

2013-14 Program Review

Name of Program: Calculus
Name of Unit: Math & Sciences
Name of Area: Academic Affairs
Date Completed: 10/17/2013

Program's Mission Statement

Program Mission Statement:

The Calculus program delivers curriculum specifically designed to allow students to transfer to a four-year university. Many students taking courses in the Calculus program choose majors in the “hard” sciences, engineering, finance, business administration (many MBA programs now require a full year of Calculus), and the medical sciences, to name a few.

All the courses in the Calculus Program promote and improve skills in reading, written communication, and critical thinking. These skills are stressed throughout the various courses in the program as students must be able to apply their mathematical knowledge in order to solve problems.

Program's Overarching Outcomes - SLOs / SAOs

All of the Calculus courses provide the student with the mathematical knowledge necessary to support the overarching program-level SLO:

Given a real-world application, students should be able to apply appropriate techniques from Calculus-sequence courses to find the solution to the problem.

Each course in the program has at least one course-level SLO which is assessed each semester. These can be referenced in the individual course syllabi, and on Slolutions.

We're currently having a discussion among the program faculty to revise our SLOs. To be direct, the data we've gotten from SLOs to-date hasn't been particularly useful. So we've been working with the SLO coordinator (Matt Koutroulis) to revise our SLOs, so that they 1) yield useful data, 2) better reflect what program faculty are actually teaching and assessing when we interact with our students, and 3) are not burdensome (to faculty, primarily).

We believe it is possible to partially automate the collection of SLO data, either using OCR software on a scanner (or special Scantron-type forms), and over the next several years we will work to implement that. We think that we can collect illuminating, useful, and meaningful data from student responses, assess it consistently (with thorough analysis of the responses), and directly pass the data to the SLO data repository.

Program's Characteristics, Performance and Trends

Updated Data for: 2013-14 Program Year

Rio Hondo College Total Enrollment									
Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010
18,887	47,267	54,472	21,570	52,558	59,942	16,722	54,291	50,473	1

Calculus Total Enrollment									
Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010
110	225	303	102	253	317	117	327	306	

Calculus Enrollment By Course									
Course	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010
MATH 175	43	81	137	40	105	132	47	111	101
MATH 180	36	56	70	29	60	68	37	56	68
MATH 190	31	50	53	33	51	48	33	87	47
MATH 191		12	22		26	32		36	54
MATH 250		16	10		11	16		13	19
MATH 260		10						24	
MATH 270			11			21			17

Calculus									
FTES									
Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010
13.85	31.40	41.11	15.09	35.26	44.83	15.22	45.18	48.50	15.80

Calculus Grade Distribution								
Grade	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009
A	16	36	41	15	35	61	27	50
B	17	35	52	27	31	50	30	70
C	22	48	56	20	45	70	26	59
CR	0	0	0	2	1	0	3	0
D	5	26	25	4	32	20	6	33
F	12	22	39	14	17	42	11	26
NC	0	0	0	1	0	0	0	0
NP	0	0	0	0	0	0	0	0
P	0	0	0	0	0	0	0	0
W	38	58	90	19	92	74	14	89
Grand	110	225	303	102	253	317	117	327

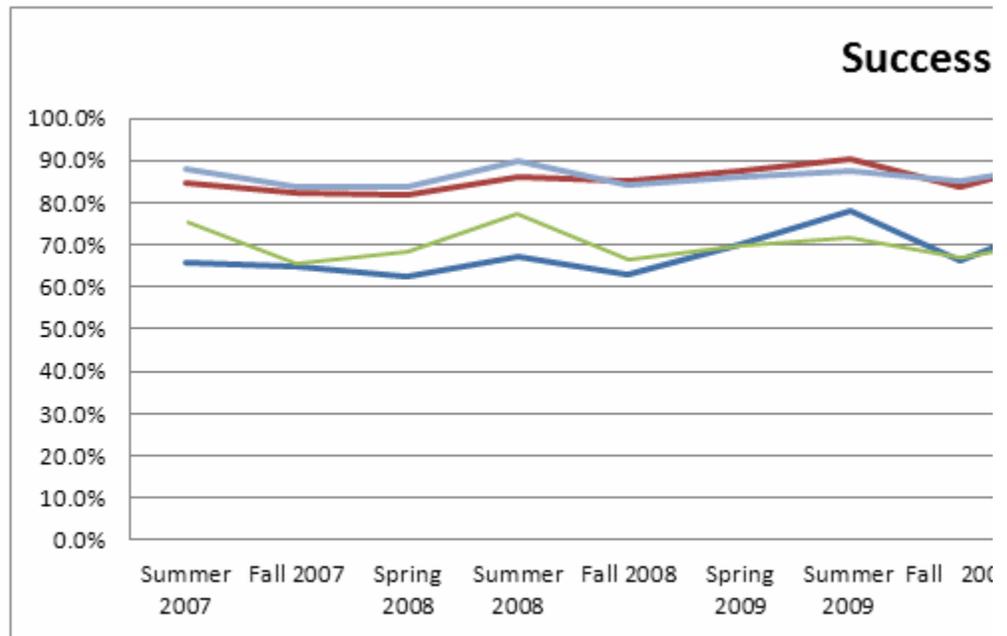
Calculus % Grade of Distribution								
Grade	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009
A	14.55%	16.00%	13.53%	14.71%	13.83%	19.24%	23.08%	15.29%
B	15.45%	15.56%	17.16%	26.47%	12.25%	15.77%	25.64%	21.41%
C	20.00%	21.33%	18.48%	19.61%	17.79%	22.08%	22.22%	18.04%
CR				1.96%	0.40%		2.56%	
D	4.55%	11.56%	8.25%	3.92%	12.65%	6.31%	5.13%	10.09%
F	10.91%	9.78%	12.87%	13.73%	6.72%	13.25%	9.40%	7.95%
NC				0.98%				
NP								
P								
W	34.55%	25.78%	29.70%	18.63%	36.36%	23.34%	11.97%	27.22%
Grand	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

