

2011-12 Program Review

Name of Program: English & Literature
Name of Unit: Communications & Languages
Name of Area: Academic Affairs
Date Completed: 9/9/2011

Program's Mission Statement

The English and Literature Program at Rio Hondo College strives to provide innovative, challenging, and quality coursework in these areas: developmental and transfer-level composition; English language; literature of diverse genres, historical periods, and cultures. The English and Literature Program serves a growing and changing community of learners to promote basic skills development, career training completion, college transfer preparation, and lifelong learning.

Program's Overarching Outcomes - SLOs / SAOs

- 1.) By studying English composition and language, Rio Hondo College students will acquire the critical thinking, writing, research and presentation skills to succeed in college coursework that leads to an AA or AS degree, career training certification, college transfer, and lifelong education.
- 2.) By studying literature at Rio Hondo College, students will identify and appreciate the diversity of cultural expression that represents individual and community identities. Students will also be able to understand and discuss the interaction of historical, economic, political, philosophical, technological, cultural, and artistic trends that impact literary production.
- 3.) For those students whose aim is lifelong learning, courses in the English and Literature Program will improve their core competencies in reading, writing, and speaking and enhance their appreciation of their own and others' diverse creative expression.
- 4.) For all students at Rio Hondo College, courses in the English and Literature Program will promote a collaborative learning environment in which students have the opportunity to develop a personal voice, interact intellectually with their peers, produce technology-supported essays and presentations, and build a sense of community.

Program's Characteristics, Performance and Trends

CHARACTERISTICS

ENGLISH COURSES

The English and Literature Program offers a variety of courses in English composition, critical thinking, language, grammar, and linguistics. The Program's core composition courses are designed to improve students' ability to read, write, think, and communicate successfully at the college level. The emphasis in all English (ENGL) courses is on written expression, information competency, and analytical thinking.

Currently, the English and Literature Program offers fourteen ENGL courses:

ENGL 030: Introductory Composition for Developing Writers

ENGL 030W and 035W: Writing Workshop

ENGL 035: Intermediate Composition for Developing Writers

ENGL 101: College Composition and Research

ENGL 103: Tutoring Skills in Composition

ENGL 105: Tutoring Skills in English as a Second Language

ENGL 125: Grammar and Usage

ENGL 126: Languages of the World

ENGL 127 and 127H: Language Structure and Language Use: Introduction to Linguistics

ENGL 131: Creative Writing

ENGL 201 and 201H: Advanced Composition and Critical Thinking

(*H designates Honors)

All of these English courses are taught by 18 full-time instructors and part-time instructors drawn from a consistent pool of 35.

LITERATURE COURSES

The Literature portion of the program offers twenty-eight literature courses (LIT) over a two-year cycle. The ten courses that are accessible to the general student population are the following:

LIT 112: Children's and Adolescent Literature

LIT 117: Mexican Literature

LIT 130: Women and Literature

LIT 141: Introduction to Poetry

LIT 143: Introduction to Shakespeare

LIT 144 A & B: Masterpieces of Literature

LIT 147: Cinema as Literature

LIT 148: Introduction to Drama
 LIT 149: Chicano Literature

Additional literature courses are available in both general and Honors versions, making a total of 18:

LIT 102 & 102H: Introduction to Literature
 LIT 112 A & B, LIT 112 AH & 112BH: American Literature
 LIT 120 & 120H: Postcolonial Literature
 LIT 140 & 140H: Introduction to the Novel
 LIT 143 & 143H: Exploring Authors
 LIT 144 & 144H: Introduction to the Short Story
 LIT 145 A & B, LIT 145 AH & BH: British Literature

Two of these courses, LIT 120 and 130, are new courses developed during Fall 2008. Three literature courses are also offered in online versions: LIT 102, LIT 112, and LIT 147.

All of these literature courses are taught primarily by 18 full-time faculty and occasionally by a few part-time instructors.

CLIENTS

Courses in the English and Literature Program as well as all ancillary services and features tailor instruction for a wide range of student abilities that represent the diverse Rio Hondo College District. Outreach efforts take the English and Literature Program off campus into the feeder communities surrounding Rio Hondo, both for instruction and cultural exchange. Although most RHC students have attended high school, some have not, and it is possible to take courses for credit without a secondary school diploma or G.E.D. Additionally, the current RHC population includes a significant number of military veterans.

OFF-CAMPUS LOCATIONS

Most courses in the English and Literature Program are held on the Rio Hondo College campus. Core English courses are also offered at several area high schools. In addition, online courses are available through the Virtual College during the Fall and Spring semesters and Summer sessions.

* The South Whittier Educational Center (SWEC) opened in August 2010. English 35 and 101 are being offered at this new location Fall 2010. English 101 and 201 will be offered there in Spring 2011, along with the co-requisite writing workshops and labs.

* La Serna High School, Whittier High School, El Rancho High School, Santa Fe High School, and California High School are sites where English 35, 101, and occasionally 201 are offered Fall and Spring semesters, and some Summer sessions. The requisite workshops and labs are also offered at these school sites.

CURRICULUM

Faculty collaborate on the curricular development and revision of all courses in

the English and Literature Program in order to maintain the program's academic integrity and pedagogical effectiveness. Maintaining curricular currency also ensures that Rio Hondo's English and literature courses articulate to four-year campuses and remain eligible for placement on relevant general education (GE) lists, such as the Intersegmental General Education Transfer Curriculum (IGETC) for the University of California (UC) and California State University (CSU) systems. In order to maintain curricular currency, faculty seek to revise the course descriptions, advisories and/or prerequisites, course materials, and course content of all English and literature courses at least once every five academic years.

PROGRAM SERVICES and ANCILLARY FEATURES

WRITING CENTER

The Writing Center is an essential component of the English and Literature Program that assists students to develop their composition skills. Located in the new Learning Resource Center (LRC 124), the Writing Center has 75 work stations, 45 computers, and 3 discrete areas for individual conferences. It is open 14 hours a day, Monday through Thursday, as well as 6 hours on Friday. A Faculty Coordinator with 15% release time, Classified Instructional Assistants, and Student Workers serve a variety of personnel roles in the Writing Center.

ENGLISH 30/35W – My Writing Lab

The ENGL 30 and 35 Workshop serves developmental writing students enrolled in ENGL 30 and 35 by providing a computer lab environment and guided writing. In the LRC students can generate writing assignments using Word and increase grammar and usage competence using MyWritingLab. The Workshop also mandates five writing conferences per semester, in which English faculty meet individually with students to brainstorm assignments and give feedback on written work.

ENGL 30W and 35W became hybrid courses in 2009-10. These courses are taken 49% on campus and 51% online, thereby allowing students to work off campus while they process their writing assignments and improve their grammar and usage skills. The online workshops attached to online English courses also offer individual conferences between students and faculty in cyberspace.

MyWritingLab was piloted by the English and Literature Program in 2008-09 and adopted for developmental writers throughout the program in Fall 2009. Owned and maintained by Pearson Publishers, its website describes MyWritingLab as “a complete online learning program [that] provides better practice exercises to developing writers.” This program is geared towards helping Developmental Composition students to improve in all aspects of the writing process.

After English 30W/35W students complete a diagnostic test, the MyWritingLab program creates an individualized Study Plan for each student that gives lessons in the areas that need improvement. Over the course of one academic semester, English 30/30W and 35/35W students must master--by showing 75% proficiency--at least 26 lessons in the MyWritingLab program to partially meet the requirements for the workshop class.

English 30/35 instructors can monitor their students' progress through their My Writing Lab account. Instructors can also add extra assignments or read certain compositions assigned by the program.

ENGLISH 101/201 CompClass

The English 101/201 lab operates a similar space for transfer-level composition students in the Writing Center. The computers in LRC 124 are available for students on a walk-in basis to conduct online research and produce writing assignments for their English courses. Four individual writing conferences are mandated for students taking English 101 and 201 during a semester.

Fall 2010 is the first semester that all English 101 and 201 students have been required to use CompClass as an integral part of their 101/201 lab. CompClass is owned and maintained by Bedford/St. Martins Publishers. Their site describes CompClass as “an online space . . . with composition in mind.”

Unlike MyWritingLab, CompClass is aimed at college-level writers. Since CompClass is built on Angel LMS (now owned by Blackboard), it has more the feel of a Virtual Learning Environment (VLE) than MyWritingLab. It gives instructors many resources at their disposal. The current version of CompClass being used in the English and Literature Program has been customized for our students. Faculty on point worked closely with publishers to develop eighteen (18) modules/lessons that will take the students approximately one hour to complete. In addition, English 101/201 instructors have the liberty to modify certain modules, create their own, or use resources from the vast library that CompClass provides.

English 101 and 201 instructors have their own gradebook and can monitor the progress of their students. English 101/201 students must complete all eighteen (18) modules with a passing score of 70%.

The Writing Center has seen an increase in hours used, due partly to its relocation in Fall 2009 to new headquarters in the Learning Resource Center. Approximately 2,660 students utilized the Writing Center during the Spring 2010 semester. In this new location, all of the students in the English 30, 35, 101 and 201 classes utilize the same site. This is a shift from past years when the Writing Center was housed in two separate locations, the 5th floor of the old Library and the College Computer Lab in B107/8.

The new central location offers more stability to students, more accessibility to English instructors, and a seamless transition to the next course in the composition sequence. Students progressing from English 35 to English 101 are already familiar with the services and opportunities that the Writing Center provides.

The data presented suggest that the Writing Center is successfully meeting the academic needs of English 30, 35, 101 and 201 students. Upwards of 20,000 visits to the Writing Center are made by students each semester, with approximately 4,000 conferences conducted.

The hours of operation are comprehensive, but even more hours of operation would benefit more students. As the Writing Center expands, the need for more student conferences is expected, as well as the need for more instructors. More computer and work space availability

would increase the opportunities for students to work and study in the Writing Center.

ASSESSMENT

Mandatory

Assessment in the English and Literature Program ensures that students are directed to the appropriate level composition course: pre-college--English 30 or English 35 or college--English 101. It includes the mandatory English Placement Test (EPT) and the Common Final examination for English 30, English 35, and ESL 198. In addition, faculty and students in their classes participate in the voluntary Common Midterm examination for English 35 and ESL 198 and the Portfolio Project for English 30, English 35, ESL 197, and ESL 198 through the Assessment Program.

English Placement Test (EPT):

Assessment Tool: Accuplacer, Sentence Builder; a multiple choice exam

Schedule: Available to students in the Assessment Center at posted times

Scoring: Scored by the Accuplacer software

Current Discussion: Following much discussion of possible options, the English faculty voted to have Accuplacer: Sentence Builder software replace the holistically-scored student writing sample, in order to expedite the reporting of scores to students. To address concerns about the accuracy and appropriateness of placement using Accuplacer, a committee reviewed information available from comparable colleges to determine cut scores for placement. In addition, the faculty decided to require an in-class writing sample using a prompt like the ones formerly used for the EPT during the first week of the semester, in order to compare the placement accuracy of both instruments. Upon review of the data gathered from all English 30, 35, and 101s in 2010-11, the faculty will determine whether or not Accuplacer will continue as the English placement instrument. Discussion of the relationship with and implications for the Common Final end-of-semester examination will continue.

Participation: Approximately 1000 students per semester

Common Final Examination

English 30 and English 35 and ESL 198

Assessment Tool: A student writing sample; an essay written in response to a prompt, within a specific time limit

Schedule: Usually during the final week of instruction of the session during class time in a classroom with computers. Some variation in scheduling the exam is required for short-term and summer session classes.

Scoring: Holistically scored by faculty, using the rubric agreed upon by faculty in the English and Literature Program

Current Discussion: The issues under discussion include the relationship with and implications because of changing the EPT from a holistically scored exam to Accuplacer; continual evaluation of the holistic scoring process; possible changes to

require portfolios and/or a reading-based writing sample, including any cost implications to making such changes.

Participation: Approximately 700 students per semester

Voluntary

Common Midterm for English 35 and ESL 198

Assessment Tool: A student writing sample; an essay written in response to a prompt based on a reading selection, within a specific time limit

Schedule: During the seventh week of instruction (semester sessions only) during in regular class time

Scoring: Holistically scored by the faculty who have chosen to have their class(es) participate, using the rubric agreed upon by faculty in the English and Literature Program

Participation: The number of faculty members (both full-time and part-time) who have chosen to have their students participate in the voluntary common midterm during the academic years 2008-09 and 2009-10 and the fall semester 2010 has been fewer than ten, usually eight. The number of classes participating has been around 10. The number of students participating has been consistently around 200. Depending on the number of sections of English 35 and ESL offered per semester, the total number of students in these classes fluctuates so the percentage of students may vary from as few as 10% to as high as 30% of all the students taking these classes any given semester.

Portfolio Project for English 30, English 35, and ESL 198

Assessment Tool: A portfolio of student work that includes two representative essays and a formal letter providing rationale for the student's advancement to the next level composition course

Schedule: Submitted in class during the fourteenth week of instruction in semester sessions only

Scoring: Holistically scored by the faculty who have chosen to have their class(es) participate, using the rubric agreed upon by faculty in the English and Literature Program

Participation: The number of faculty members (both full-time and part-time) who have chosen to have their students participate in the Portfolio Project during the academic years 2008-09 and 2009-10 and the fall semester 2010 has been fewer than ten, usually eight. The number of classes participating has been around 10, and the number of students participating has been fewer than 200. Because the number of sections of these courses offered each semester varies and the courses chosen by the faculty to participate varies by semester, the percentage of students participating in the portfolio project fluctuates too much to provide useful data.

BASIC SKILLS

Through the Gateway Tutoring program, which is funded and organized by the Basic Skills Initiative, several of the developmental English classes have tutors who meet with instructors,

attend classes, and hold tutoring sessions two hours a week. In Fall 2010 there are three sections of English 35 and one of ESL 198 which use Gateway Tutors. Eleven faculty members from Communications and Languages have participated in the Gateway Tutoring Program since its inception in Fall 2009. They have accounted for over 30 sections in English, ESL, Reading, and Speech.

The Summer Bridge Program was run by program coordinators and Communication and Languages adjunct instructors. It also involved one hour of English review taught each day by Mary Ann Pacheco, and featured a guest lecture by Carmen Rodriguez on Interpersonal Communication.

