Certificates, Degrees, and Transfer
IX. Justification

Evidence: What data or evidence supports your projected requirements?
Attachments:
## PROGRAM REVIEW
### Curriculum and Articulation Report
#### English and Humanities-2008

### I. Projected Course Actions Report

<table>
<thead>
<tr>
<th>Action</th>
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### II. Projected Certificate/Degree & Other Actions Report

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<td>Description of attachment formats (file type, hard copy, etc.)</td>
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College of Marin Program Review Curriculum and Articulation Report • CG v.2 June 2008
# Program Review

## Instructional Equipment and Materials Report

### English and Humanities-2008

## I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
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### Expense Item:

**Turnitin.com**

- **Shared With:** Philosophy, Behavioral Sciences, History, Art History

- **One-time Expense:** Yearly

- **On-going Expenses:** N/A

### Additional Justification for this item:

Turnitin.com, by screening student writing for plagiarism, will upgrade the quality of instruction and also therefore improve access to other college courses and programs by providing learning in current courses needed to succeed in subsequent courses. Turnitin.com can be shared with other disciplines across the college requiring writing in their courses (e.g. English, Philosophy, Behavioral Sciences, Art History, and many others).
English Writing Lab Computers

**Shared With:**

On-going Expense:

**One-time Expense:**

**Additional Justification for this item:**
The English department serves over 1000 students per semester. Updating English Writing Lab equipment will allow instructors and students to use new technology to teach/learn. Current computers are archaic and are constant source of tech-breakdowns. Enhanced English skills will enable students to succeed in other classes throughout college curriculum. Improved technological aids will assist students in research, writing and reviewing. All students in writing/critical thinking classes will be enabled to achieve outcomes consistent with proposed SLO's on course outline forms and Program Review SLO's. Success will be tracked by measuring outcomes against previous semesters and against current SLO's. The universality of technology in academia and the current use of technology in other English classrooms/labs suggest that technology is expected by today's students. Current English writing Lab technology is archaic and subject to frequent breakdowns.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Funded</th>
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**Unit Cost**

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</table>

**Expense Item:**

Smart Classrooms, HC 169, 173

**Shared With:**

humainites, Philosophy, Communications, Nursing

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**On-going Expenses:**

**Additional Justification for this item:**

Currently, HC 169 and 170 are without any kind of tech teaching aids. Updating rooms to smart classrooms will allow instructors and students to use new technology to teach/learn. In turn, enhanced English skills will enable students to succeed in other classes throughout college curriculum. Making HC 169 and 170 smart will allow students access to otherwise inaccessible materials in the classrooms: Internet research, audio/visual demonstrations, peer review capability. For writing/critical thinking classes, outcomes will be consistent with proposed SLO's on course outline forms and Program Review SLO's. Success will be tracked by measuring outcomes against previous semesters and against current SLO's. The universality of technology in academia and the current use of technology in other English classrooms/labs suggest that technology is expected by today's students. The English Department serves over 1000 students per semester, so a very high percentage of CoM students will benefit from additional technology in these classrooms.
### II. External Funds/Resources

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Source of Funding</th>
<th>Funding Cycle</th>
<th>Funding Duration</th>
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### III. Student Material Fees Funds

### IV. Expense Justification

**Evidence:** What data or evidence have you provided? Please briefly describe.

**Attachments:** Description of attachment formats (file type, hard copy, etc.)

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College of Marin Program Review Instructional Equipment • IE v.2 June 2008
I. Program Faculty

II. Instructional Support Staff

<table>
<thead>
<tr>
<th>Name: Last, First</th>
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<td>Classes</td>
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Leadership:

Approximate Cost: $5,000

Recent reduction and redistribution of Instructional Specialist hours has made student access inequitable; the Department fall 2007 advocated for the Instructional Specialist program, yet the redistribution was conducted against Department wishes. Currently, a study group is being formed to study the IS configuration. At least three Department members are taking part in the study.

In question is the reduction and/or elimination of Instructional Specialist hours from upper level, transfer courses. These courses (E 150, 151, and 155) put greater demands on student writing, so the impact of the reduction of hours in the IS program on students in these upper level transfer courses must be studied thoroughly in order to ensure that our students receive equitable support.

Additionally, the recent implementation of Accuplacer has impacted students in upper level courses, and we are still in the beginning stages of determining the accuracy of placement. In spring 2007, we made adjustments to placement scores; however, consensus in the Department is that further adjustments must be made to ensure student success. Many students have been inappropriately placed in English 150, and the reduction of IS support has proven detrimental to overall student success in this class level. A rigorous study in the interest of student success must be undertaken, and we have determined to continue such study.

Furthermore, the inaccurate placement endangering student success entails, by Department consensus, that we reinstitute a writing component to the existing placement test. For this writing test, we will need additional Instructional Specialist support hours to monitor placement results, the exact number of which must be determined by further investigation.

III. Teaching Unit Requirements

IV. Projected Staff Requirements

V. Faculty Requirements

1. No full time instructors in the subject area.
2. Non-Availability of part-time instructors in a subject area.
3. Reduction in department Teaching Units as a result of full-time faculty retirements or other significant causes.
4. Recent or forthcoming growth as a result of additional sections of classes to enrollment demands.
5. Temporary growth in department Teaching Units as a direct result of a short-term grant or other interim resource.
6. Current or forthcoming changes that illustrate the immediate need of additional full-time faculty within this department.
English Courses alone serve approximately 1,000 students per semester, and recent retirements have depleted our full-time instructional staff. The retirements of Eugenie Yaryan, John Taylor, Nancy Cavendar and Janet Mackintosh have created the need for full-time instructors, and the Department requests that at least two of the four positions be filled immediately.