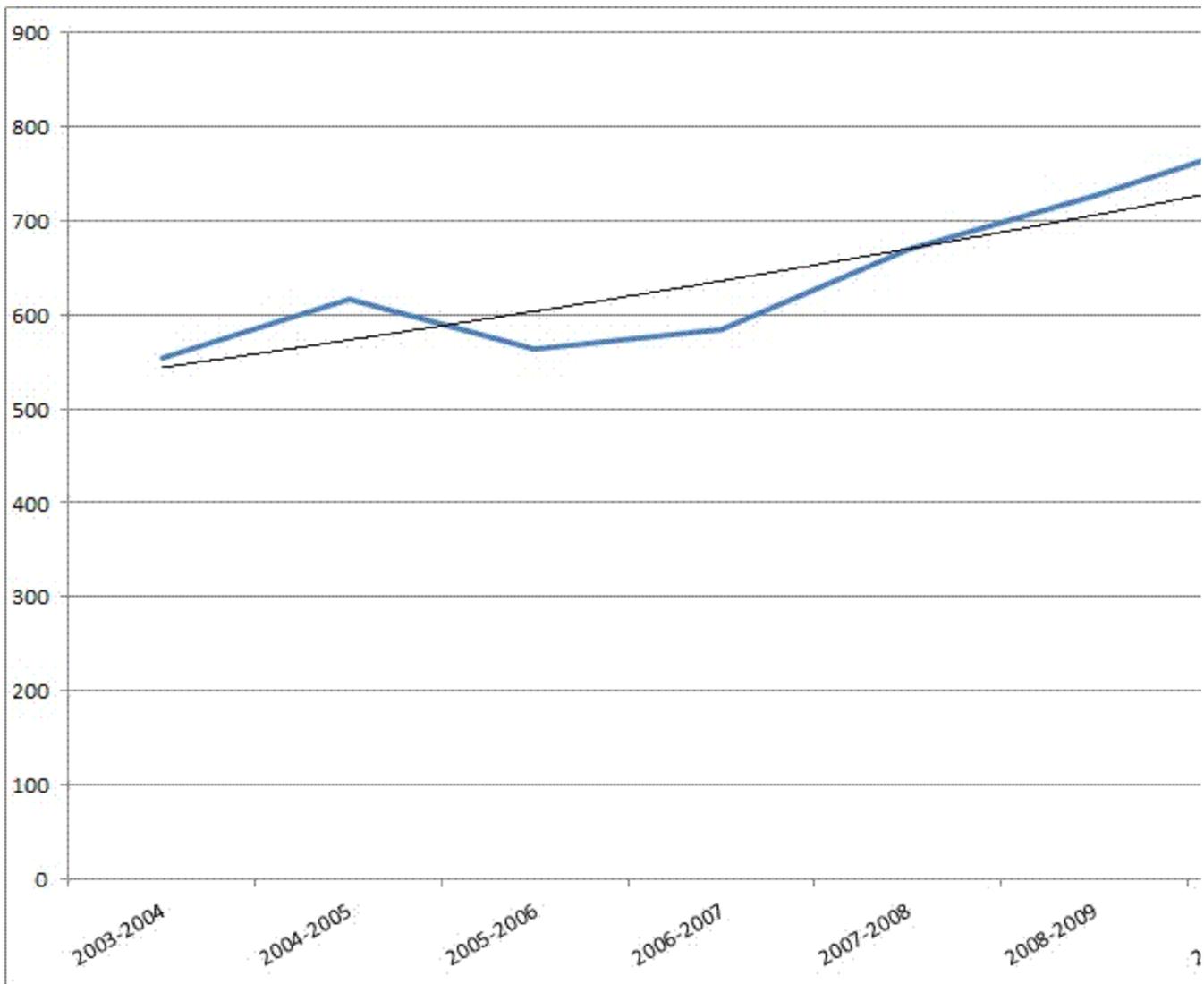
Calculus (MATH) Section Delivery							
Time Taught	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012
Day	9	3	9	9	3	9	10
Evening	2	0	1	1	0	2	1
Weekend	0	0	0	0	0	0	0
Online	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0