Ten members of the Basic Skills Initiative Committee continue to serve on the Basic Skills Committee, representing faculty, administrators and classified staff from English, ESL, Speech, Reading and the Learning Assistance Center.

CAL-PASS

Characteristics

Cal-PASS is a statewide program founded to improve the transition of high students to college by aligning secondary and post-secondary curricula. Faculty from elementary schools, middle schools, high schools, community colleges, and universities meet in monthly discipline-based Professional Learning Councils (PLC). These regional councils discuss curricula, best teaching practices, and transition data. Rio Hondo's English department has been represented in the local English PLC by one or two faculty members since the 2009 Spring semester. Rio Hondo students are recipients of the program, enjoying better preparation for Rio Hondo as a result of Cal-PASS participation by local high school teachers. An exact number of recipients is impossible to generate, since data reflecting Cal-PASS participation by secondary school instructors are unavailable.

Average attendance at the local English Professional Learning Council, which meets at California State University, Los Angeles, has grown from 6-8 instructors to 10-12. The PLC features a balance of secondary and post-secondary instructors. Rio Hondo has provided the only representation from the community college level. Most of the council instructors who were present in early 2009 have continued to attend. Cal-PASS sponsored a conference for all English PLCs in June, 2009, at the Ontario Marriott. For three days secondary and post-secondary English instructors ironed out curricular incongruences and discussed strategies to improve assessment at the college level.

As matriculating college students continue to struggle in freshman English courses, and as students and faculty continue to note inaccuracies in assessment, Cal-PASS is growing in membership. The sustained attendance of veteran members of the local English PLC suggests that council discussions have produced more effective teaching in high school classrooms and a greater sensitivity to problems of assessment among college instructors. The steady influx of newcomers to the English PLC also indicates that the local council has a momentum that should carry it into the next several years.

RIVERS VOICE

River's Voice is the prestigious literary journal of the Rio Hondo College. The journal provides students, faculty, and staff a forum to publish their original creative work. The project grew out of an event called Celebration of the Arts, a collaborative endeavor of the Communications and Languages Division and the Performing and Visual Arts Division. This event spurred the idea to sponsor a student creative writing contest, which led to a discussion of creating a vehicle for promoting student writing. Thus began the process of developing the first volume of River's Voice: A Journal of Art and Literature in the spring of 2000. Beginning with Volume II, the entire Rio Hondo College campus family--students, staff, administration, and faculty--were invited to submit work in one of five genres: poetry, fiction, one-act drama, memoir, and visual art. Judges for the journal consist of full- and part-time faculty, as well as students enrolled in creative writing or literature courses.

WRITES OF SPRING

The English and Literature Program mounts a two-day festival of the written and spoken word called the Writes of Spring. Held in the Wray Theater, this event brings students, faculty, and community members to interact with professional writers and artists. Over two days and approximately ten sessions, writers of memoir, poetry, fiction, and screenplay, along with film directors, columnists, and humorists read from their published work, share their writing-in-progress, screen their films, and offer Question and Answer exchanges with the audience. The Writes of Spring will convene in April 2011.

The Writes of Spring was held at the Wray Theater on April 28 and 29, 2010. A significant increase in the representation of students, faculty, staff, and community members was evident on both days of the event.

CREATIVE WRITERS CLUB

The Creative Writers Club is in its second year of operation at Rio Hondo College. Its mission is to increase awareness of the art of creative writing; to encourage students to take the RHC creative writing class and the RHC literature classes; and to create a positive and supportive environment for creative writers to share and critique their writings.

Currently, the CWC has 15 active members and 4 elected officers—President, Vice President, ICC Representative/Secretary and Web Master, a faculty Advisor and an Alternate Faculty Advisor. The club meets every Thursday from 1:00 to 2:15 pm in A206. On the first three Thursdays of the month, students meet to share their work which includes musical lyrics, poetry, short stories, fiction and non-fiction. They make use of the overhead projector in the classroom to project the words for all members to read as the writer presents his or her work. The last Thursday of each month is reserved for the business of the club, when plans and goals are discussed and agreed upon, and official minutes taken.

STAFF DEVELOPMENT

Round Table

Round Table convenes the 1st Thursday of each month and offers a forum for Part-time and

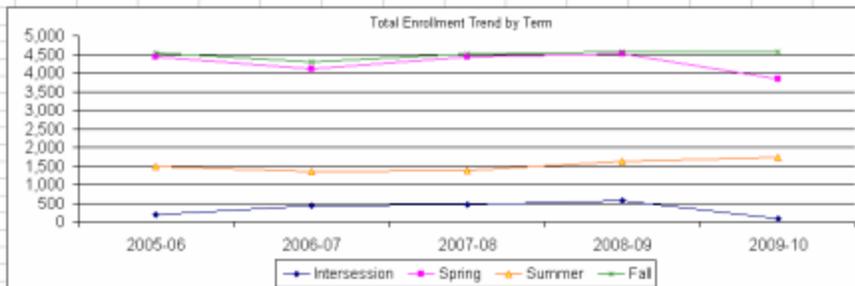
Full-time English instructors to their best teaching practices and other matters that develop pedagogy and strong teaching. This regular feature of English and Literature Program offerings is flexible enough to target any issues that arise in the Division as they relate to the subject matter or teaching of this program.

Conferences

We have a very active group of instructors in the English Department who regularly attend national, regional, and local conferences on topics in English Education and literature.

****Updated Data for: 2011-2012 Program Review****

ENGLISH AND LITERATURE																					
ENROLLMENT BY COURSE																					
Course Name	Sum 05	Fall 05	Inter 05	Spring 06	Sum 06	Fall 06	Inter 07	Spring 07	Sum 07	Fall 07	Inter 08	Spring 08	Sum 08	Fall 08	Inter 09	Spring 09	Sum 09	Fall 09	Inter 10	Spring 10	
ENGL030	63	255	0	206	58	198	0	189	53	210	0	200	59	196	0	193	77	209	0	153	
ENGL030W	66	269	0	240	63	194	0	214	59	209	0	233	74	196	0	196	73	187	0	127	
ENGL035	205	883	0	742	175	836	62	698	160	844	61	776	237	876	90	798	226	934	0	568	
ENGL035W	221	962	0	819	182	760	59	671	179	850	60	736	231	866	111	763	253	901	0	525	
ENGL101	484	1263	88	1466	503	1324	168	1431	554	1330	198	1529	605	1339	173	1500	641	1167	60	1440	
ENGL125	0	0	0	25	0	0	0	24	0	0	0	28	0	0	0	28	0	0	0	28	
ENGL126	0	0	0	0	0	0	0	17	0	0	0	0	0	0	0	0	0	0	0	0	
ENGL127	0	20	0	0	0	20	0	0	0	10	0	0	0	17	0	0	0	18	0	0	
ENGL127H	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	0	
ENGL131	0	29	0	30	0	27	0	17	0	30	0	28	0	0	0	31	0	27	0	28	
ENGL201	334	609	83	611	321	660	122	588	314	721	152	623	366	757	168	637	383	688	9	610	
ENGL201H	23	25	0	29	25	23	0	26	16	26	0	24	20	29	0	42	19	46	0	46	
UT102	104	79	17	75	37	23	27	20	41	39	0	36	49	27	16	47	67	38	0	15	
UT102H	0	18	0	0	0	23	0	0	0	16	0	0	0	18	0	0	0	17	0	13	
UT110	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	
UT110H	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	
UT112A	0	17	0	0	0	21	0	0	0	22	0	0	0	22	0	0	0	21	0	0	
UT112AH	0	13	0	0	0	15	0	0	0	8	0	0	0	10	0	0	0	10	0	0	
UT112B	0	0	0	26	0	0	0	17	0	0	0	17	0	0	0	17	0	0	0	16	
UT112BH	0	0	0	30	0	0	0	15	0	0	0	15	0	0	0	15	0	0	0	9	
UT114	0	35	0	34	0	66	0	64	0	63	0	61	0	60	0	59	0	65	0	60	
UT117	0	0	0	0	0	0	0	11	0	0	0	0	0	0	0	17	0	0	0	0	
UT140	0	11	0	0	0	10	0	0	0	2	0	0	0	14	0	0	0	21	0	0	
UT140H	0	8	0	0	0	8	0	0	0	12	0	0	0	10	0	0	0	7	0	0	
UT141	0	0	0	0	0	0	0	16	0	0	0	0	0	0	0	17	0	0	0	36	
UT142	0	0	0	0	0	20	0	0	0	0	0	0	0	15	0	0	0	0	0	0	
UT143	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	51	0	0	
UT143H	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25	0	0	
UT144A	0	17	0	0	0	16	0	0	0	21	0	0	0	19	0	0	0	32	0	0	
UT144B	0	0	0	17	0	0	0	23	0	0	0	0	0	0	0	29	0	0	0	33	
UT145	0	0	0	12	0	0	0	5	0	0	0	11	0	0	0	9	0	0	0	10	
UT145H	0	0	0	1	0	0	0	15	0	0	0	14	0	0	0	18	0	0	0	17	
UT146A	0	22	0	0	0	0	0	0	0	18	0	0	0	14	0	0	0	23	0	0	
UT146AH	0	0	0	0	0	0	0	0	0	13	0	0	0	13	0	0	0	16	0	0	
UT146B	0	0	0	30	0	0	0	0	0	0	0	22	0	0	0	16	0	0	0	24	
UT146BH	0	0	0	0	0	0	0	0	0	0	0	14	0	0	0	10	0	0	0	11	
UT147	0	24	0	26	0	26	0	25	0	66	0	55	0	58	0	58	0	63	0	44	
UT149	0	0	0	16	0	0	0	12	0	0	0	0	0	0	0	13	0	0	0	0	
TOTAL	1,500	4,549	188	4,435	1,364	4,290	428	4,107	1,376	4,510	471	4,422	1,631	4,573	558	4,513	1,739	4,574	89	3,833	

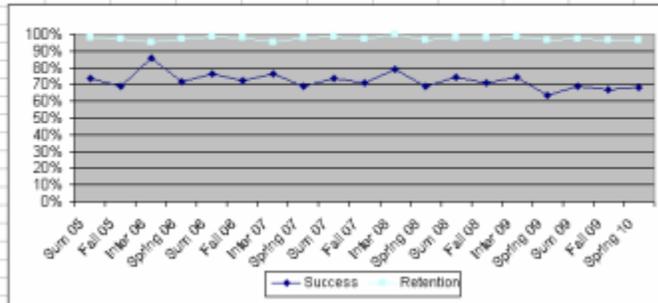


ENGLISH AND LITERATURE																			
SUCCESS																			
	Sum 05	Fall 05	Inter 06	Spring 06	Sum 06	Fall 06	Inter 07	Spring 07	Sum 07	Fall 07	Inter 08	Spring 08	Sum 08	Fall 08	Inter 09	Spring 09	Sum 09	Fall 09	Spring 10
A,B,C,P,CR	879	2256	136	2062	802	2312	246	1939	782	2242	250	2046	886	2261	280	1887	904	2207	2011
%	74%	89%	86%	72%	76%	72%	76%	69%	74%	71%	79%	69%	75%	71%	74%	64%	69%	67%	68%

ENGLISH AND LITERATURE																			
RETENTION																			
	Sum 05	Fall 05	Inter 06	Spring 06	Sum 06	Fall 06	Inter 07	Spring 07	Sum 07	Fall 07	Inter 08	Spring 08	Sum 08	Fall 08	Inter 09	Spring 09	Sum 09	Fall 09	Spring 10
A,B,C,D,F,P,CR,NC,I	1,168	3,174	151	2,791	1,035	3,118	307	2,737	1,046	3,073	316	2,861	1,164	3,125	373	2,862	1,275	3,184	2,862
%	98%	97%	95%	97%	99%	96%	95%	98%	99%	97%	100%	97%	96%	96%	99%	97%	97%	97%	97%

Success: A student succeeds in the course.
 Numerator = Sum of A, B, C, CR
 Denominator = Sum of A, B, C, D, F, CR, NC, I, W

Retention: A student is retained in the course to the end of a term.
 Numerator = Sum of A, B, C, D, F, CR, NC, I
 Denominator = Sum of A, B, C, D, F, CR, NC, I, W



ENGLISH AND LITERATURE																				
GRADE DISTRIBUTION																				
GRADE	Sum 05	Fall 05	Inter 06	Spring 06	Sum 06	Fall 06	Inter 07	Spring 07	Sum 07	Fall 07	Inter 08	Spring 08	Sum 08	Fall 08	Inter 09	Spring 09	Sum 09	Fall 09	Inter 10	Spring 10
A	214	431	60	422	225	469	78	452	281	453	69	446	228	506	65	488	304	468	33	535
B	224	470	53	494	202	488	72	440	176	479	78	464	203	503	78	511	221	557	13	546
C	129	314	23	363	118	341	45	295	119	322	30	346	122	320	35	341	128	328		380
P or CR	312	1041	0	783	257	1014	51	752	206	988	73	790	333	932	102	547	251	854		550
D	38	94	7	91	28	97		90	26	110	10	93	25	98	9	102	30	85		115
F	110	276	7	227	98	239	24	277	94	260	24	330	95	330	31	294	91	296		273
INC				7		6				9		8			0	9		0		0
NP or NC	140	543	0	404	105	464	33	426	142	452	31	384	153	431	53	570	247	596	0	459
W	22	87	8	81	15	75	15	66	11	96	0	99	23	75		98	33	114	0	92
TOTAL	1190	3261	159	2872	1050	3193	322	2803	1057	3169	316	2960	1187	3200	378	2960	1308	3298	56	2954