Furthermore, enrollments in Philosophy and Humanities course have surged with hiring of John Marmysz, calling for another full-time instructor to serve student demands in these fields.

Along with the need for additional full-time instructors is both English and Philosophy/Humanities, we request office space-holders for the new members of our Department. Once hired, English/Humanities instructors will need offices in Harlan Center where they can most effectively communicate with their colleagues in the Department. Proximity to other Department members is crucial in networking among instructors as well as being essential for student access.

7. Program Review findings.

8. Other considerations.

VI. Attachments
Evidence: What data or evidence have you provided? Please briefly describe.

Attachments: Description of attachment formats (file type, hard copy, etc.)

College of Marin Program Review Faculty Unit Allocation and Support Staff • CG v.I February 2008
I. Program Excellence (Best Practices)

Briefly summarize examples staff/faculty, institutional, and academic excellence.

The English Department offers tutoring to all CoM students in any discipline supporting student success at the college. In fact, WASC recognized the important role the Department plays in student access and success by indicating that one of the strengths of the college was the development and implementation of the Online Writing Center which offers students access to tutors 24/7.

Our English Writing Lab facility, LC110 is poised to become a College Wide Writing Center where any COM student can receive help with writing projects. Currently, the Online Writing Center offers 24/7 assistance with writing projects to COM students. We have begun to explore reviving tutoring connections with Behavioral and Social Sciences, helping their students with term papers and reports. We have begun discussions with Library faculty on ways to incorporate fully developed research components into Composition courses and have begun exploring ways to partner English and Library on the information competency requirement that looms on the horizon.

Partnerships

Following the model of our agreements with Dominican University and Mills College, we wish to pursue the same kind of mentoring agreement with SFSU as well as maintain and strengthen the ties described at left. We will encourage a revival of the Josephine Miles Fellowship with U.C. Berkeley in which community college English faculty were reassigned to a semester’s teaching undergrads at Berkeley.

Philosophy Program

Student satisfaction with the quality of philosophy courses at COM is consistently high. In addition to routine yearly administrative evaluations, I administer student satisfaction surveys each semester. The aspects of philosophy courses that students commonly highlight as strengths are the following: good organization, instructor enthusiasm, productive and intense class discussions, interesting material.

II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Staffing

For the Spring 2008 semester, English has in excess of 16 teaching units earmarked for part time staffing. This is in excess of three full time positions. Clearly the College needs to hire at least one full time English instructor in the next year or so. The Philosophy and Humanities programs are quite healthy as well and a part time pool should be developed immediately. It’s conceivable that with careful enrollment management, an additional full time Philosophy/Humanities instructor could be brought in. In order to continue to offer students access to quality education and to insure success services like the Online Writing Center and online class offerings must be supported, specifically by making sure these services and the DE program has strong leadership and administrative support. Currently there is no such position at the college. Other colleges have a separate staff member whose job it is to run the DE program. Hiring such a staff person, like a Coordination for DE Courses, would insure that these online services and courses would be supported.

Professional Development

Ongoing technology training; Professional development workshops on issues such as plagiarism, copyright laws, ESL and DS tutoring; initiating a professional lecture series such as Bay Area Writers?
Instructional Specialists are particularly valuable to the overall consistency of the program because they see at close range the various skills that are required for each course in the English sequence and thus can help students most effectively. They can anticipate which reading selections are likely to confuse students, and can assess which approach will be most effective. For several decades, a typical pattern has prevailed: After several years, an I.S. may compete for a part-time teaching position; and after several more years, may ultimately compete for a full-time teaching position, should one eventually arise. Although this pattern is certainly no guarantee of employment, it does promote and maintain essential continuity, consistency, and norming of course standards at various levels.

The Instructional Specialist program should remain essentially as it is, under the direction of faculty who are most familiar with the particular needs of students in a given course each semester. Many students in English 151/155 still need guidance in addressing more challenging topics as well as thorough feedback on their papers. These specific concerns cannot be adequately met by extending lab hours. The administration claims that the program has been abused, but in that case the logical approach would be to address specific cases instead of dismantling a program that has worked for forty years.

### III. Moving Forward Objectives (Planning)

**Briefly summarize examples of data-driven and coordinated planning to improve student enrollment, learning and success.**

**GOAL 1: DIVERSITY AND ACCESS.**

To provide our students a supportive and cohesive environment for transfer needs and lifelong learning

Objective 1.1: Attract larger number of students representing diverse language and cultural groups.

**Strategies:**
- Review, revise and advertise to the community the courses that reflect diversity.
- Initiate communication with COM Alumni Association so it can be used as a recruiting resource.
- Apply for outside funding from agencies such as ETF to facilitate effective articulation with the County’s high school English teachers.
- Contact Community-based organizations and other community resources to recruit a more diverse student population.
- Investigate developing a high school outreach program

**Assessments:**
- Increased contacts with local highs and community resources.
- Increase retention rates annually.
- Develop intersession and/or summer programs.

Objective 1.2: Attract and retain historically under-represented students into the English Department.