Calculus Success By Course									
Course	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010
MATH 175	53.49%	51.85%	52.55%	67.50%	41.90%	54.55%	72.34%	63.96%	64.30%
MATH 180	52.78%	55.36%	38.57%	62.07%	46.67%	72.06%	83.78%	39.29%	48.53%
MATH 190	41.94%	46.00%	37.74%	57.58%	31.37%	45.83%	63.64%	59.77%	72.34%
MATH 191		33.33%	63.64%		50.00%	37.50%		36.11%	46.30%
MATH 250		68.75%	90.00%		100.00%	81.25%		61.54%	73.68%
MATH 260		80.00%						54.17%	
MATH 270			63.64%			61.90%			70.53%

Calculus Success and							
	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009
Program Success	66.0%	64.7%	62.7%	67.1%	62.8%	70.1%	78.1%
Program Retention	84.8%	82.2%	82.1%	86.0%	85.2%	87.5%	90.4%

Rio Hondo Coll							
	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009
College Success	75.3%	65.8%	68.2%	77.2%	66.3%	69.7%	71.8%
College Retention	88.0%	83.5%	83.8%	90.0%	84.4%	86.0%	87.7%





The following courses make up the program: Math 175, Trigonometry; Math 180 Pre-calculus; Math 190, Calculus I; Math 190H, Calculus I Honors, Math 191, Calculus II; Math 250, Calculus III; Math 260, Linear Algebra; Math 270, Differential Equations.

As you can see from the graph and charts above, enrollment has been steadily increasing over the last decade. For the 2011-2012 academic year, there were 840 students enrolled in the courses that make up the Calculus Program, up from our previous peak in 2009-2010. Ten years ago (2002-2003 academic year), there were only about 500 students enrolled in the program. For a time-- roughly, 2005-2006 to 2009-2010-- the program enrollment was increasing around 8% per year, on the average. Since that time, the poor economic climate and collapsing state budget seem to have taken a toll, and enrollment has grown more slowly. Even so, the average annual growth rate over the last decade, ending with the Spring 2012 term, has still been 5.35%. This, while the college has experienced decreasing enrollment (in the last two or three years). However, as you will read in other sections of this review, we've experienced a sea change in this program with respect to enrollment, and the enrollment growth now presents us with some problems.

One of our long-term goals has been to increase the number of sections offered for each of the courses in the sequence, and we've been partially successful at realizing that. We recently added a partial section of Calculus I Honors (Math 190H). Like other honors sections, it is attached to a regular section of the parallel non-honors course-- in this case Calculus I (Math 190)-- for a number of reasons. In addition, for the last year or so (from Fall 2011 until now) we have offered two sections of Calculus II (Math 191), each semester, and they have both filled. For years, we offered only one section of that course each semester. Calculus III (Math 250), is still offered only once per semester. Presently, the Linear Algebra offering (Math 260) is still limited to the fall semester, and the Differential Equations offering (Math 270) is still limited to the spring semester of each year. We still have a goal of offering multiple sections of Calculus II, Calculus III, and possibly others, day and night, each semester, on a consistent basis. We also want to offer Linear Algebra and Differential Equations each semester, instead of once per year. Trigonometry, Pre-calculus, and Calculus I are well-established in the summer session, and the demand has been very healthy. We hope to see enrollment continue to increase in summer sessions, and we want to gradually expand the summer course offerings to include Calculus II and Calculus III. At present, for most of the courses in the sequence, it seems that just about anything we offer below the 200-level will fully enroll, so we believe that "If we build it, they will come," meaning that there is sufficient demand to support additional sections being offered. Cuts at competitor institutions with larger fiscal problems than Rio Hondo have almost certainly provided collateral benefits for this program.

The curriculum in the three main courses of the sequence-- Calculus I, II, and III-- was recently realigned, to make the distribution of material more equitable. A small amount of material was shifted from Calculus II (applications of the integral: area between two curves, volume, solids of revolution) to Calculus I, and a small amount of material was shifted from Calculus III to Calculus II (introduction to vectors: coordinates in three-space, vector products). The course outlines for all the courses have been recently updated.