ENGLISH AND LITERATURE																				
% OF GRADE DISTRIBUTION																				
GRADE	Sum 05	Fall 05	Inter 06	Spring 06	Sum 06	Fall 06	Inter 07	Spring 07	Sum 07	Fall 07	Inter 08	Spring 08	Sum 08	Fall 08	Inter 09	Spring 09	Sum 09	Fall 09	Inter 10	Spring 10
A	18%	13%	38%	15%	21%	15%	24%	16%	27%	14%	22%	15%	19%	16%	17%	16%	23%	14%	59%	18%
B	19%	14%	33%	17%	19%	15%	22%	16%	17%	15%	25%	16%	17%	16%	21%	17%	17%	17%	23%	18%
C	11%	10%	14%	13%	11%	11%	14%	11%	11%	10%	9%	12%	10%	10%	9%	12%	10%	10%	7%	13%
CR	26%	32%	0%	27%	24%	32%	16%	27%	19%	31%	23%	27%	28%	29%	27%	18%	19%	26%	2%	19%
D	3%	3%	4%	3%	3%	3%	1%	3%	2%	3%	3%	3%	2%	3%	2%	3%	2%	3%	5%	4%
F	9%	8%	4%	8%	9%	7%	7%	10%	9%	8%	8%	11%	8%	10%	8%	10%	7%	9%	4%	9%
INC	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
NC	12%	17%	0%	14%	10%	15%	10%	15%	13%	14%	10%	13%	13%	13%	14%	19%	19%	18%	0%	16%
W	2%	3%	5%	3%	1%	2%	5%	2%	1%	3%	0%	3%	2%	2%	1%	3%	3%	3%	0%	3%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

ENGLISH AND LITERATURE														
SUCCESS BY COURSE														
Course Name	Sum 05	Fall 05	Spring 06	Sum 06	Fall 06	Spring 07	Sum 07	Fall 07	Spring 08	Sum 08	Fall 08	Spring 09	Sum 09	Fall 09
ENGL030	69.5%	47.6%	33.7%	61.1%	50.8%	45.5%	45.1%	50.5%	42.2%	74.1%	61.0%	40.4%	68.3%	49.8%
ENGL030W	67.8%	33.9%	35.6%	74.1%	38.5%	36.3%	47.8%	36.4%	33.6%	43.3%	28.2%	17.1%	12.3%	17.7%
ENGL035	67.7%	53.6%	48.1%	60.1%	55.3%	49.2%	60.0%	52.1%	46.8%	66.7%	51.3%	45.1%	58.0%	50.6%
ENGL035W	58.8%	44.3%	38.6%	68.4%	53.0%	39.9%	52.7%	46.0%	41.0%	58.3%	38.9%	18.9%	33.8%	29.8%
ENGL101	63.9%	54.4%	55.6%	64.6%	57.3%	51.8%	66.0%	50.5%	50.9%	65.5%	54.2%	53.5%	66.4%	58.9%
ENGL125			84.0%			73.9%			70.4%			32.1%		
ENGL126						43.8%								
ENGL127		79.0%			68.4%			80.0%			76.5%			38.9%
ENGL127H														75.0%
ENGL131		51.7%	63.3%		77.8%	76.5%		43.3%	67.9%		44.4%	76.7%		77.8%
ENGL201	71.8%	63.1%	59.3%	65.7%	63.5%	67.0%	68.0%	61.7%	59.8%	70.1%	62.4%	63.3%	73.5%	63.3%
ENGL201H	76.2%	56.0%	62.1%	90.9%	85.2%	84.6%	81.3%	50.0%	70.8%	57.9%	58.6%	57.5%	57.9%	56.5%
LIT102	51.6%	51.3%	62.5%	74.3%	52.4%	55.8%	55.9%	67.6%	72.7%	68.9%	52.0%	64.9%	71.7%	75.7%
LIT102H		83.3%			95.2%			81.3%			83.3%			81.3%
LIT112A		87.5%			80.0%			68.2%			59.1%			71.4%
LIT112AH		76.9%			80.0%			100.0%			70.0%			100.0%
LIT112B			72.0%			70.6%			82.4%			82.4%		
LIT112BH			63.3%			60.0%			73.3%			73.3%		
LIT114		48.4%	72.4%		51.9%	48.2%		64.4%	61.1%		61.1%	42.3%		60.7%
LIT117						45.5%						64.7%		
LIT140		63.6%			77.8%			50.0%			50.0%			40.0%
LIT140H		75.0%			87.5%			83.3%			90.0%			85.7%
LIT141						56.3%						35.3%		
LIT142					76.9%						33.3%			
LIT143														50.0%
LIT143H														80.0%
LIT144A		76.5%			81.3%			57.1%			72.2%			50.0%
LIT144B			52.9%			50.0%						58.6%		
LIT145			41.7%			100.0%			72.7%			77.8%		
LIT145H						93.3%			64.3%			77.8%		
LIT146A		90.9%						77.8%			57.1%			60.9%
LIT146AH								69.2%			53.9%			81.3%
LIT146B			46.7%						59.1%			87.5%		
LIT146BH									92.9%			70.0%		
LIT147		45.8%	38.5%		48.0%	41.7%		43.6%	31.7%		37.0%	47.3%		31.2%
LIT149			43.8%			33.3%						53.9%		

ENGLISH AND LITERATURE																				
SECTION DELIVERY																				
GRADE	Sum 05	Fall 05	Inter 06	Spring 06	Sum 06	Fall 06	Inter 07	Spring 07	Sum 07	Fall 07	Inter 08	Spring 08	Sum 08	Fall 08	Inter 09	Spring 09	Sum 09	Fall 09	Inter 10	Spring 10
Hybrid							7	1			7				7	4	7	5		
Online	14	16		16	11	17		16	12	16		19	14	19		19	14	19		
Morning	29	61	7	64	27	89	10	95	29	90	8	91	27	89	9	62	26	59	5	58
Afternoon		22		27		39		41		43		44	1	41		31	1	26		28
Evening	10	30		27	9	43		40	8	41		40	11	43		26	9	30		24
Total	53	129	7	134	47	188	10	192	49	190	8	194	53	192	9	138	50	134	5	110

Morning classes are classes with a regular start time before 12:00 pm.
 Afternoon classes begin between 12:00 pm and 4:30 pm.
 Evening classes have a regular start time from 4:30 pm and later.

ENGLISH AND LITERATURE														
FTES														
Sum 05	Fall 05	Spring 06	Sum 06	Fall 06	Spring 07	Sum 07	Fall 07	Spring 08	Sum 08	Fall 08	Spring 09	Sum 09	Fall 09	
158.86	395.91	437.01	142.52	440.54	484.38	172.06	480.41	530.00	144.98	512.66	450.84	225.27	432.12	

TRENDS

****Note:** “Success” is defined differently by various constituents on campus. For instructors, the students considered “successful” are those who have completed the semester and earn a passing grade or one that allows transfer of credits. However, in the report, the final data is calculated based on the number of students captured at the census date, whether or not they drop the class in the period between census and the end of the semester. As such, the percentages listed on the “Success by Course” chart appear lower when calculated by the latter process.

The data that describe the English and Literature Program over the last six years portray a thriving program. Most recently, the percentage of available seats to enrolled students shows an average of 1.03 seats available per class in Fall 2009 or 103% of available seats filled. In Spring 2010 the number shows at 0.95 seats available per class or the English and literature classes are filled to 95% capacity. These figures indicate that the English and Literature classes are quite full or enrolling students.

Looking at the overall numbers of students enrolled per course reveals that English 30 and 35 numbers are declining in enrollment, while the English 101 and 201 numbers are increasing. This pattern suggests that the number of students enrolled in college-level English is experiencing an uptick. Rio Hondo College demographics may reflect a statewide pattern as more college-ready students complete their GE requirements at the California community colleges, instead of beginning post-secondary studies at the four-year campuses. Historically the Fall enrollment is generally higher than Spring in the same academic year. There may be any number of reasons for this pattern. It may be that recent high school graduates begin attending the first semester after graduation, or some students may transfer out by Spring, or decide to take an extra fall semester to finish their academic work and place in a job. These would be good data to collect and study, going forward.

The highest number of class sections in the English and Literature Program was offered in 2008-09, with 190 sections in Fall and 194 in Spring. Fall 2008 held steady at 192, but by Spring 2009 the combined number of English and literature classes was down to 134, a large decrease over the previous year, because Division cuts were made in response to the state budget shortfall. All measures indicate that students enrolled in Intercession sections have noticeably reduced between 2008-09 and 2009-10, owing, at least in part, to the class reductions in English and literature sections. Cuts were made in Intercession in order to reduce the number of cut sections during Spring 2009 and Fall 2010, necessary changes to balance the Division budget.

Some of the data that require explanation in the English and Literature Program include the difference between ENGL 30 and ENGL 30W outcomes and the ENGL 35 and ENGL 35W outcomes. These -W courses are two separate lab or workshop courses worth 1 unit, co-requisite with the developmental Englishes. The success rate for the -W classes fell significantly in Fall 2008, and since that time has hovered below 25%, measuring as low as 12.3% in Summer 2009. The English 30 and 35 courses have maintained a consistent success rate near the 55% range. The reason for this drop in English 30/35W the Fall of 2008 is that the number of required hours for students to work in the lab tripled from 18 hours per semester to 54 hours. This increase in mandatory hours was introduced by our new Dean in order to meet course outline specifications for the courses, as they were approved by the Chancellor's Office. Previously these workshop courses had been out of compliance with the course outlines, and the situation needed rectification. Since that time the grammar and

composition software program, MyWritingLab, has been officially adopted in Fall 2010, allowing students to work off-campus for 28 of the required hours, while their workshop requirement has been reduced to 26 hours. Hopefully this change will help students to complete the lab time and incorporate the benefits from their work in lab into their English 30 and 35 classes. We anticipate an increase in Success rates for English 30W and 35W.

English 201H also shows a pattern of consistently lower Success rates since Summer of 2008. As there are only 2 sections offered in the Fall and Spring semesters and one in summer, individual differences among instructors are more significant; this can account for the shift in rates of Success, as the instructor assignments have changed. Those who have been teaching English 201H most recently have noted weaker entry-level skills among their enrolled students. The English 201 Honors Success rates measure in the high 50%, lower than the success rate in the literature classes with Honors cohorts, which average from the mid- 60% to the 90%. The literature courses with Honors cohorts included in the class may show higher Success rates, as Honors students may be more confident learners and have keener motivation; Honors students may have better skill to excel in literature coursework. The literature courses without the Honors cohort--Lit 114, 141, 142, 143, 144A/B, and 147--show Success rates in the 50% or less. The one exception is Lit 147, with Success rates in the 30%; this is a course which students may anticipate as "easy" when in fact the academic rigor is commensurate with college-level film survey and theory.

Another significant difference between Honors students taking a literature class and the other enrolled literature students is that English 101 is required for admission to the Honors Program. The students who succeed in literature then may be the Honors students who have passed their college-level English course and are prepared to read, write, and critically think through the issues presented in a transfer-level literature class. Since English 101 is not the standard prerequisite for Literature courses, students may not be adequately prepared for the course work. They may be more likely to drop, resulting in a lower Success rate. It is difficult to analyze and make predictions about literature courses exclusively, because on most of the charts and graphs, the data for the literature and English courses are combined.

Viewing the success and retention data from Fall 2006 through Summer 2009, some puzzling patterns emerge that require analysis. For one, the Intercession and Summer session students show higher success and retention rates than those students who take 16-week semester courses. This pattern holds true for English and literature courses, as well as across the Rio Hondo divisions at large. Some of the explanations to consider in exploring this pattern relate to the shorter units of time during Intercession and Summer, which may provide stronger consistency of instruction and assessment. During these shorter terms, students may be better able to manage the variables that impact their outcomes, such as focus, motivation, and time management.

Another explanation for the higher success and retention in Intercession and Summer courses may be that four-year college students enroll in Rio Hondo's Intercession and Summer courses to offset tuition costs at their colleges and universities. Students in this population may bring a more accomplished skill set to English and literature coursework offered at the community college level. In addition, there are more sections of transfer-level courses, English 101 and 201, offered during the Intercession and Summer Session than developmental composition sections. The stakes are higher for students taking transfer-level courses, as grades immediately impact their GPA and progress toward transfer. These factors may also explain the trends in higher success and retention rates during Intercession and Summer.

Program's Strengths and Weaknesses

The strengths of the program in English and Literature are varied, and among the most significant are the breadth of course selection, variety of formats, and honors-combo sections, and faculty with a diverse and enriched background that they bring to their teaching.

NEW AA DEGREE IN ENGLISH AND LITERATURE

The new AA degree in English and Literature is an important strength that has emerged this academic year, passed by the Chancellor's Office in August 2010. The courses from which students may select offer enormous variety and breadth of topics. The degree requires 21 units, 12 of them required, but the other 9 can be satisfied from among a list of 16 choices run on a two-year cycle.

EXTENDED ACCESS TO ENGLISH AND LITERATURE COURSES

In making English instruction more accessible to the local community, English 35, 101, and 201 are currently offered at five local schools, including La Serna, Whittier, El Rancho, Santa Fe, and California High. Course hours include the required lab time. These sections are often staffed by resident high school faculty who also belong to Rio Hondo's part-time instructor pool for English and Literature. The students who enroll in these community-based sections come from the high school population of current and past students and their families, as well as overflow from the Rio Hondo campus when those classes are full.

In addition to these alternative deliveries for English classes, the English and Literature Program offers several 8-week modular courses every semester to allow for more efficient degree completion. English 35, 101, and 201 are all offered in this condensed format. English and Literature courses are also offered during the January Intercession and in all sessions of summer school.

HONORS COURSES

Almost all of the literature courses and two English courses are designed for students in the Honors Transfer program as "contract" courses. Serving a transfer-bound Honors population is another essential mandate of our program. During the coming academic year the following English and Literature courses will be offered in Honors versions:

- Advanced Composition
- Introduction to Linguistics
- British Literature A and B
- Introduction to the Short Story
- Introduction to Literature
- American Literature A and B
- Exploring Authors

In addition, a new Honors Literature offering has recently been added to the program, Postcolonial Literature. Honors students in literature courses regularly present research papers at the HCTT Conference held each Spring at UC Irvine.

ONLINE COURSES

Strengths

The English and Literature Program offers a number of online versions of its academic courses, including English 35, 35W, 101, 201, and Lit 102 (Introduction to Literature), Lit 114 (Children's and Adolescent Literature), and Lit 137 (Introduction to Cinema). These online courses are offered during the conventional semesters, as well as during Intercession and Summer Session, increasing opportunities for those students who require remote access and flexible timing for retention and success.

Strengths of Online Writing Labs

One major strength of the Online labs is in providing Rio's composition students with 24/7 access to learning and help. Using the programs My Writing Lab and Comp Class allows students to not only progress at their own pace, but to access their account from any computer connected to the internet. This gives students more time to work on their compositions outside of the classroom and the opportunity to improve their writing and knowledge of the writing process in an individualized manner.