**Strategies:**
- Establish baseline of historically under-represented students.
- Form Department connections with COM’s ESL Program.
- Do outreach into the community to recruit non-native speakers into the College.
- Offer at least one literary event a semester through the College’s Community Education program. These events would focus literature that reflects the diversity of Marin’s population.

**Assessments:**
- Document number of students of diversity; increase this number annually.
- Document the attendance at the events, noting those that attract the most participants.

Objective 1.3

Increase the number of students enrolled in courses that focus on diversity.

**Strategies:**
- Increase the number of courses reflecting diversity taught each semester.
- Insure that issues of diversity are considered in all courses;
- Provide resources for faculty who wish to develop new courses.

**Assessments:**
- Measure number of students taking courses that have a diversity component.
- Increase this number annually.
- Measure number of student taking courses that focus on diversity.
- Increase this number annually.

Objective 1.4 Maintain and increase awareness of diversity in the Department.

**Strategies:**
- Offer Flex Time activities and other opportunities to discuss learning styles and pedagogy.
- Insure compliance with ADA and EEOC issues in the Department.
- Emphasize diversity in the hiring of new faculty.

**Assessments:**
- Number of opportunities to meet with focus on diversity.
- Compliance with regulations.

**GOAL 2: CURRICULUM DEVELOPMENT**

To develop curriculum that promotes academic success and lifelong learning.
The English Department writing program covers a range of courses from Basic Skills to (transfer level) College Composition. Students are placed into courses on the basis of their performance on placement tests. As they move from one level to the next, students strengthen their skills in sentence construction, paragraph development, essay construction, research techniques, critical reading, critical thinking, and appreciation of a variety of texts. The Literature electives are essential to our overall program.

Objective 2.1: To provide richness, variety, thematic and historical curriculum, and opportunities to investigate theory by providing Literature electives that serve both majors and non-majors.

Strategies:
- Clarify course requirements and strategies for all instructors
- Coordinate writing requirements, reading assignments, and grading policies for all sections of the same course.
- Provide readers or tutors for all composition courses to ensure that students write frequently, get expert tutorial advice, and receive in-depth evaluations of their papers.
- Continue to develop the Writing Lab.
- Maintain clear coordination between levels & between faculty members.
- Increase the number of literature or creative writing courses offered in traditional and online formats.
- Develop curriculum that builds upon previous experiences, either at this institution or from transfer institutions.
- Conduct assessment and placement by faculty familiar with the range of the program.
- Offer a wider range of literature classes each semester.
- Revive courses that are listed in the catalogue and have not been taught for several years, e.g. Introduction to Poetry, Advanced Composition, Introduction to the Novel.
- Introduce cross discipline classes, e.g. The Renaissance in the Humanities, covering writing, art, and history.

Objective 2.2: Develop beginning writing courses that include explicit reading instruction reflective of current reading pedagogy to more effectively promote student academic success.

Strategies:
- Investigate approaches to integrate reading instruction.
- Introduce courses that are directed at contemporary needs, e.g. Post-colonial World Writing, Film and Literature, The Holocaust in Writing and Film.
- Integrate faculty discussions/panels/seminars on program development and current practices.
- Introduce faculty discussions/panels/seminars on program development and current practices.
- Address directly students? reading practices. Reading is critical to academic success, and we strive to include a greater range and depth of reading in our program since students who improve their reading tend to improve their writing and vice-versa.
- Encourage readers to read for ideas and to process units of meaning rather than focus on word-by-word reading since an active reading style is vital to improving reading comprehension.
- Approach the teaching of writing by inviting students to write prose pieces of varying length and complexity.
- Writing is not exclusively taught in a progression from the sentence to the paragraph to the essay but also, like reading, addressed on levels of increasing complexity and depth (the whole language approach, involving reading, writing, speaking, and listening).
- Emphasize critical thinking not limited to concepts of formal logic nor to entirely personal problem-solution paradigms. Rather, critical thinking in academic settings is textually-based; thus, student writings should largely be based upon a response to a reading, a chapter, a book, a movie, a television show, and so on. Consequently, academic critical thinking includes grouping items and seeing patterns; drawing inferences; evaluating for purpose, synthesis and argumentation; differentiating fact from opinion; asking questions; evaluating for standards of fairness and accuracy; and making judgments. In other words, students in developmental composition classes should practice response, summary, analysis, evaluation, and argument.
- Employ a process-oriented rather than a product-oriented approach to writing. Students should be encouraged to write and revise preliminary drafts of substantial written work, to improve their writing through focused peer discussions, and to provide self-evaluation of their written works. Additionally, students should receive prompt feedback throughout the process from their instructors, from their peers, from Instructional Specialists, and, as appropriate to the individual needs of the student, from the Writing Center.
- Include full-length works, defined as any work that sustains themes, including a book of short essays by a single author. We suggest that the work(s) be integrated into the course thematically. On the developmental level, we recommend that non-fiction be used; that if fiction or autobiographical works are assigned, they be analyzed for issues, themes, and aspects of composition pedagogy connected to other readings in the course rather than for literary aspects; that a combination of book-length works and short essays be used to provide a variety of models; and that students be asked for both personal and analytical responses.
- Increase students? familiarity with and knowledge of academic culture, themselves as learners, and the relationship of the two.

Objective 2.3: Support new teaching techniques introduced by educational technology, integrating these techniques in existent courses and providing new sections to meet the new technology.

Strategies:
- Encouragement to participate in professional training, workshops and conferences.
- Sponsorship of faculty discussions/panels/seminars on current research and work, together with members of other Department.
- Develop and offer Flex Time activities each semester to familiarize faculty with current practices and potential opportunities.

Objective 2.4: Continue to successfully prepare transfer students for further education, as well as in satisfying demands for an A. A at graduation.
Program Review

Strategies:
? Development of new curriculum
? Working with counseling to substantiate new requirements
? Attempt to reach students who have passed through the program for their responses to levels of preparedness.

Objective 2.5: Develop new courses in literature or creative writing online.

Strategies
? Conduct feasibility studies
? Identify likely courses and faculty
? Advertise course offerings locally and on Departmental web site

Objective 2.6: Develop, establish, and market non-credit courses aimed specifically at senior citizens and retirees.

Strategies
? Participate in campus-wide elder-hostel courses.
? Determine appropriate courses.
? Select faculty interested in participating.
? Promote courses through local media and through the Department?s web site.

Curriculum Development Assessments
? Transfer rates to state colleges and universities, in comparison to programs at similar institutions statewide.
? Success rates of transfer students in passing competency exams at transfer institutions.
? Number of students going on to graduate work, in comparison to programs at similar institutions statewide.
? Number of repeat students.
? Number of students participating in various programs.
? Number of faculty participating in various programs.
? Number of courses offered, particularly online literature or creative writing courses.
? Data analysis of feasibility studies.
? Course evaluations of online courses.
? Number of hits on promotional web site.

GOAL 3: TECHNOLOGY
To maximize effective use of technology in all facets of the English Department?s mission.

Objective 3.1: Develop a strategic plan for the English Department technology needs.

Strategies:
? Create an English Department ?Technology Committee? and expand its mission to all aspects of computer-assisted instruction and web use in the Department. This committee will oversee the following goals:
1. To provide technology resources suited to the professional teaching, research, and service missions of all faculty?full-time, part-time, and all full-time staff in the Department.
2. To consider expectations of future needs, and to use imaginative speculation about how the digital distribution of knowledge will affect English studies.
3. To offer a climate and philosophy of technology support that recognizes the role of faculty leadership in determining both classroom and lab technology needs, improving how we serve students.
4. To create productive dialogues and working relationships with technical support staff.
5. To establish adequate technological training and support of faculty.
? Profile a systematic, documented, and continually reviewed overview of all English Department technology needs, strategies, implementations, and goals.
? Search out, categorize, and apply for technology-related grants and Awards applicable to English Department administration, instruction, and research.
? Develop budgeting strategies, in cooperation with appropriate College and University programs and officials, that will allow the Department to provide its faculty and students with access to reasonably up-to-date, well-maintained workstations and current versions of necessary software;
? Actively promote the use of computer-based resources for administration, instruction, and research within the English Department.
? Provide increased technical support within the Department, for faculty acquiring new information-technology skills
? Provide equipment that will allow the Department to begin producing multimedia instructional materials.
? Formally address the use of computers in the classrooms by instituting a mentoring program for faculty and who wish to explore the use of computers in the classroom
? Continue development of the Department?s World-Wide Web site with the aim of eventually transferring the Department?s public information, and (as appropriate) its internal communications and record keeping, to the Web.
? Streamline administrative operations within the Department by taking advantage of the World-Wide Web.

Assessments:
? Consult the International Society for Technology in Education to promote appropriate uses of information technology to support and improve learning, teaching, and administration education and teacher education.
? Consult Technology Committees, labs and computer classrooms at other Bay Area Community Colleges.

Objective 3.2: Maintain Administrative Support.

Strategies:
? Hire support staff who understand both the emerging technologies and the discipline of English.
? Support faculty development in technology to require:
 1. release time
 2. other forms of support or compensation
Program Review

3. Adequate training opportunities
   Support that individual advances in classroom technology implementation and related Web and media materials deserve:
   1. Appropriate Tenure & Review recognition, and
   2. Corresponding incentives for non-tenured faculty members.
   Support policies that provide for the following computing and media needs:
   1. Office and classroom computer workstation resources that meet the needs of all English Department teachers?
      Full-time and part-time faculty, adjuncts, and teaching assistants. (Basics include up-to-date processor speed,
      Memory capacity and display hardware; convenient large-file storage features; multimedia and other peripheral
      Support to suit the academic needs of the individual user.)
   2. Appropriately parallel software access and upgrades in classrooms and faculty offices, and among English
      Faculty, administrative, and support staff offices.
   3. Regular office and classroom hardware and software upgrades, in line with satisfactory academic computing
      Standards.
   4. Adequate (full-time) staff computing resources
   5. Ceiling-mount classroom computer projection units
   6. Adequate classroom shared-drive storage with read/write/modify access for students
   7. Faculty office access to: adequate networked back-up storage; Department shared-drive storage; student
      shared-drive space
   8. Office desktop access from faculty?s off-campus personal or home computing desktop
   9. High-resolution flatbed scanner in the main office
   11. A classroom outfitted for training in popular, non-standard software such as Macromedia (Dream weaver) and
       Adobe (Photoshop) products as needed for instruction
   Support of Media and Telecommunication Needs
   1. Convenient CD burner station with adequate storage
   2. Well-maintained classroom overhead projectors
   3. Sufficient VCR/DVD playback units (or other appropriate media)
   4. Sufficient office telephones, with message service, for full-time faculty and adjunct faculty
   5. Well-maintained main office fax, and copy machines.
   6. Department-owned up-to-date digital camera with such features as preview option, in-camera jpeg formatting
   7. Study and development of improved methods of disseminating course materials, such as creation of faculty-
      Authored CD-ROM (or other media-based) course materials
   8. CD-ROM/DVD (or other appropriate media) bookstore agreements involving faculty-authored materials
   9. High-resolution flatbed scanner in the main office.