Students enrolled in the online versions of our composition classes receive online conferences with their instructors through the Blackboard VLE. By not having to come on campus to have a face-to-face conference with an instructor, these online students are able to access learning when it is convenient for them. Many composition students who are full-time workers and stay-at-home parents appreciate this.

The in-house technical support of Elvira Aguilar, Chris Soto, and the student workers adds another strength to the Online Labs. Since My Writing Lab was adopted for the 30W/35W workshop classes, the Writing Center staff has become expert at the administration end of the program as well as the user side. As a result, any problems students have with their online accounts are resolved in a timely manner.

Weaknesses of Online Writing Labs

Because students can only register for a My Writing Lab or Comp Class account after they have purchased the respective handbooks, this can negatively impact students who have not received their financial aid to buy their books. These students may not be able to start their online lab until several weeks after the semester has started.

With the introduction of Comp Class to the Writing Center, My Writing Lab is beginning to look outdated. Many instructors who teach Developmental and College-level composition courses have noted that Comp Class appears to be more user-friendly and current. While My Writing Lab appears more like an online version of traditional software that's usually offered in a writing lab, Comp Class appears more like an online course, with more opportunities for students to communicate with one another and their instructor. Whether Comp Class is an

appropriate program for our Developmental Composition students remains to be seen; however, it is becoming clear to faculty and staff that an alternative to My Writing Lab needs to be investigated.

Although online composition students can receive virtual conferences with their instructors, on-campus students do not have the same opportunity. Although on-campus students can receive conferences in the Writing Center, they should have access to online conferences too. As a result, the idea of having an online Writing center needs to be revisited.

BASIC SKILLS

Strengths

The Basic Skills Initiative has strengthened the developmental classes because extra help and attention is given to students by the tutors.

Ten members of the Basic Skills Initiative committee continue to serve on the Basic Skills Committee, representing faculty, administrators and classified from English, ESL, Speech, Reading and the Learning Assistance Center.

The continued collaboration of Communications and Languages with the BSI will lead to stronger classes, more utilization of resources and higher quality developmental instruction.

Weaknesses

WRITING CENTER

Strengths

With the addition of RHC Librarian, Judy Sevilla-Marzona, offering MLA assistance, supplemental information for English 101 and 201 students has increased. Providing more Librarian availability will increase the opportunities for students to receive extra assistance on MLA material.

All English 30 and 35 classes are now using the same handbook, English Simplified, which adds to the continuity and uniformity of the developmental English instruction.

Weaknesses

Although significant progress has been made in creating a more centralized Writing Center, we still need more space and computers in order for the Communication and Language Division to achieve its goal of offering a campus-wide Writing Center. The use of Room LR128, along with the addition of at least 30+ computers, would help the Communication and Language Division accommodate the needs of all RHC students. We suggest LR128 because of its proximity to the Writing Center in LR124.

Cal-PASS

Strengths

The local English PLC features instructors with lively and sometimes divergent opinions. The diversity of perspectives makes for vigorous discussion of pedagogy. The variety of teaching styles represented by participating faculty has yielded a healthy selection of “best practices” for instructors to choose from. The consistency of the meeting schedule (third Thursday of every month) promotes constancy among participants. Finally, the central location of the meeting (Cal State, Los Angeles) allows faculty from institutions east of downtown Los Angeles to convene without undue effort.

The council has determined a focus for the 2010-2011 academic year. The council will focus on best practices for teaching basic rhetorical techniques like thesis development. The council will also share practices for teaching peer review and revision strategies. The aforementioned diversity of instructors has made for a deep pool of shared teaching practices. Equally important, the council members have developed the kind of camaraderie that builds morale in the face of challenges in the field.

Weaknesses

Not all schools in our service area participate in the English PLC. Only one community college—Rio Hondo College—is represented. The different schedules of the participating institutions occasionally make it impracticable for all members to attend. (December, January, and June sessions are thinner than usual.) Also, until recently the council struggled to determine its focus for the succeeding year.

RIVER'S VOICE

Strengths

* All student submissions are entered into a creative writing contest that awards cash prizes, and winning authors are invited to read their works at the annual Writes of Spring festival.

* Faculty and student participation have grown with each successive year. The English department is currently working with the Visual Arts department to create a contest for student artwork.

* The Spring 2010 edition contains twenty-four pages of visual art, more than any previous volume.

Weaknesses

* The processes of selection and production are both time and labor intensive.

CREATIVE WRITERS CLUB

Strengths

Weaknesses

WRITES OF SPRING

Strengths

- * For students to showcase their academic and creative writing;
- * For the college community and the public to attend literary performances;
- * For listening to and interacting with professionals--namely authors, poets, producers, film directors, and artists; and
- * To experience a variety of literary and film genres.

Success resulted from planning sessions, marketing and publicity strategies, student and faculty participation, and staff support; offered a selection of talented and relevant presenters. Provided exposure to authors studied in a variety of courses.

Weaknesses

- * Low attendance during evening programs, due to schedule conflicts, and
- * Budgetary constraints

Program's Opportunities and Threats

ENGLISH AND LITERATURE COURSES

The Literature classes offered during the prime slots Monday through Thursday, 8 AM through 2:15 PM, show a consistently higher enrollment than those offered in the mid- to late afternoon and evening slots. This fact presents as both Opportunity and Challenge. We are in the process of moving literature classes to maximize enrollment. This is an especially important matter that affects the AA Degree Program in English and Literature. A Challenge in this process of shifting the Literature Class Schedule and Rotation is that those literature classes with an Honors component have been slotted into Monday/Wednesday berths by past practice since those hours were set under Marilyn Brock's leadership. We believe the allocation of Honors classes needs to be more flexible if we are to maximize enrollment, serving both our Honors students and the students majoring in the AA in English and Literature.

An Opportunity that can alleviate some of these timing conflicts may be in further development of online literature courses. We need to explore whether the Honors Transfer Council of California allows this delivery mode for Honors courses. In any case, more online course offerings in the general literature courses and more flexibility in scheduling the

Honors Literature and English courses would help us to keep the enrollment numbers healthy and growing in this program.

ASSESSMENT

Opportunities

An entirely different Challenge that has arisen in recent semesters is the notion of moving to a computer-based English Placement Test, away from a hand-written, instructor-scored EPT. The Rio faculty who researched software options settled on Accuplacer as a likely candidate to accomplish placement testing in English. Some of the English faculty are concerned about losing local control over the scoring criteria, while others see that the speedy turnaround of test results which often lead to on-the-spot enrollment suggest that changing the assessment tool may be a worthwhile venture. One component of resolving this Challenge is to deal with the current equivalence of the English Placement Test as it closely parallels the Common Final.

Threats

WRITING CENTER

Opportunities

The current Writing Center has the potential to expand into a Campus-wide Writing Center that could provide training and guidance to improve student writing across the curriculum. A number of services could be offered to students from other divisions to develop students' academic writing within each discipline, such as Social Science, Math and Science, Business, Technology, and Art. These services could include workshops on research; prewriting, drafting, editing and proofreading techniques; grammar and writing-based computer programs; individual conferences that give feedback on written assignments; and providing computers in a professional learning environment.

Threats

A negative potential of the Writing Center could be that it is expanding too quickly; this may cause it to lose the individualized interaction with students that is presently a hallmark of the success of the Writing Center

Software that tracks student attendance at the Writing Center is in place, and instructors may access the number of hours their students have completed at various intervals during the semester. The need to track online attendance of English 101 and 201 students is an ongoing task.

BASIC SKILLS

Threats

There has been a decline in enrollment in 30 and 35 classes and as a result, fewer sections are being offered. Faculty are currently in the process of investigating this decline and its relation to the Assessment process. The switch from holistic scoring of the Assessment to the use of Accuplacer will also necessitate a closer look at the results and enrollment numbers.

WRITES OF SPRING

Opportunities

Provided the opportunity:

- For students to showcase their academic and creative writing
- For the college community and the public to attend literary performances
- For listening to and interacting with professionals, namely authors, poets, producers, film directors, and artists
- To experience a variety of literary and film genres

Threats

Program would be threatened by:

- Lack of enthusiasm from students
- Lack of financial backing for the program
- Lack of cooperation and buy-in from the community
- Lack of required IT support

Cal-PASS

Opportunities

Rio Hondo's participation in the local English PLC will allow faculty to build partnerships with other college faculty as well as regional high school faculty. These partnerships promise improved transmission of information from other institutions, information that will in turn benefit the English department's program planning and bi-monthly faculty meetings. Reports from the participating secondary-level instructors could potentially allow Rio Hondo instructors to anticipate trends in student preparation for college-level courses.

Threats

Because meetings are held on weekday afternoons, outside of Rio Hondo's faculty "dead hours," many Rio Hondo faculty members may be unable to participate due to conflicting classes or personal obligations. Also, traffic may prevent some instructors from arriving on time or even at all to council meetings. The recent elimination of the \$25 Barnes and Noble gift cards, historically given out to members at each meeting, may undercut the motivation of some instructors to continue attending, as there is no other compensation for attending council meetings.

Program's Accomplishments and Recommendations for Improvement

CURRICULUM IN ENGLISH AND LITERATURE COURSES

Accomplishments

* Notable recent achievements in ENGL curriculum development include the development of an Associate of Arts degree in English and Literature, approved by the Chancellor's Office in the summer of 2010.

* In the fall semester of 2007, the preparation wording for ENGL advisory/prerequisite/corequisite courses was standardized across campus so that any course on campus having an ENGL course as an advisory/prerequisite/corequisite would know exactly what English entering skills to expect of that student and exactly what wording to include on that course's curriculum forms.

* State-of-the-art "My Writing Lab" software was added to the course content of the Writing Workshop courses (ENGL 030W and 035W) during their scheduled curricular revisions, ensuring the content and course materials remain effective and pedagogically current.

* ENGL 126 was accepted by the UC and CSU systems for placement on the IGETC list, area 3B (Humanities) effective fall semester 2009.

* The E & L Program also requested and received approval from Rio Hondo College's curriculum committee for several significant changes during the spring semester 2010: the establishment of ENGL 101 with a grade of "C" or better as Rio Hondo College's written competency graduation requirement; the offering of credit for ENGL 101 to students who score 3, 4, or 5 on the AP Exam in English Language and Composition; and unit and course credit for students taking the College Level Examination Program (CLEP) exams in English Composition, English Composition with Essay, English Literature, and Freshman College Composition. This increase in CLEP credit should particularly help Rio Hondo College's military veterans receive more examination credit than they had previously received.

WRITING CENTER

Accomplishments

- *Provides RHC Librarian to conduct MLA workshops, including question/answer availability
- *Adopted CompClass to meet 18 hour Lab requirement for English 101 and 201 students (2 year pilot program)
- *Established consistent and informative orientations for English 30 and 35 students to the Writing Center
- *Created a Writing Center website
- *Adopted and established conference guidelines for instructors
- *Adopted and established conference guidelines for students
- *Provided two faculty directed workshops in Fall 2010—one on editing and one on punctuation
- *Transitioned hard-copies of Opening Day Memos (7-10 pages) for 58 faculty members to online email thus saving an estimated 400-600 pages of paper each semester (estimated 800-1,200 pages of paper saved for Fall 2009 and Spring 2010)

Recommendations for Improvement

- * The Writing Center needs a permanent ceiling mounted projector for orientations—During the first week of the semester approximately 32 orientations are given. Throughout the semester, various other orientations and presentations are provided. A permanent ceiling-mounted projector will save Instructional Assistants valuable time in preparing for the orientations and presentations.
- * The Writing Center needs computers in the three conference rooms to enhance the quality of instruction provided to students. The computers will provide access to the internet access as well as to research and writing material during the conference.
- * The WC needs to increase the hours of Instructional Assistants to provide additional coverage. In Fall 2010, an Instructional Assistant provided the first-week orientations to the Writing Center. This was highly successful because all of the English 30 and 35 students were given consistent information. When the orientations are given by one person, much higher initial consistency is established with the students. English 101 and 201 students would have benefited from a group orientation to CompClass so that they could begin early in the semester to master the individual modules on research writing that accompany their classroom assignments, but limitations in staffing options hindered mass orientations at in these levels.
- * A “Roaming” English Instructor, additional personnel, would also be an excellent boost to the Writing Center effectiveness. This Roaming Instructor could be available to answer brief student questions as they arise, so that students may continue their work with less waiting time. Signing up for a conference can be time-consuming, and often a brief interaction with an English Instructor would suffice, enabling the students to maintain a more seamless and productive study session.
- * The WC needs more work space and additional computers to expand its services to other disciplines on campus. At times the Writing Center is working at full-capacity, and students are turned away due to a lack of computer availability or workspace. The Writing Center needs more computers and workspace to accommodate the students it is presently serving and will need considerably more space as the Writing Center expands to provide services to students in disciplines other than English composition.
- * The WC needs a print management system for students. In an effort to continue to offer the convenience of a printer for students while maintaining an effort to conserve costly paper and ink/toner, a print management system needs to be established.

CAL-PASS

Accomplishments

- * Department Cal-PASS members report monthly to Dean Holcomb at the Basic Skills Committee.
- * Department Cal-PASS members contributed to plan to revise the English assessment test using knowledge gathered at council meetings.

Recommendations for Improvement

- * Recruit one or two more faculty members to participate in local PLC.
- * Volunteer Rio Hondo campus as a regular meeting location. This will make participation more palatable for Rio Hondo faculty as well as secondary faculty from nearby “feeder” schools.

RIVERS VOICE

Accomplishments

- * Changes over the past five years have streamlined methods of production and promotion. Submissions and judging are now completed exclusively on-line, reducing time and materials costs.
- * Editors will also recruit members of the Creative Writing Club to to participate in promotion and judging.
- * In 2006, a River’s Voice Web page was unveiled to provide the campus community with better access to submission information, publication dates, sample works, and contest results.
- * Last summer, a new River’s Voice display case was unveiled in the main hallway adjacent to the Communications Office.
- * The Visual Arts department is promoting the journal during its annual student art show and has installed a River’s Voice display in the department office.
- * Editors present the Board of Trustees with copies of each volume during the public forum section of the Board meeting.