Assessments
   ? Inventory equipment available to English Department staff to ensure a the staff?s needs are met...
   ? Document the presentation of workshops and the effectiveness of workshops through participant evaluation.
   ? Interview staff to determine an increase in their access to and use of English Department technology resources
   ? Interview English Department faculty regarding their understanding and use of Department Technology resources
   for their teaching and research.

Objective 3.3: Encourage online communication within the Department and ensure greater access to technology for English Department faculty.

Strategies
   ? Utilize e-mail for Department communication.
   ? Develop the English Department Web page for increased communication among students and staff.
   ? Ensure that faculty has access within the English Department to a ratio of up-to-date desktop computers to be
     determined by the Technology Committee and to fit within practical limits of the purchase and maintenance of
     equipment.
   ? Provide regularly scheduled workshops on use of the various kinds of technology actively used in the English
     Department.
   ? Ensure that clear documentation, both online and in print, is readily available describing in detail what
     English Department technology capabilities are available and how to use them.

Assessments
   ? Inventory computers in the CWC and labs regularly available to English Department students to ensure a proper
     ratio of capable machines.
   ? Document the presentation of workshops and the effectiveness of workshops through participant evaluation.
   ? Interview students to determine an increase in their access to and use of English Department technology resources

Objective 3.4: Continue the English Department?s development of and support for innovative on-site computer-
based instruction, including the growth and extension of Computer Writing Classroom.

Strategies
   ? Continue funding of English Department?s Computer Writing Classroom, computer-support staff, software
     upgrading, and equipment upgrading.
   ? Continue and increase administrative encouragement of teaching through the English Department that uses theory-
     support, computer-based interactive processes.
   ? Create more computer writing classrooms like the classroom in BC 101 to support and encourage computer
     integrated instruction.
   ? Continue funding of the Writing Center (LC110) including upgrading of equipment and adding additional
     computers for student use.

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Assess funding levels for supporting computer-related instructional levels.

Objective 3.5: Increase distance learning courses offered.

Strategies
? Publish on the English Department? s web page information and narratives from faculty and students promoting the development of distance learning courses.
? Provide an English Department faculty workshop presenting the characteristics, possibilities, and implementation of web-based distance learning and other web-based instructional support as well as other delivery modes of Distance Learning courses such as streaming video, DVD, radio, and television.
? Establish a Distance Learning Committee in support of online instruction

Assessments
? Mark the existence and use of relevant web pages
? Mark the existence of a faculty workshop promoting student distance learning and evaluate through workshop participant surveys

Objective 3.6: Obtain significant technology-related grants and financial support for English Department technology initiatives.

Strategies
? Collect information regarding Department capabilities, national grant opportunities, and how the two intersect in order to generate grant proposals.

Assessments
? Review grant opportunities within the English Department.

Objective 3.7: Strengthen the Department web site

Strategies
? Encourage all administrative and instructional documents be placed on the English Department? s web site.

Assessments
? Review by the Technology Committee of all administrative materials placed on the English Department? s web Internet to document both the increase in such material and the effectiveness of its presentation.

Objective 3.8: Increase advocacy for access through the library of online journals and documents for research and instruction.

Strategies
? Create a Technology Committee liaison with relevant personnel in the library to gain continually upgraded knowledge of library online resources and publish such information on the English Department web page.

Assessments
? Interview English Department faculty and students regarding their understanding and use of online journals and documents in their teaching and research.
? Review English Department Technology Committee reports of liaison activity with library personnel to ascertain an increasing Departmental understanding and use of such resources.

GOAL 4: COLLEGE OF MARIN WRITING CENTER PLAN:
A partial restructuring of the Instructional Specialist Program?

Philosophy
The English Department at COM recognizes the need for further development of an Interdisciplinary writing center to promote writing across the curriculum and to provide students with help on writing assignments in a variety of disciplines. The goal of the Writing Center (WC) will be to encourage students to examine their own writing process to further refine these processes in light of the response they receive from the instructor, Instructional Specialists, fellow students, and tutors. The WC will also encourage instructors across disciplines to include more writing assignments in their courses by providing the necessary tutoring support for their students. Although attention to matters of correctness will be discussed during tutoring, the emphasis during the tutoring sessions will focus on getting students to write in an engaged manner with a clear sense of purpose and audience.

Adapt aspects of the existing Instructional Specialist Program to help staff and administrate the Writing Center. The English Department must maintain flexibility in employing I.S.? s in a variety of ways to meet student needs, including as tutor/readers assigned to specific classes and in staffing the Online Writing Center.

The philosophy of the WC will incorporate research in recent composition theory to help students improve their writing with an increased attention to the whole process of writing, including the thinking that goes on before words are put to paper (or to screen); increased awareness of writing as communication; increased attention to the social context within which writing occurs (audience and purpose); increased awareness of the extent to which all writing is collaborative.

The WC facility should be a place where new epistemological weaves can be realized. As technology shifts, so does writing instruction. Preparing students for technological literacy in a variety of disciplines requires recognition of electronic texts. New definitions of literacy, influenced by the changes in technology, remind educations that traditional textual rhetoric should be augmented by the rhetoric of new text forms, rhetoric that will continue to evolve as technology shifts. The WC should support instructional goals and operational goals to meet these changing needs.

Objective 4.1: Develop Instructional Goals.

Strategies:
? Encourage students to practice writing as often as possible and to improve their skill as writers.
? Support the concept of writing for a variety of purposes, using a variety of writing strategies, aiming for a variety of audiences.
? Promote a socially situated, process-based approach to writing.
Help students recognize that all writing takes place within and is shaped by social and political contexts.

Encourage collaborative exchanges among writers and teachers of writing: peer feedback, student-teacher conferences, and student-tutor conferences.

Support effective process-based writing instruction for students and teachers who request it: writing intensive classes, conferences, and individual practice with writing.

Help writers learn to be critical readers of their own and others' writing.

Encourage writers to learn and share successful writing strategies.

Objective 4.2: Develop Operational Goals.

Strategies:
- Purchase and maintain software and hardware that will support a socially situated, process-based approach to writing and the teaching of writing.
- Provide access to any student in need of writing instruction and to any instructor who includes writing in the curriculum.
- Incorporate flexibility to support writing communities of all sizes: individuals, small groups, whole classes, etc.
- Establish monthly training sessions pertaining to WC technology use.
- Develop training sessions pertaining to WC technology use.
- Provide access to any student in need of writing instruction and to any instructor who includes writing in the curriculum.
- Ensure that the WC policies encourage process-based writing, writing as thinking, and writing as social action.
- Provide a budget administered by a composition faculty member and sufficient to support staffing, scheduling, software/hardware purchases, and technical support.

Objective 4.3: Adapt aspects of the existing Instructional Specialist Program to help staff and administer the Writing Center and the Online Writing Center. The English Department must maintain flexibility in employing I.S.?s in a variety of ways to meet student needs. This adaptation may require more than one kind of approach to I.S. assignments, depending on the instructor and the class.

Strategies:
- Hire a director for the WC with training in composition theory to oversee administration of the WC. Knowledge of computers is only one skill that a director needs. The more difficult aspect of directing a writing center is knowing how to introduce the value of the computers to students.
- Hire tutors come from a variety of disciplines to add to the already experienced, proficient and knowledgeable staff.
- Involvement of tutors in monthly training sessions to model effective tutoring strategies.
- Staff faculty members, tutors, and students to provide for a wide range of instruction--personal tutoring, group tutoring and workshops.

Objective 4.4: Implement Training.

Strategies:
- Develop training sessions pertaining to WC technology use.
- Establish monthly training sessions pertaining to WC technology use and effective tutoring strategies.
- Implement Student (or peer) tutoring which is supported by composition research and theory identifying writing as a form of communication that improves in a collaborative setting with increased audience awareness.
- Offer a peer-tutoring program involving participation of English instructors as well as an English Teaching Assistance course. The peer-tutor should be sponsored by an English instructor and scheduled to tutor in the WC under the direct supervision of this instructor for one to two hours per week. The peer-tutor should be enrolled in the course proposed below:

  English 10 -- Undergraduate English Teaching Assistant 1.0 ? 2.0 units

  Provides the opportunity for students interested in a teaching career to assist students in the WC: Course entails practice in presenting lessons, responding to students' written work, and facilitating discussions. Recommendation of English instructor and consent of Office of Academic Services required. Prerequisite: English 150 (with a grade of B or higher)

Objective 4.5: Establish integrated Infrastructure & Equipment.

Strategies:
- Connection of the WC to the college's main computer system, allowing for tracking of students.
- Provide writing software and hardware that recognizes the changing needs of student writers.
- Include access to scanners, image editing software, web page development programs, and high-end multimedia programs that support the generation, revision and publication of graphic and auditory images as well as text.
- Establish a network system that allows for the formation and operation of a variety of student-based writing communities and that depends on a team of student consultants to keep it going. The model also allows for a fuller vision of how computer-supported writing facilities are designed and redesigned.

Writing Center Assessments

- Interview Writing Center staff and students regarding their understanding and use of WC resources.
- Document the presentation of workshops and the effectiveness of workshops through participant evaluation.
- Interview students and staff to determine an increase in their access to and use of Writing Center resources.
- Inventory computers in the WC regularly available to students and staff to ensure a proper ratio of capable machines.

GOAL 5: TRADITION AND PRIDE

To maintain and establish a sense of connection among the students, graduates, and the English Department that increase interest and promote pride.
Objective 5.1: Make the accomplishments of the English Department available to campus and local news.

Strategies
? Establish more regular communication with the Echo Times, the Pacific Sun, and the Marin Independent Journal, resulting in at least two items about the Department annually, with the Department Chair (or rotating committee) assuming responsibility for fostering relationships.

Assessments
? Number of items about the Department appearing in the local press.

Objective 5.2: Establish a Departmental Archive.

Strategies
? Write a history of the Department, of accomplishments, of graduates, of faculty.

Assessments
? Web publication of the Department archive.

Objective 5.3: Increase majors' sense of identification with the Department and increase intellectual and social cohesion among English majors.

Strategies
? Publicize the list of professional options for English majors.
? Establish annual events that will bring together majors with faculty members. Possibilities include picnics, reading, sonnets on Shakespeare's birthday, open mike readings from major authors, etc.