Recommendations for Improvement

- * To celebrate the accomplishments of our authors and artists, the Communications Division is developing plans to host an annual River’s Voice publication party that will include family members, friends, faculty and other members of the campus community.
- * Finally, a long-term goal is to write curriculum that will enable students to receive credit for participating in the process of funding, advertising, garnering and judging submissions, designing, proofing, and publishing the journal.

WRITES OF SPRING

Accomplishments

- * Greater participation from faculty and students
- * Greater interest from the college community
- * Increased student enthusiasm, participation, and interaction
- * Increased event awareness

- * Increased college visibility to the community
- * Fostered a greater appreciation for the literary and visual arts
- * Motivated students to join the creative writing club, submit entries to River's Voice, enroll in creative writing courses and transferable literature courses

Recommendations for Improvement

- * Increase student enthusiasm through faculty
- * Allocate funds specifically for the event
- * Increase marketing and publicity to the community
- * Acquire necessary IT support

CREATIVE WRITERS CLUB

Accomplishments

- * In 2009, five students from the club submitted creative writing works to the RHC literary journal, River's Voice. This year, 11 students are planning to submit work to River's Voice.
- * In addition, over the past year the Creative Writers Club participated in two Club Rush events at RHC, designed and printed t-shirts that represent the club, and created various links for students to share its work.

Blog: <http://riocreativewritersclub.blogspot.com/>

Forum: <http://creativewritersclub.proboards.com/>

Facebook: <http://www.facebook.com/group.php?gid=154272221270527>

Recommendations for Improvement

This year, 2010-11, the CWC is discussing ways to promote the club at the annual Writes of Spring Festival in April 2011 by distributing a selection of creative pieces that club members will publish. The club is also discussing ways to attend poetry readings by local writers and to investigate other creative writing venues.

Program's Strategic Direction

Curriculum

AA Degree in English Education is in the brainstorm stage, but we believe that this degree will be a productive addition to Rio Hondo College degree options for transfer students.

WRITING CENTER

The overall strategic direction of the Writing Center is to continue to offer quality, individualized writing assistance to English 30, 35, 101, and 201 students with up-to-date computer software and upgrades in a professional, quiet learning environment. + 101W and 201W

The English and Literature Program envisions the Writing Center expanding the services and opportunities of the Writing Center to include Literature students within the Communications and Languages Department.

After the Literature students have been successfully assimilated, the English and Literature Program envisions that the Writing Center would extend its services and opportunities to RHC students from any discipline who would benefit from writing assistance.

Cal-PASS

Cal-PASS seems to draw new faculty participants every year. The growing awareness of the disjunction between student preparation and college-level expectations is providing impetus for further expansion. While its continued flourishing depends largely on non-Rio Hondo faculty (our faculty making up a mere fraction of total participants), Rio Hondo should maintain its association with the project. There is no cost to participate.

RIVER'S VOICE

A continuing objective is to further reduce the time-intensive production methods and to broaden the journal's audience. The recent acquisition of an department iMac will expedite layout and design processes. New software will also enable the River's Voice Web site to feature video footage of student authors reading their works at the Writes of Spring festival. Ultimately, the goal is to reduce costs and maximize readership by publishing the journal online.

A long-term plan under consideration to create an AA Degree in English Education, and to create courses that would train prospective teachers how to launch and administer a publication like River's Voice. This degree could also work in conjunction with courses in Mass Communications that offer training in desktop publishing and editing software.

WRITES OF SPRING

The department desires to continue offering this successful annual event to increase student enthusiasm, participation, and presentations. By securing more funding, the department hopes to offer a more diverse group of authors, artists, screenwriters and directors.

Program's Staff Development

Program Review - Additional Comments

Program Review - Executive Summary

PROGRAM REVIEW EXECUTIVE SUMMARY

Program: English Literature

Date: November 15, 2010

Committee Members Present: Marie Eckstrom (Chair); Howard Kummerman (Dean); Gina Bove (Classified); Annel Medina (Classified); Vern Padget (Faculty); Judy Henderson (Dean)

Program Members Present: JoAnn Springer; Kenn Pierson

Commendations

- Commendations on a professional, well-written, and collaboratively produced Program Review document, particularly for the clear, concise Mission Statement.
- Commendations for outreach endeavors: Creative Writing Club, River's Voice A Journal of Art and Literature; and Writes of Spring.
- Commendations for voluntary intradepartmental efforts to improve instruction and assessment: Common Midterm Project, and Portfolio Assessment Project

Program-Level Recommendations

- (Re)consider the common exit assessment for English 30/35, consider a common exit assessment for English 101/201, and collect/analyze data to support these endeavors.
- Consider English 101 and Reading 23 as a prerequisite or co-requisite for all literature courses.
- Revise Program Review document to include the following:
 1. data and analysis from Gateway Tutoring projects;
 2. data and analysis of success and retention rates from off-campus, on-campus, and online courses;
 3. revise goals and objectives to include discrete steps toward their completion

Institutional-Level Recommendations

- Writing Center:
 1. move toward opening the Writing Center to all students at the college;
 2. increase hours of operation;
 3. increase number of instructors available to accommodate increasing demand for services;
 4. install computers in the three Writing Center conference rooms;
 5. install an overhead data projector and permanent screen for presentations;
 6. install a print management system, so that students may pay for their personal use copies;
 7. increase instructional assistance time; and
 8. increase the reassigned time for instructor to manage the Writing Center.

Program Review - Response to the Executive Summary

Goal #1 Short term (1 year)

Status: in progress

Description of Goal

Establish Instructional Assistant as the permanent presenter of Workshop and Writing Center orientations.

Evaluation of Goal

The use of one Instructional Assistant to present Workshop orientations was piloted in Fall 2010 and will continue to be tested in Spring 2011 to establish more initial consistency with students.

Objective #1.1

Status: in progress

Establish a consistent dissemination of information to the students during the first week of class.

Objective #1.2

Status: in progress

Enable students to indentify one individual as a permanent and knowledgeable Writing Center Lab Assistant, thus establishing professionalism and consistency in the Writing Center.

Goal #2 Short term (1 year)Status: in progress

Description of Goal

Add more Lab Instructors as needed.

Evaluation of Goal

To fulfill the 18 hour lab component for English 101 and 201 students, longer (30 minute) conferences have been established in Fall 2010. This pilot program will be in place for Spring 2011 and the Dean of Communications, Writing Center Coordinator, and English faculty will evaluate whether or not more faculty are needed to cover the need for conferences.

Objective #2.1

Status: in progress

As the number of required student conferences increases for English 101 and 201 students, the number of Lab Instructors increases.

Objective #2.2

Status: in progress

As the length of time of the English 101 and 201 student conferences increases, the number of Lab Instructors increases.

Goal #3 Short term (1 year)Status: in progress

Description of Goal

Add a "Roaming" Lab Instructor to assist students with brief questions.

Evaluation of Goal

Establish a pilot program for Fall 2011 to add a "Roaming" English Instructor to the Writing Center during peak hours to assist in answering student questions, thus enabling Lab Instructors to focus more on providing conferences with students.

Objective #3.1

Status: in progress

Enable students to have brief questions answered with minimal interruption to their studying or writing.

Objective #3.2

Status: in progress

Enable Lab Instructors to focus on conducting longer, more comprehensive conferences with students who have comprehensive questions.

Goal #4 Short term (1 year)

Status: in progress

Description of Goal

To add computers to all three conference rooms withing the WC.

Evaluation of Goal

By Spring 2011, add computers to all three conference rooms in the Writing Center to better assist Lab Instructors in conducting more thorough conferences where online research or material would be accessed. This goal works in conjunction with Goals 2 and 3.

Objective #4.1

Status: in progress

Enable Lab Instructors to have immediate access to the internet when needed during a conference.

Resources Needed: Additional Technology**Technology Classification: Computer Hardware****Requested Amount:** \$3,000.00**Description:**

Three laptop computers loaded with the software used by students and faculty in the Writing Center

Reason:

The need for 3 laptops for the Lab Instructors is due to the configuration of the Writing Workshop. When students are working with Lab Instructors in one of the conference rooms, a laptop is essential to assist students with research and online editing of their work in progress.

Location: LRC124

New or Replacement: New Installation

Services Required: Electricity, Internet Access, College Network Access, Software Support, Hardware Support

Objective #4.2

Status: in progress

Enable Lab Instructors to review and work with material that students have on a flashdrive, thus conserving resources such as paper and ink/toner.

Goal #5 Long term (2-5 years)

Status: in progress

Description of Goal

To provide more release time to the Writing Center Coordinator and/or create a full-time faculty position for Coordinator of Writing Center.

Evaluation of Goal

Because the Writing Center is expanding significantly and is expected to expand further over the next 3-5 years, the need for more release time for the Writing Center Coordinator or a full-time Writing Center Coordinator is needed to oversee the expansion and ensure that quality resources and opportunities remain in place during the expansion. This person will also serve as a liason between the Writing Center staff and the Dean of Communications and Languages.

Objective #5.1

Status: in progress

To enable the Writing Center Coordinator to devote more time to expanding the services and opportunities of the Writing Center.

Objective #5.2

Status: in progress

To enable the Writing Center Coordinator to spend more time in the Writing Center to observe and respond more quickly to the needs of students and Lab Instructors as they arise.

Goal #6 Short term (1 year)

Status: in progress

Description of Goal

Establish a permanent ceiling-mounted projector.

Evaluation of Goal

This Goal works in conjunction with Goal 1. Because at least 32 orientations are offered each semester, a permanent ceiling-mounted projector is necessary to accommodate the projection of information. With the convenience of a permanent projector, Writing Center staff time may be better utilized when assisting in preparation for orientations and presentations.

Objective #6.1

Status: in progress

To save valuable time when preparing for orientations and/or presentations.

Objective #6.2

Status: in progress

To offer orientations and /or presentations at times that are convenient to the presenter, rather than relying on the availability of campus-wide, communal projectors.

Goal #7 Short term (1 year)

Status: in progress

Description of Goal

To provide one central computer that has Imaging software.

Evaluation of Goal

Because the Writing Center houses 45 computers for student use, Imaging software will save considerable time when upgrades to computers need to be made. Presently, upgrades need to be made to each computer individually. The Imaging software will enable upgrades to be made to one central computer, then send out the upgrades to the other 45 computers.

Objective #7.1

Status: in progress

To add computer upgrades in a timely manner.

Objective #7.2

Status: in progress

To save valuable time of Writing Center staff members.

Goal #8 Short term (1 year)

Status: in progress

Description of Goal

To provide a permanent whiteboard placed on the wall between LRC124A and LRC118D.

Evaluation of Goal

The permanent whiteboard will enable Writing Center staff to write announcements in a location that may be easily viewed by students and staff. Presently, postings are placed on the conference sign-in table, and as the semester progresses, the table becomes cluttered with flyers; thus students may miss seeing important messages that pertain to deadlines, exams, and other relevant information.

Objective #8.1

Status: in progress

To conserve paper by writing announcements and pertinent information on whiteboard.

Objective #8.2

Status: in progress

To streamline sign-in table so that students have easier and less cluttered access to conference sign-in books and messages.

Goal #9 Long term (2-5 years)

Status: in progress

Description of Goal

To remove the delineation of English 30/35 and English 101/201 Lab Instructors (Fall 2012 or 2013).

Evaluation of Goal

This Goal works in conjunction with Goals 2 and 3. As the Writing Center expands, the need for longer conferences increases, there needs to be an efficient work flow between the English 30 and 35 Lab Instructors and the English 101 and 201 Lab Instructors. Presently, the Instructor of record is responsible only for the students that he or she is assigned. At times, the conference list may grow quite lengthy for one instructor and the other instructor should be able to offer assistance, thus ensuring that students do not wait excessively for a conference.

Objective #9.1

Status: in progress

To provide students with more steady and consistent access to conferences.

Objective #9.2

Status: in progress

To extend professional courtesy and assistance to faculty member who may have a long list of students waiting for a conference.

Goal #10 Long term (2-5 years)

Status: in progress

Description of Goal

To expand the Writing Center services and opportunities to literature students as well as to students from other campus-wide disciplines.

Evaluation of Goal

Students in literature courses are expected to write extensive, well-researched and accurately documented essays. They could benefit tremendously by having access to the services of the Writing Center. Writing Center personnel would also like to extend the Writing Center services to all RHC students who would benefit from access to the services provided there.

Objective #10.1

Status: in progress

To enhance the opportunities of literature students to receive quality, individualized writing assistance.

Objective #10.2

Status: in progress

To enhance the opportunities of all RCH students to receive quality, individualized writing assistance.

Goal #11 Short term (1 year)

Status: in progress

Description of Goal

To continue to explore and make use of paper supply conservation techniques (ongoing).

Evaluation of Goal

With respect for the environment and a high regard for the importance of utilizing cost saving techniques for RHC, Writing Center personnel will continue to explore, incorporate, and utilize conservation techniques in the Writing Center whenever possible.

Objective #11.1

Status: in progress

To promote conservation techniques to faculty and students, and thereby keep costs to a minimum.

Goal #12 Short term (1 year)

Status: in progress

Description of Goal

To adopt an efficient print management system.

Evaluation of Goal

This Goal is a continuation of Goal 11. An efficient print management system will allow for students to continue to enjoy the convenience of printer accessibility while at the same time conserving paper, ink and toner, thus adding to the overall cost-saving efforts of RHC.

Objective #12.1

Status: in progress

To offer students convenient printer accessibility.

Objective #12.2

Status: in progress

To conserve as much paper, toner/ink as possible.

Goal #13 Long term (2-5 years)

Status: in progress

Description of Goal

To provide additional sections of online English 101 and 201 courses to increase the number of offerings to those students requiring remote access. (ongoing)

Evaluation of Goal

To include these additional online sections in the Division Budget.

Objective #13.1

Status: in progress

To confer with current online English 101 and 201 instructors to determine how many student enrollment requests are being denied each semester to assess the number of sections needed.

Goal #14 Long term (2-5 years)

Status: in progress

Description of Goal

To establish English 101 as a co-requisite or prerequisite for all literature courses.

Evaluation of Goal

Literature faculty will work with one another to assess this goal and to will work with the Curriculum Committee to revise course requirements.

Objective #14.1

Status: in progress

To increase retention and success in all literature courses.

Goal #15 Long term (2-5 years)

Status: in progress

Description of Goal

To create, offer, and publicize and promote literature courses which fulfill transfer requirements in the UC and CSU systems.

Evaluation of Goal

Literature faculty would continue to create courses which appeal to the student population and which fulfill state transfer requirements.

Objective #15.1

Status: in progress

To increase enrollment in literature courses while offering students more options to fulfill GE requirements or requirements for the AA degree in English and Literature.

Goal #16 Long term (2-5 years)

Status: in progress

Description of Goal

To write curriculum that will enable students to receive credit for participating in the process of funding, advertising, garnering and judging submissions, designing, proofing, and publishing the journal Writes of Spring.

Evaluation of Goal

Achieving this goal goes hand in hand with developing a new AA degree in English Education.

Objective #16.1

Status: in progress

Using the Chancellor's Office website, English faculty will investigate programs and courses already approved in California that teach editing and publishing of small publications with literary and artistic merit.

Goal #17 Short term (1 year)

Status: in progress

Description of Goal

To investigate, write, and pass through RHC curriculum an AA degree in English Education.

Evaluation of Goal

To provide RHC students with another worthwhile degree option in the English and Literature Program.

Objective #17.1

Status: in progress

To research the Chancellor's Office website to see what degrees are currently in place for use as models. In addition such research will also determine whether similar degree options exist in surrounding community colleges.

Goal #18 Short term (1 year)

Status: in progress

Description of Goal

To continue the subscriptions to computer programs currently in use, MyCompLab and CompClass to be used in the Writing Center, for online Engl 101 labs and for online ENGL 201 labs that would best meet the students' writing needs. To investigate other options for MyCompLab that utilize a wider variety of approaches to better accommodate the variety of student learning styles.

Evaluation of Goal

To have the Dean requisition this software contract extension.

Objective #18.1

Status: in progress

To provide English 101 and English 201 students access to additional online writing lab materials and assignments.

Resources from Other Sources

Resources from Matriculation

Requested: \$2,000.00

Received: \$0.00

Reason for the difference between the amounts:

A subscription to a computer program such as MyCompLab or CompClass.

Goal #19 Short term (1 year)

Status: in progress

Description of Goal

To purchase a subscription to Turnitin.com or a similar program.

Evaluation of Goal

A subscription to Turnitin.com or something similar would help students learn and implement MLA source documentation and also see what plagiarism looks like and how to avoid it.

Objective #19.1

Status: in progress

To provide students with an online program that will help them learn to cite their sources correctly and allow them to check their work for plagiarism.

Resources from Other Sources

Resources from Matriculation

Requested: \$2,000.00

Received: \$0.00

Reason for the difference between the amounts:

The C & L Division has not yet received the necessary amount.

Goal #20 Long term (2-5 years)

Status: in progress

Description of Goal

To develop additional online literature courses to increase the choice and number of offerings to those students requiring remote access.

Evaluation of Goal

The C & L Dean will arrange commission the creation and RHC Curriculum Committee

approval to teach selected literature courses online.

Objective #20.1

Status: in progress

Confer with literature instructors to determine which on-campus courses have highest enrollment, which might then be successful online.

Goal #21 Short term (1 year)

Status: in progress

Description of Goal

To develop Degree SLOs for the AA Degree in English and Literature.

Evaluation of Goal

The SLO Committee Member who represents the English and Literature Program will oversee the completion of the SLOs, in conjunction with the English Coordinator and 2-3 English and literature faculty members. A draft of several degree SLOs should be completed by March 2011.

Objective #21.1

Status: in progress

To obtain guidance from the SLO Committee for the development of degree specific SLOs.

Goal #22 Long term (2-5 years)

Status: in progress

Description of Goal

To increase the successful results of active course SLOs in the English courses, particularly the composition courses--English 30, 35, 101, and 201.

Evaluation of Goal

In some courses, the benchmark for each active SLO has been reached, but there should be consistently positive results for a minimum of 2-4 consecutive semesters. Students should be able to use and understand the lab software and have a convenient resource that provides answers to their common questions.

Objective #22.1

Status: in progress

To fund training workshops for Writing Center staff and English faculty on how to use the lab software programs--MyWritingLab and CompClass.

Objective #22.2

Status: in progress

To encourage faculty discussions on action plans to yield improved results and to encourage faculty to implement such action plans in their classroom teaching.

Goal #23 Short term (1 year)

Status: in progress

Description of Goal

To increase the successful results of active course SLOs in the literature courses.

Evaluation of Goal

In some courses, the benchmark for each active SLO has been reached, but there should be consistently positive results for a minimum of 2-4 consecutive semesters.

Objective #23.1

Status: in progress

To procure additional subscriptions to online databases related to literary studies in order to provide students with more research information: to broaden their exposure to the factors that influenced the creation of literary works, allowing students to develop a broader perspective on the texts' significance. The MLA Database would be ideal.

Objective #23.2

Status: in progress

To purchase more literary films and other audio/visual materials. These would help accommodate students who are visual and auditory learners, allowing them to gain more understanding and better insight into relevant literary works and historical periods as well as the influence of literature on wider culture.

Goal #24 Short term (1 year)

Status: in progress

Description of Goal

To achieve greater consistency among faculty in the English and Literature Program in regards to providing all necessary and correct data in the completion of SLO documents.

Evaluation of Goal

The SLO Committee Member representing the English area will continue to monitor the progress of each faculty member in entering their assessment data and look for a greater percentage of participation in this regard, 81% or better, in the Fall 2010 and Spring 2011 semesters.

Objective #24.1

Status: in progress

The SLO Committee Member and the English Coordinator will distribute reminders about submitting assessment data.

Goal #25 Long term (2-5 years)

Status: in progress

Description of Goal

To establish quality control of all course SLOs by reviewing the course SLOs, Rubrics and Assessment Reports and revising them as necessary.

Evaluation of Goal

Although a few course SLOs have already been revised within the department, the majority of English and literature course SLOs still need to undergo review and revision. Satisfactory results will be achieved when each course SLO identifies a discernable and measurable skill, Rubrics provide clear proficiency standards, and Assessment Reports include positive action plans for improving student learning outcomes.

Objective #25.1

Status: in progress

At the beginning of Spring 2011 semester, the SLO Coordinator will train the SLO Committee on understanding the specific criteria for assessing course SLOs, Rubrics, and Assessment Reports. The faculty members of the Committee will then form sub-committees, each charged with the task of reviewing approximately 15 randomly selected courses each semester under their general area of expertise. The sub-committee members will review, make recommendations, and work with the Faculty-in-Charge of each course under review in order to make any necessary revisions.

Objective #25.2

Status: in progress

Goal #26 term

Status: in progress

Description of Goal

To volunteer the Rio Hondo College campus as a regular meeting location for the local English Professional Learning Council.

Evaluation of Goal

Rio Hondo College would become a sometime or permanent meeting location in the Cal-PASS program.

Objective #26.1

Status: in progress

RHC will increase or strengthen participation with private and public-based agencies within our service area to meet training and retraining educational needs.

Goal #27 term

Status: in progress

Description of Goal

To recruit one or two more faculty members to participate in the Cal-PASS local PLC.

Evaluation of Goal

The number of English faculty attending PLC meetings would exceed two, the current number.

Objective #27.1

Status: in progress

Appendix A

The lists below indicate the SLO Assessment Cycle for all courses in the English and Literature Program.

ENGLISH

ENG 30 SLO (assessed each semester)

ENG 35 SLO (each semester)

ENG 101 SLO (each semester)

ENG 201 SLO (each semester)

ENG 201H SLO (each semester)

ENG 131 SLO (each semester)

LITERATURE

LIT 102 SLO (assessed each semester)

LIT 102H SLO (only in Fall)

LIT 112A SLO (only in Fall)

LIT 112AH SLO (only in Fall)

LIT 112B SLO (only in Spring)

LIT 112BH SLO only in Spring)

LIT 114 SLO (each semester)

LIT 117 SLO (only in Spring)

LIT 140 SLO (only in Fall)

LIT 140H SLO (only in Fall)

LIT 141 SLO (only in Spring)

LIT 142 SLO (only in Fall)

LIT 144A	SLO (only in Fall)
LIT 144B	SLO (only in Spring)
LIT 145	SLO (only in Spring)
LIT 145H	SLO (only in Spring)
LIT 146A	SLO (only in Fall)
LIT 146AH	SLO (only in Fall)
LIT 146B	SLO (only in Spring)
LIT 146BH	SLO (only in Spring)
LIT 147	SLO (each semester)
LIT 149	SLO (only in Spring)

Prepared by Barbara Salazar 10/10/09

Appendix B

The following people acknowledge that they participated in developing or reviewing the English and Literature Program Review.

1. JoAnn Springer--Program Review Manager
2. Kenn Pierson--Area Review Manager
3. Tom Callinan--Writer
4. Gail Chabran--Writer
5. Marie Eckstrom--Reviewer
6. Theresa Freije--Writer
6. Alonso Garcia--Writer
7. Edward Ibarra--Writer
8. Lily Isaac--Reviewer
9. Muata Kamdibe--Writer
10. John Marshall--Writer
11. Jim Matthis--Reviewer
12. Daniel Osman--Writer
13. Mary Ann Pacheco--Writer
14. Beverly Reilly--Reviewer
15. Angela Rhodes--Reviewer
16. Barbara Salazar--Writer
17. Judy Sevilla-Marzona--Writer
18. Lorraine Sfeir--Writer
19. Dana Vazquez--Writer
20. Ralph Velazquez--Writer

Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

Name	Role
1. Springer, Joann	Review Manager
2. Pierson, Kenn	Participant
3. Velazquez, Ralph	Reviewer
4. Vazquez, Dana	Reviewer
5. Sfeir, Lorraine	Reviewer
6. Salazar, Barbara	Reviewer
7. Rhodes, Angela	Reviewer
8. Reilly, Beverly	Reviewer
9. Pacheco, Maryann	Reviewer
10. Osman, Daniel	Reviewer
11. Nyaggah, Lynette	Reviewer
12. Matthis, James	Reviewer
13. Marshall, John	Reviewer
14. Kamdibe, Muata	Reviewer
15. Isaac, Lily	Reviewer
16. Ibarra, Edward	Reviewer
17. Garcia, Alonso	Reviewer
18. Freije, Teresa	Reviewer
19. Eckstrom, Marie	Reviewer
20. Chabran, Gail	Reviewer
21. Callinan, Thomas	Reviewer
22. Arnold, Voiza	Reviewer

2012-13 Program Review

Name of Program: Sociology
Name of Unit: Behavioral and Social Sciences
Name of Area: Academic Affairs
Date Completed: 2/9/2012

Program's Mission Statement

The mission of the Rio Hondo College Sociology program is first, and foremost the instruction of Sociology. The Sociology faculty are committed to providing students comprehensive knowledge and analytical understanding of society and the individual through the various courses offered. The program also emphasizes the cultivation of critical thinking skills by using Sociology as a tool to "awken" student's 'Sociological Imagination'

Program's Overarching Outcomes - SLOs / SAOs

The Sociology Department stands firm in its support of the intent of student learning outcomes to enhance student learning in the classroom. To that extent the faculty have developed the following program level student learning outcome that is supported by each course within the department:

Program Level SLO: Student learners will identify and define major theoretical perspectives in sociological research and identify a major sociological theorist associated with each. The type of measurement for this Program SLO will be determined through concensus with the faculty within the Sociology department on an anual basis; whereupon the faculty will assess the validity of the past year's measurment and make a descision on how to best move forward.

Faculty have developed student learning outcomes for each of the eight active courses within the Department. Sociology 101, 101H, 102, 105, 110, 114, 116 and 120; with plans to develop SLOs for Soc 127 before it is offered in Spring 2012.

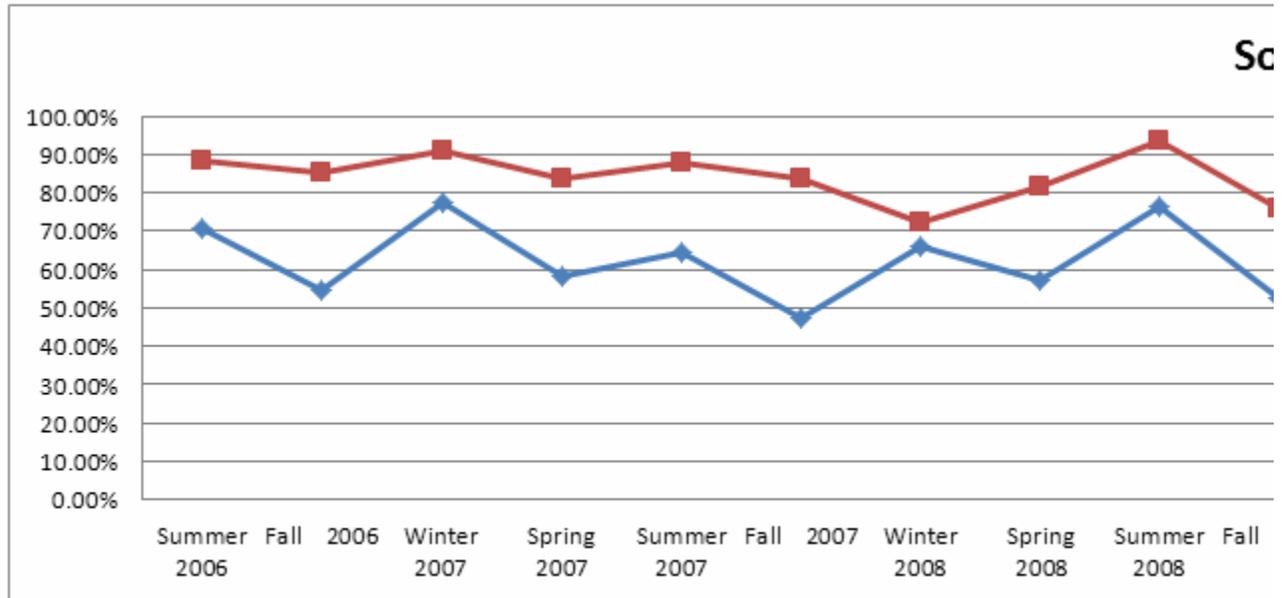
These SLOs are utilized on a rotating basis and two SLOs are evaluated each time the course is offered. The Department is aware of the upcoming focus of developing SLOs for degrees and certificates and has begun discussions for developing Student Learning Outcomes for the new Associates of Arts degree in Sociology and the Associates of Arts degree for Transfer.