Assessments
? Publication of professional options.
? Number and success of events involving majors and faculty.

Objective 2.4: Establish a speakers' series of at least two speakers each year, attracting majors, faculty, and community.

Strategies:
? Establish at least one ?intellectual tradition? within the Department. (Example: Speakers? Series ? like Bill Kester's Hopkins scholar, or the Wordsworth scholar David brought in.) Invite more speakers like the Hopkins scholar, or the Wordsworth scholar.
? Invite local writers to read and to speak to the Department, English majors, and interested community members.
? Solicit funding to maintain the series.

Assessments
? Number of speakers on campus; number of attendees; evaluation forms from audience.

GOAL 6: COMMUNITY OUTREACH
To build quality community connections between the English Department and entities internally, locally, and regionally.

Objective 6.1: Improve awareness of what we do throughout the COM community as well as beyond the College's boundaries.

Strategies
? Put all ongoing research or published research citations on the web.
? Put on at least one or two events per year advertised to and directed towards the COM community at large.
? Investigate the possibility of developing an inter-session and/or summer program for juniors and seniors at local high schools to prepare them for entrance into college.

Assessments
? Number of posts that appear on the web.
? Completeness and timeliness of web-based information.
? Number of visitors to the site over time.

Objective 6.2: Develop and promote service-learning courses.

Definition: Service learning involves tying a class pedagogy and student grades to working for community groups or individuals in the area emphasized by the course.

Strategies
? Pool the faculty to determine courses that are well suited to add a service component.
? Advertise service opportunities to local organizations by word of mouth and on the Department web site.
? Include a comprehensive list of professional options for English majors and community contacts.

Assessments
? Number of courses with a service-learning component
? Number of organizations assisted by Department students
? Number of students participating in community service.

Objective 6.3: Initiate a for-credit internship program suited to English majors with particular interests in publishing, journalism, creative writing, public relations, and (especially) technical writing fields: majors, that is, who do not intend to go to graduate school or teach at the grade-school level.

Strategies
? Determine existing internships, formal or informal, that students have held.
? Develop technical writing program
? Establish contact with journalism
? Contact groups in the above-mentioned areas about sponsoring an intern.
? Promote the caliber of our students to potential host organizations in e-mail, PR, and on a dedicated web site.
? List available internships and student experiences of completed internships on a dedicated Department web site.
? Follow up student experiences with a survey instrument that we can use to track effectiveness, assign internship grades, and improve the program.

Assessments
? Survey students after graduation to determine effectiveness of the program.
Assessments

- Number of internships held
- Number of organizations contacted, served
- Number of college-related offices participating
- Number of hits on promotional internship web page
- Survey data of organizations and students

Objective 6.4: Increase connections between the Department’s first-year writing classes and other discipline areas.

Strategies

- Expand existing writing support services (English Writing Lab) to students in all disciplines: Open-lab on campus; cyber-lab
- Implement writing exam on our campus (entrance and exit) for first-year writing classes
- Develop special curriculum for linked courses
- Place students who demonstrate strong writing skills (as evidenced by our new exam) in special sections that are linked to first-year courses in biology, engineering, history, and so on.

Assessments

- Implementation of a writing placement exam
- Implementation of linked-course syllabi
- Number of disciplines participating in linked courses
- Number of sections of linked courses
- Satisfaction of students in those linked courses

Objective 6.5: Develop an on-line book club discussion group.

Strategies

- Establish joint project with Friends of the Library?
- Contact local book retailers: Barnes & Noble, Borders, and Copperfield’s to determine interest.

Assessments

- Number of participants in online discussions
- Number of connections made with literacy organizations
- Number of participating faculty

IV. Other Concluding Remarks

Briefly summarize any additional insight necessary to conclude this program review.

1) Need for Full-Time Instructors:

English Courses alone serve approximately 1,000 students per semester, and recent retirements have depleted our full-time instructional staff. The retirements of Eugenie Yaryan, John Taylor, Nancy Cavendar and Janet Mackintosh have created the need for full-time instructors, and the Department requests that at least two of the four positions be filled immediately.

Furthermore, enrollments in Philosophy and Humanities course have surged with hiring of John Marmysz, calling for another full-time instructor to serve student demands in these fields. Along with the need for additional full-time instructors is both English and Philosophy/Humanities, we request office space-holders for the new members of our Department. Once hired, English/Humanities instructors will need offices in Harlan Center where they can most effectively communicate with their colleagues in the Department. Proximity to other Department members is crucial in networking among instructors as well as being essential for student access.

2) Need for Additional Instructional Units:

Due to budget cuts on the state level in California, the CSU system alone has announced that it will turn back approximately 10,000 students next year. This number warrants that we brace for the projected influx of students. In fall, 2008, VP Martinez directed Dean Snyder to open additional sections based on projected fallout form the UC and CSU systems, and we opened three new sections in the English composition sequence. Additionally, because of Janet Mackintosh’s retirement, one course that she developed, taught and brought to popularity, English 237, The Literature of American Cultures, was canceled due to low enrollment as it was listed in the schedule as being taught by a junior member of the Department. We have always maintained that a diverse curriculum is crucial to the well-being of the Department’s offerings and to the general health of the overall offerings of the college. Transfer students, in particular, need a rounded curriculum from which to acquire necessary transfer requirements, and life-long learners have been a mainstay of the Department’s elective offerings.

Though English 237 was canceled in the fall 2008 semester, the projected influx of UC and CSU students, as well as the need for a well-rounded list of offerings, speaks to the need to continue the units for this and other electives. English 237 fulfills transfer requirements in several areas including cross-cultural.

3) Need for Additional Instructional Specialist Hours:

Recent reduction and redistribution of Instructional Specialist hours has made student access inequitable; the Department fall 2007 advocated for the Instructional Specialist program, yet the redistribution was conducted against Department wishes. Currently, a study group is being formed to study the IS configuration. At least three Department members are taking part in the study. In question is the reduction and/or elimination of Instructional Specialist hours from upper level, transfer courses. These courses (E 150, 151 and 155) put greater demands on student writing, so the impact of the reduction of hours in the IS program on students in these upper level transfer courses must be studied thoroughly in order to ensure that our students receive equitable support.

Additionally, the recent implementation of Accuplacer has impacted students in upper level courses, and we are still in the beginning stages of determining the accuracy of placement. In spring 2007, we made adjustments to
placement scores; however, consensus in the Department is that further adjustments must be made to ensure
student success. Many students have been inappropriately placed in English 150, and the reduction of IS support
has proven detrimental to overall student success in this class level. A rigorous study in the interest of
student success must be undertaken, and we have determined to continue such study.
Furthermore, the inaccurate placement endangering student success entails, by Department consensus, that we
reinstitute a writing component to the existing placement test. For this writing test, we will need additional
Instructional Specialist support hours to monitor placement results, the exact number of which must be
determined by further investigation.

4) Need for Study of Proposed Merger of English, Basic Skills Labs:
Original Program Review findings point away from merger of Basic Skills and English. In issuing the call for our
fall 2007 Program Review, President White guaranteed the Departments that she would honor the results of the
program review as to the department structure, whatever it is determined to be through program review. The
Review concluded that in the interest of student success, the departments should not be combined.
However, a new proposal out of the Basic Skills Initiative is to combine the English writing Lab with the Basic
Skills Writing Lab. As this is a new development, one not suggested in either the Basic Skills Program Review or
the English Review, it will need thorough study. A call for participants has gone out through the Academic
Senate, and three volunteers from the English Department have already committed to take part.
Perhaps thorough study is needed. However, the English Program Review includes thirty years of research compiled
and prepared by Hunter R. Boylan and D. Patrick Saxon through the National Center for Developmental Education,
which shows that the key to successful remediation are remedial courses that have coordination and communication
afforded by a centralized structure. The research also shows that successful remediation includes coordination
between instruction and the labs. Thus, the English Review suggests that improved coordination among remedial
courses including coordination in the labs is a means of better supporting our students. It is reasonable to
conclude that our students could be more successful if teachers who work in the labs across the composition
sequence had coordinated curriculum and opportunity share their strategies in a centralized location.

Distance Learning Offerings
Offering more sections of online courses in the English program at COM would serve student needs at COM by
offering courses that are more accessible. Two sections of developmental English classes (English 120), two
sections of English 150 and two sections of English 151 should be offered every semester to promote growth of the
online offerings. Additionally, supporting online student services by staffing and running the Online
Writing Center will help with student retention. The OWC offers online tutoring for students in the area of
writing. Student surveys indicate that the tutoring support offered by the Online Writing Center in addition to
the on-campus tutoring service has helped to improve writing and success in classes.
Recent research shows that in states of economic decline (like the one the nation is currently facing) students
turn to community colleges for retraining or for continuing to pursue educational goals. Research also confirms
an increase demand for Distance Education classes. According to Ken Nathar, a Specialist in the Academic
Planning & Development System Office for California Community Colleges, the Distance Education Report for the period of FY 1995/96 though 2005/06 that was presented to the Board of Governors at their July 9th, 2007 meeting indicates that:

During the downturn in the state economy beginning in FY 2002/03, system-wide the student enrollments in
traditionally delivered courses (i.e., classroom-based, face-to-face) declined. Beginning in 2003/04, traditional student headcount declined 10.19%; in FY 2004/05, another 9.71%; and, most recently, in FY 2005/06, .62%. Since FY 2002/03, the colleges have lost over 463,000 student headcount, a drop of 17% in the traditional student headcount.

In contrast, since FY 2002/03, DE student headcount grew by nearly 55%, adding 106,823 students to the DE student headcount. The current DE student headcount of 301,073 in FY 2005/06 represents an opportunity for those students to continue their education at a distance. A look at the types of courses students are taking at a distance reveals that these students enroll in transferable courses used to help accelerate their completion of a degree or program. The top five courses taken by DE students based on FTES generation includes Mathematics, History, Psychology, English, Sociology—all degree applicable and transferable subjects.

The FTES generated by DE courses during the last five fiscal years (FY 2001/02 through 2005/06) has grown by
over 38,000 FTES, starting at 20,008.15 in FY 2001/02 to last year?s 58,135.26 FTES. This represents a
significant source of revenue to the colleges.
Other projections show that 50 percent of high school courses will be taught online by 2019, according to the
Executive Director of Education at Innosight Institute, a nonprofit research group.

An increase of online offerings in COM's English department would meet this rising student need.
Increasing student support services, especially in online formats, to combat attrition, rather than adding
restrictions on instructor loads and/or canceling sections would increase student retention and success.