Program's Characteristics, Performance and Trends

**Updated Data for 2012-13 Program Year **

Sociology Enrollment By Course											
Course	Summer 2006	Fall 2006	Winter 2007	Spring 2007	Summer 2007	Fall 2007	Winter 2008	Spring 2008	Summer 2008	Fall 2008	Win 200
SOC101	288	738	87	701	319	930	45	748	331	719	43
SOC101H				27				37			
SOC102		37		37		40		82		135	
SOC105						56		49		74	
SOC110		48		44						90	
SOC114	41	180	24	129	73	206	20	154	82	146	36
SOC116											
SOC120											
SOC127				28							
SOC148		37		25							
SOC299					5	4					
Total	329	1040	111	991	397	1236	65	1070	413	1164	79

Social									
	Summer 2006	Fall 2006	Winter 2007	Spring 2007	Summer 2007	Fall 2007	Winter 2008	Spring 2008	Summer 2008
Success	70.52%	54.86%	77.48%	58.12%	64.48%	47.57%	66.15%	57.06%	76.52%
Social									
	Summer 2006	Fall 2006	Winter 2007	Spring 2007	Summer 2007	Fall 2007	Winter 2008	Spring 2008	Summer 2008
Retention	88.15%	85.47%	90.99%	83.65%	87.91%	83.90%	72.31%	81.48%	93.75%



	Summer 2006	Fall 2006	Winter 2007	Spring 2007	Summer 2007	Fall 2007	Winter 2008
A	99	197	50	166	140	193	6
B	76	212	29	216	76	229	12
C	57	161	7	193	40	166	25
CR				1			
D	13	60	5	77	24	121	2
F	45	258	10	176	69	328	2
IC							
IP							
NC		1					
NP							
P							
W	39	151	10	162	48	199	18
Grand Total	329	1040	111	991	397	1236	65

	Summer 2006	Fall 2006	Winter 2007	Spring 2007	Summer 2007	Fall 2007	Winter 2008
A	30.09%	18.94%	45.05%	16.75%	35.26%	15.61%	9.23%
B	23.10%	20.38%	26.13%	21.80%	19.14%	18.53%	18.46%
C	17.33%	15.48%	6.31%	19.48%	10.08%	13.43%	38.46%
CR	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.00%
D	3.95%	5.77%	4.50%	7.77%	6.05%	9.79%	3.08%
F	13.68%	24.81%	9.01%	17.76%	17.38%	26.54%	3.08%
IC	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
IP	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
NC	0.00%	0.10%	0.00%	0.00%	0.00%	0.00%	0.00%
NP	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
P	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
W	11.85%	14.52%	9.01%	16.35%	12.09%	16.10%	27.69%
Grand Total	100.00%						

Sociology FTES										
Summer 2006	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009
37.01	107.11	119.02	39.51	138.35	126.94	46.08	139.04	119.38	49.22	124.1

Source: CCCC Data Mart (by TOP Code)

Sociology Section Delivery								
Time Taught	Winter 2010	Spring 2010	Summer 2010	Fall 2010	Winter 2011	Spring 2011	Summer 2011	Fall 2011
Day	1	11	4	14	0	16	6	14
Evening	0	4	2	3	0	4	2	3
Weekend	0	1	0	1	0	1	0	1
Online	0	5	4	6	0	5	4	6
Other	0	0	0	0	0	0	0	1

NOTE: Figures include sections of ANTH 110, which is cross-listed as SOC 110.

Course	Sociology								
	Summer 2006	Fall 2006	Winter 2007	Spring 2007	Summer 2007	Fall 2007	Winter 2008	Spring 2008	Summer 2008
SOC101	73.52%	55.56%	71.26%	54.21%	66.46%	46.45%	64.44%	56.09%	
SOC101H				92.59%				83.78%	
SOC102		43.24%		59.46%		57.50%		62.20%	
SOC105						57.14%		57.14%	
SOC110		50.00%		56.82%					
SOC114	48.78%	57.54%	100.00%	70.54%	54.79%	47.09%	70.00%	52.60%	
SOC116									
SOC120									
SOC127				75.00%					
SOC148		45.95%		48.00%					
SOC299					80.00%	100.00%			

The Sociology program is committed to the mission, vision and values of Rio Hondo College. To this end, the program supports life-long learning as a significant principal of the department. The full-time faculty are intent on continuing their efforts to mentor new adjunct faculty to the classroom and the Rio Hondo community.

In addition to these departmental values, the full-time Sociology faculty strive to ensure that the department is supportive of the Rio Hondo College vision, mission and values statement. In that the college values quality teaching and learning, as well as student access and success, the full-time faculty participates in continuing education opportunities that enhance and expand their expertise within their field and within the classroom. The department has increased the number of Sociology sections offered, thereby accommodating the increased demand on enrollment. In addition to the traditional "on ground" classes, the department offers on-line, short-term, summer and intersession classes (when available) to accommodate the varying needs of today's student.

Secondly, as Rio Hondo College values diversity and equity, the Sociology department ensures that all on-line courses are both accessible and compliant in meeting Section 508 and WC3 requirements. By offering a range of course options, the department is available to the non-traditional student as well as the returning and first generation student. Finally, with regard to the college's value of fiscal responsibility, the department members are pleased to report that according to the institutional data provided, the revenues generated by the department exceed the costs associated with the department.

The program serves students that are interested in taking Sociology courses for general education, major and/ or degree requirements. Since 2006, the Sociology program has served approximately 13,000 students during fall, intersession, spring and summer sessions.

The Sociology program offers general education, major and transfer major courses. Currently, the department offers nine different classes to meet student need and interest. The newest course, Perspectives of Sex and Gender, was offered for the first time in Fall 2009.

The sociology department experienced a slight decline in growth in the Fall 2009- Spring 2010 and only a minimal increase in growth in the Fall 2010-Spring 2011 academic year. Most of the change can be attributed to two full-time faculty members, Melissa Rifino-Juarez and Rebecca Green being on sabbatical and taking on other duties as the Interim Dean of Behavioral and Social Sciences respectively. A few sections of courses routinely taught by the instructors were not offered. The department fully expects the growth rates to increase for the 2012-2013 year and to be on par with previous levels once stability returns. Before this change, the department showed a 7.61% growth rate for 2008-2009 while the college experienced a .36% growth rate for the same period. In 2010, despite this reorganization of the Sociology department, the annual growth rate of the department is on par with that of the college for that same year.

With regard to student success, the Sociology Department has experienced an increase in this measure most significantly between the Fall 2009 semester and the Spring 2010 semester. Success rates improved by almost 10% while Rio Hondo College's overall success rate remained the same between 08/09 and 09/10. This growth of Success rates has (albeit a little slower) continued through the 10/11 academic year with rates increasing by only 1.53%. Of particular concern for Sociology faculty is the persistent fluctuation in student retention rates. In the academic years 08/09 and 09/10, retention rates have varied from a low of 75.9% to a high of 93.5%. This fluctuation has continued in the current academic year. Given that the department has no course prerequisites, and allows students to enroll regardless of their background and preparation level, it is to be expected that many will find the courses more difficult than that to which they are accustomed. As such, the Sociology faculty will focus its attention on explanations for the consistent variations in retention rates

The three full-time faculty members personify a diverse representation of the college campus specifically and the community in general. As well, they have decades of collective teaching experience and years of academic preparation within the discipline. Each program member is committed to rigorous classroom outcomes as well as meaningful adherence to articulation standards. In addition to fulfilling the primary function of instruction, the faculty in the division are active participants on campus in the following capacities:

- Brian Brutlag: Curriculum Committee member; Academic Senator; Co-Chair, Safety Committee; Discipline and Grievance Committee; The Safety Taskforce.
- Rebecca Green: Interim Dean of Behavioral and Social Sciences (January 2011-present) Academic Senate President, Co-Chair Planning and Fiscal Council, President's Council and the numerous committee alignments as appropriate for Senate contributions.
- Melissa Rifino Juarez: Drug Studies Coordinator, Study Abroad Coordinator, Advisor for D.A.W.N; Advisor for Armenian Student Association.

Performance and Trends:

In the Fall 2010-Spring 2011 academic year, the Sociology department serviced 5.5% of the total Student body population for that year

Even though Retention rates have continued to fluctuate in the department (from 76.8% in the fall 2008 semester to 84% in the Spring semester 2011), The department retention rates are still on par with the state retention rates in Sociology (based on Chancellor Office data).

Student diversity among students in Sociology courses reflects the larger-college demographics.

Increasing demands on the faculty to fulfill additional job duties such as student learning outcomes and more extensive program planning have pulled faculty away from their primary function of teaching and working directly with students.

Program's Strengths

The faculty in the department are a clear strength of the program. Full-time and part-time faculty continue to work on student learning outcomes and strategies for improving student success. These topics are a regular and routine aspect of departmental discussions. In the initial phases of Student Learning Outcomes assessment, a majority of Sociology courses were found to be exceeding proficient levels. The department maintains high academic standards and rigor consistent with higher education. To maintain this standard, faculty continuously revise, rewrite and add to their lectures and course material as well as collaborate on teaching styles and methods of instruction that might be the most beneficial to students.

The department has expanded course offerings by revitalizing the existing Introduction to Race and Ethnic Relations course (Soc 116) and a new course entitled Perspectives of Sex and Gender (Soc 120). The course was offered for the first time in fall 2009 semester with

enrollment rates at maximum capacity. This benchmark exceeded our expectations and the class has been a regularly offered section in the fall semester. As of Fall 2011, both Soc 116, and Soc 120 have enjoyed healthy enrollment. The department will also be revitalizing the existing Introduction to Criminology course (Soc 127) beginning Spring 2012.

The range of course offerings in the department is on-par with neighboring community colleges.

The department continues to offer flexible scheduling to students desiring to take a sociology course. These include day, evening, weekend, short-term, on-line, intersession and summer offerings. The Sociology department has also begun to utilize satellite campuses at the El Monte and South Whittier Centers, as a mechanism for growth in lean economic times.

The Sociology department has satisfied the state-wide goal of implementing new degree programs with the creation of the Associates of Arts degree in Sociology for Transfer and a Local comprehensive Associates of Arts degree in Sociology. Both degrees were approved through local curriculum and the transfer degree was first made available to students starting Fall 2011

Most recently, the full-time Sociology faculty updated the adjunct Sociology instructor pool as a chance to help revitalize the department with a fresh perspective from eager and passionate teachers new to Rio Hondo.

Program's Weaknesses

The lack of growth money from the state has eliminated the expansion of additional sections in the department(including on-line sections). This has stifled consistent and significant growth in Sociology. The lack of growth money also limits the ability for faculty to expand teaching pedagogy such as service learning or the creation of a departmental media library; each would expose students to new ways of thinking, learning and analyzing that moves beyond the traditional lecture format.

Lack of fiscal resources to hire new full-time faculty.

Lack of available space to allow for the steady growth of the department. This may become increasingly difficult as the department projects and increase in students through the implementation of the new degrees

Program's Opportunities

Opportunities for the department are always in a state of flux. In the coming years, the department has the opportunity to establish the new course and degree offerings (especially Soc 127) and to promote the program; focusing on student success and retention in these specific areas. The rapport that each faculty member has with their students, gives us the unique opportunity to stay connected to the community, and (possibly) create a Sociology Student Club. However; all faculty are in agreement, that such a club needs to be student

driven (with faculty support) in order to guarantee its longevity.

With the implementation of technology, namely Access Rio, the Sociology department has a unique opportunity to cultivate a Sociology culture on campus by working with I.T. to create virtual meeting spaces for students through Access Rio e.g. message boards and a web page that can link to books, articles or other points of Sociological interest for students.

Program's Threats

One of the biggest threats to our department is the instability of the current economy. Without sustainable funds our department (as well as student success) can not grow.

Another threat to our department is the lack of Sociology themed, and supported events, lectures, clubs and programs. Because of this Sociology, often gets lost in the "white noise" of Behavioral and Social Sciences.

Third...Our inevitable demise.

Program's Accomplishments and Recommendations for Improvement

Performance and Accomplishments:

- 1) The department has created and implemented two A.A. degrees in Sociology.
- 2) The department has written and/or revitalized 3 courses (Soc 120, Soc 116 and Soc 127)
- 3) The full-time faculty remain highly involved members of the campus community serving on various committees and overseeing programs
- 4) The Drug Studies/ Human services program (an interdisciplinary program of Sociology, Psychology and Human Services) continues to be strong and viable

The faculty are confident that they are meeting the mission of the program. High retention rates and large numbers of students served support, in part, the mission to instill an interest in the discipline to students at Rio Hondo College.

Student learning outcomes will continue to be a significant source of identifying areas in which the program can improve student success and retention.

Faculty members will strive to improve instructor availability to students, as well as helpful resources through the library and tutoring center that will increase student success.

Large format courses have been discontinued in the program as well as hybrid courses as they were not proving to be successful for students.

Recommendations for Improvement:

The department will continue to encourage students in sociology courses to consider majoring in the discipline, and seeking a (A.A. or and A.A.-T) degree in Sociology. As well, there will be a continued emphasis on the value of the discipline as a fundamental approach to improving general social awareness.

Likewise, the full-time faculty will continue to make themselves available to adjunct members of the program.

As student learning outcomes continue to be an emphasis of accreditation agencies, the faculty in the program will continue to adhere to recommendations put forth.

Program's Strategic Direction

The program continues to be strong and viable.

The department will continue to encourage students in sociology courses to consider majoring in the discipline, completeing sociology degree pathways available to them and creating clubs or communities on campus that would make the Sociology department have a vibrant presence at Rio Hondo. As well, there will be a continued emphasis on the value of the discipline as a fundamental approach to improving general social awareness.

Likewise, the full-time faculty will continue to make themselves available to adjunct members of the program.

As student learning outcomes continue to be an emphasis of accreditation agencies, the faculty in the program will continue to adhere to recommendations put forth.

In an attempt to highlight the success, accomplishments and significant needs of the Drug Studies and Human Service Programs, the Sociology and Psychology faculty requested that a distinct category be created for purposes of program planning. With support from the division dean, there now exists a distinct program plan for the area of Human Services/Drug Studies.

Program's Staff Development

The sociology faculty remain committed to Staff Development. The Sociology faculty continually read current books and journal articles to make sure that both they, and the material they are teaching, is up to date and remains relevant to the student body and the teaching landscape.

The Full time Sociology Faculty annually attends one or more Sociological or Sociology-

related conferences. This attendance allows full-time faculty to remain current to the kinds of theory, methods and subjects that are being studied and being used by other Sociologists around the country. Not only does this activity increase the full time faculty's combined Sociological knowledge, but it also exposes them to new teaching strategies that they can use to reach students in non-traditional ways, while maintaining a sense of professionalism and collegiality with other Sociologists in the world.

Program Review - Additional Comments

The department of Sociology offers classes in the following areas: Introduction to Sociology, Introduction to Sociology Honors, Marriage and Family, Race and Ethnic Relations, Sex and Gender Studies, Social Problems, Criminology, Human Sexuality. The department offers three of these courses on-line with four to five sections offered each semester. Many of the classes in the department utilize multimedia presentations and the internet to enhance student learning. Additionally, many classes incorporate experiential learning through field trips and/or observation projects. Over 2200 students enroll in Sociology classes each year. Currently, there are two full-time faculty members and 6 adjunct faculty members.

The faculty participating in the 2011 program review process found it enlightening to compare current trends and practices to those highlighted in the program review of 2010. Listed below is a summary of those observations.

- Enrollment in sociology courses has remained strong.
- Retention rates have fluctuated.
- Additional courses have been added to the department offerings (Introduction to Race and Ethnic Relations and Perspectives of Sex and Gender Introduction to Criminology (Spring 2012))
- A noted increase in student interest in the field of Sociology as exhibited by the increase in major declarations.
- Establishment of a A.A. Degree in Sociology
- Establishment and implementation of a A.A.-T Degree in Sociology for Transfer that satisfies California's SB1440

In addition, the full-time faculty of the Sociology Department is extremely dedicated to their field, their department and the Rio Hondo community at large as demonstrated by the following:

- The department has completed all Student Learning Outcomes and rubrics for all of their courses.
- To better serve our students we are implementing diverse class times.
- Full-time faculty members "web enhance" their classes through the Access Rio Portal course shells thereby offering students additional resources for classroom success.
- The newest full-time faculty member, who is reviewed annually by the Dean and students, has received consistently stellar reviews.
- Full-time faculty members have served as Senators on Academic Senate.

Additionally they each serve individually in the following capacities: Honors Transfer Society Advisor, Drug Studies Coordinator, Honors Transfer Program Director, member of the Virtual College Ad-Hoc committee, Curriculum Committee, Safety Committee, member of the

Discipline committee, member of numerous peer review committees, mentor, and a newly initiated role of department liaison for adjunct faculty.

While the full-time Sociology faculty members are extremely proud of their department, it is understood that any program can always be improved upon. As such, the following recommendations are being offered with that goal in mind.

- 1) Addition of a third full-time faculty member. By increasing the full-time faculty, the department would have the opportunity to enhance the number and breadth of class offerings. This goal will positively impact both retention and success for our students.
- 2) Institutional Support for Human Services. The faculty is committed to supporting the established Human Services Certificate and has agreed to partner with the Psychology Department in working more closely on the Drug Studies program. Institutional support is an essential and critical element of this partnership.
- 3) The Encouragement and development of a Sociology Club on campus that is student driven and faculty supported. It is the hope of the department that this will increase the the "passion" for Sociology and create a culture on campus
- 4) Continual development of various "transfer pathways" for our students majoring in Sociology. The full-time faculty will investigate and keep current on the most recent transfer requirements for specific institutions in the Southern California area and create reference sheets to be made available to students who frequently attend office hours for such guidance.
- 5) Expand course offerings. The department will investigate the need to offer additional specialized topics for students interested in Sociology as a transfer major. One such course could be Special Topics in Sociology: the Sociology of Pop Culture.
- 6) Creative Scheduling. Creative scheduling options are essential for departmental growth given the lack of available classroom space. In addition, on-line offerings will be expended. Finally, larger format classes are seriously being considered to accommodate student demand.
- 7) Maintenance and ongoing enhancement of classrooms and faculty offices. It is the opinion of the faculty that upgraded, functional physical space enhances student/instructor interaction. The faculty often struggle with limited meeting space when multiple students attend office hours, thereby being forced to meet with groups of students at the public table area of the Social Sciences Division office. Not only does this cause a disruption to other faculty whose offices are housed in this area, but "traffic jams" are often created by numerous students gathering around the table to hear the information being shared.
- 8) Maintenance and ongoing enhancement of technology in classrooms and faculty offices. As physical space on campus is limited, more courses will have to be delivered and supported electronically. The need for reliable and up-to-date systems is essential in providing a quality program to our students.

In conclusion, the full-time Sociology faculty found the program review process to be a worthwhile, beneficial exercise. The collaborative spirit applied to the process only served to enhance the professional and collegial relationship of the faculty members involved.

Program Review - Executive Summary

PROGRAM REVIEW EXECUTIVE SUMMARY

Program: Sociology
Date: November 14, 2011

Committee Members Present: Marie Eckstrom, Marcell Gilmore, Kats Gustafson, Howard Kummerman, Tracy Rickman

Program Members Present: Melissa Rifino-Juarez, Brian Brutlag

Commendations

Commendations on varied course offerings and course schedules (day, evening, online, and weekend).

Commendations on successful and meaningful interdisciplinary collaborations.

Program-Level Recommendations

Revise Program Review documents to augment Performance, Characteristics, and Trends; delineate staff development accomplishments; indicate time boundaries for goals and objectives.

Explore service learning opportunities for students.

Increase institutional awareness of the program through technology (web page), a sociology club, and other appropriate activities and venues.

Institutional-Level Recommendations

Technical assistance for program: additional phone line in A-221, two remotes for A-229 and S-336, document reader.

Program Review - Response to the Executive Summary

The Sociology department wishes to thank the Program Review Committee and the Department of Institutional Planning and Research for their support and tireless efforts in trying to make the program review process as smooth as possible. The Sociology department recognizes the importance of being self reflexive, and has taken all of the committee's recommendations into consideration.

Regarding the first recommendation, to revise program review documents in the area of characteristics, performances and trends; the Sociology department is currently reevaluating the success rate data, provided by the department of Institutional Planning and Research, and will make any changes if the outcome of the investigation warrants it.

Additionally, the delineation of staff development accomplishment can be

understood through looking at how often full-time faculty change their lectures and pedagogy. The Sociology faculty takes information and experiences that they collect at yearly sociological conferences and uses that knowledge to make them better teachers. This outcome can be measured multiple ways, beyond that of simple student success rates; but also in anecdotal evidence of student's lives changed, and consciousness raised. To that end, the Sociology department cannot put a time frame on such activities, as the process of learning and growing as both sociologists and teachers is ongoing.

Secondly, the Program Review Committee's recommendation for more opportunities for service learning is currently being closely examined by the Sociology department. The Sociology department works closely with the human services department and sees several areas where there could be growth that would be mutually beneficial.

Finally, the Sociology department is actively perusing the recommendation of promoting the program "through technology" as their major focus for the 2012-2013 academic year. The Sociology department is in the process of making plans to build a website with faculty bios and links to sociological points of interests. It is the Sociology departments hope that this will be the catalyst for a student driven sociology club and to a larger culture of Sociological interests on campus. Thank You.

Goal # 1 Long term (2-5 years) Corresponds with Institutional	Status: in
Goal # 3	progress

Description of Goal

Increase transfer opportunities for students majoring in Sociology.

Evaluation of Goal

Review number of students declaring sociology as their major following the 2010-2011 academic year, and those whom are completing the new A.A. degrees in Sociology.

Objective # 1.1

Status: in progress

Maintian various "transfer pathways" for our students majoring in Sociology.

The full-time faculty will investigate and keep current on the most recent transfer requirements for specific institutions in the Southern California area and create reference sheets available for students who frequently attend office hours for such guidance. This is an on-going activity among department members.

Goal #2 Long term (2-5 years) Goal # 3	Corresponds with Institutional	Status: in progress
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Description of Goal

Expand course offerings

Evaluation of Goal

A review of the number of courses offered in the 2009-2010 compared with the 2010-2011 year will be used to evaluate this goal.

Objective #2.1

Status: in progress

The department has created an annual schedule for offering specialized courses in the division. This schedule will be made available to students so that they can make informed decisions in designing their education plan.

Goal #3 Long term (2-5 years) Goal # 3	Corresponds with Institutional	Status: in progress
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Description of Goal

Creative scheduling options for students.

Evaluation of Goal

Faculty will review the variety of courses offered when scheduling classes as well as a review of course offerings in preparing future program plans.

Objective #3.1

Status: in progress

Larger format classes were piloted during the 2007-2008 academic year as a solution to

limited class space. The initial evaluation of large format course include the following: 1) Exceptional use of available campus space, 2) Efficient use of faculty teaching load, 3) Efficient use of college resources such as lighting and technology and 4) Well-received by students given that both classes have over 90 students each.

Although this format was proven to be advantageous for students, faculty and the college as a whole, currently the department can not offer this opportunity given an interpretation of the current contract. It is the department's intent to pursue the notion of large-format classes by working closely with representatives from the Faculty Association.

Goal #4	Short term (1 year)	Corresponds with Institutional Goal	Status: in progress
# 3			

Description of Goal

Maintenance and ongoing enhancement of classrooms and faculty offices

Evaluation of Goal

A review of classrooms and faculty offices will be done at the end of the academic year.

Objective #4.1	Status: in progress
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It is the opinion of the faculty that upgraded, functional physical space enhances student/instructor interaction. The faculty often struggle with limited meeting space when multiple students attend office hours, thereby being forced to meet with groups of students at the public table area of the Social Sciences Division office. Not only does this cause a disruption to other faculty whose offices are housed in this area, but "traffic jams" are often created by numerous students gathering around the table to hear the information being shared.

Resources Needed: Additional Space or Changes to Facilities

Requested Amount: \$5,000.00

Description of the project. Be as specific and thorough as possible.

Additional meeting space for faculty and students

1. What is your unit's most compelling reasons for this request. Please include recommendations and supporting information from the Program Review Committee and or your program plan.

Provide space for faculty and students to meet

2. Where is the physical location of the space (room number is preferred)?

needed

Services Required:

Electricity

Objective #4.2

Status: complete

An additional phone line in A221 D. Currently there are 3 unit members in the office and only one phone line which is only accessible at one unit member's desk.

Resources Needed: Additional Space or Changes to Facilities

Requested Amount: \$100.00

Description of the project. Be as specific and thorough as possible.

An additional phone line in A221D

1. What is your unit's most compelling reasons for this request. Please include recommendations and supporting information from the Program Review Committee and or your program plan.

Greater access for three faculty members to interact with students via telephone.

2. Where is the physical location of the space (room number is preferred)?

A221D

Services Required:

None

Goal #5 Short term (1 year) Corresponds with Institutional Goal
3

Status: in
progress

Description of Goal

Maintenance and ongoing enhancement of technology in classrooms and faculty offices.

Evaluation of Goal

Same evaluation in Goal 5.

Objective #5.1

Status: in progress

As physical space on campus is limited, more courses will have to be delivered and supported electronically. The need for reliable and up-to-date systems is essential in providing a quality program to our students. : In general, overall technology on the campus needs to be supported in personnel, equipment and software applications. Two unit members utilize PowerPoint presentations in their face-to-face classes and rely heavily on both office and classroom equipment to prepare and deliver information. It is vital that the college update computers and projectors to meet this activity. As well, with the expansion of on-line offerings, it is imperative that fiscal resources be allocated to supporting technology.

Resources Needed: Additional Budget

Requested Item: Computer hardware

Required for How Long: Ongoing

Requested Amount: \$5,000.00

Description:

Update hardware in two classrooms.

Supporting Rationale

Classrooms must be updated with current equipment to facilitate a technologically enhanced classroom.

Objective #5.2

Status: in progress

Purchase remote mouse.

Two full-time faculty members and several adjunct faculty in the division utilize Power-point presentations in their lectures. Two remote mice are needed for A229 and S336. This will give faculty the ability to freely move about the classroom during lecture

Resources Needed: Additional Budget

Requested Item: Remote mouse(s)

Required for How Long: Ongoing

Requested Amount: \$100.00

Description:

Remote mouse for 2 classrooms

Supporting Rationale

Faculty rely on Powerpoint presentations. Equipment would allow faculty to have greater mobility about the classroom.

Objective #5.3

Status: in progress

Purchase dosument readers for A229 and S336

Resources Needed: Additional Budget

Requested Item: Document readers

Required for How Long: Ongoing

Requested Amount: \$1,200.00

Description:

Purchase dosument readers for A229 and S336

Supporting Rationale

Document reader would allow faculty to bring in primary sources and other relevant print information to share with their classes.

Objective #5.4

Status: in progress

The establishment and implementation of a Sociology Department Media Library

Resources Needed: Additional Budget

Requested Item: DVD's

Required for How Long: 1 time

Requested Amount: \$1,200.00

Description:

This additional budget item is to "jump-start" the Sociology Department's media library: a collection of DVD's, (documentaries, lecture series etc.) that will enhance course content and diversify the delivery of sociological information

Supporting Rationale

Through these DVD's, faculty can introduce students to different modules of learning while

allowing them to get supportive information for faculty lectures and course content.

Goal #6	Long term (2-5 years)	Corresponds with Institutional	Status: in
Goal # 3			progress

Description of Goal

To create a Sociology Department webpage with a community space for all declared Sociology majors through Access Rio

Evaluation of Goal

The Sociology Faculty will work together with IT to develop this space

Objective #6.1	Status: in progress
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The Full-time Faculty need to meet with IT and see if if this goal is both technologically and financially fiesable.

Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

Name	Role
1. Brutlag, Brian	Review Manager
2. Juarez, Melissa	Participant
3. Green, Rebecca	Participant