Additionally, we increased the contact time in our Trigonometry course. Our data shows that students who are unsuccessful in that course on their first attempt have a much lower probability of success on subsequent attempts (in comparison to students taking the course for the first time), and increasing the contact time in other courses has improved success and retention rates. At this point we have seen a significant uptick in the success rate for that course (for example, the success rate for Fall 2010/Spring 2011 averaged 58.6%, which was prior to the change, and the success rate for Fall 2011/Spring 2012 averaged 67.6%), but it's only been a year or so since the change. We're also pursuing a \$1 million NSF grant for an intervention program that will target students in Trigonometry and Precalculus both at Rio Hondo and at the local high schools.

The Calculus Program has a unique opportunity in partnering with the Math Engineering Science Achievement (MESA) program, and the consensus opinion among the faculty is that both programs have benefitted tremendously from this partnership. MESA is designed to get more students, from groups that are typically underrepresented, interested in attaining a four-year degree in math or science. The program faculty encourages students to participate in weekly Academic Excellence Workshops that are geared for students in Trigonometry, Pre-calculus, Calculus I, Calculus II, Calculus III, and Linear Algebra. These workshops provide the students with study skills, tutoring, and supplementary instruction. The faculty of the Calculus Program actively encourages students to get involved in this excellent program, which is now in its fourth year and well-established. We see this as a win-win situation for

both students and program faculty. Knowledge of Calculus is critical for students who would pursue engineering and the other hard sciences, and the critical thinking skills that students gain from this program have wide application.

The MESA program is complemented by the Science, Technology, Engineering and Mathematics student support service program (STEM program), as well. This program effectively collaborates with the Calculus program in that it supports many students who are enrolled somewhere in our Calculus sequence. It offers them contact time with an educational/academic advisor, an education plan to help them navigate the semester wisely and efficiently, and financial aid information/assistance. Collectively, these services represent a significant carrot to motivate and help students enrolled in the Calculus sequence to succeed. Additional incentive has been provided in the form of a recently-received NSF grant that provides scholarships of \$4000 to \$6000 per year to students pursuing STEM majors. The first round of these STARSS scholarships were just awarded to selected students for the 2012-2013 academic year, and by the time this Program Review is submitted, the recipients will have been matched with volunteer faculty mentors from the Mathematics and Science Division.

As you can see from the chart above, student retention and success rates have been increasing gradually over the last five years or so. The average retention rate in the Calculus Program courses has increased from around 60% seven years ago to around 85% currently. We'd like you to note that we've achieved higher average retention and success rates than the college as a whole. Some of the credit clearly belongs to the students, but the faculty also deserve some recognition for their contribution. Part of this increase is almost certainly due to the increased contact time and the effectiveness of the MESA/STEM partnership, but please keep in mind that these courses cover some of the most abstract, conceptually difficult material that is taught here at Rio Hondo.

Program's Strengths

Our program has a number of strengths—hard-working, dedicated, innovative faculty; healthy growth, and supportive administration.

To help sustain the health of our program, we've made some changes, and we're currently making some more changes. Some years ago (spring semester 2008), we surveyed eighteen of our local competitor institutions, and we found that a majority are offering the Calculus sequence in a longer, more user-friendly format than we used to do. Previously, we ran each of the three parts of the sequence in a four-unit/four-hours per week format. Some of our competitor institutions are using this format, but most are running one or more parts of the sequence in a four-unit/five-hour or five-unit/five-hour format. We believed that changing our delivery to a four-unit/five-hour format would produce a commensurate increase in our retention and success rates, just as it did when we made a similar change with two of our widely-offered pre-baccalaureate courses (Elementary and Intermediate Algebra, Math 050 and Math 070). So we changed that. Starting in the Fall 2009 semester, we began to offer Math 190/191/250 in a four-unit/five-hour format, and we have seen significant improvement in both the success and retention rates since then. We believe this demonstrates the wisdom of

this change, even if there may be confounding factors-- for example, MESA was inaugurated around the same time that we increased the amount of contact time-- which could account for part of the increase, but not all the students taking classes in the program are in MESA, so clearly some collateral benefit was accrued by increasing the contact time. (On the average, about 65% of the students taking Calculus I and II are not enrolled in the MESA program.)

In addition, we recently realigned the course outlines for Calculus I/II/III to make the material more evenly distributed between the three courses, and we increased the contact time for our Trigonometry course by approximately 30%.

Program faculty are continually working to improve our serve, so to speak, and these are just a few high-visibility examples of how we collaborate to better serve our students.

Program's Weaknesses

Our program has many strengths, but we also have some areas where we could improve various aspects of the program.

In the past, one problem we struggled with was consistently maintaining a predictable offering of the entire spectrum of courses in the program. Over the the last decade, we occasionally canceled various sections due to low enrollment. Just a few years ago (Fall 2008), we had to cancel our annual section of Linear Algebra (Math 260) for this reason. However, in the intervening years since our last review, this has ceased to be a problem, and we now have a different, but somewhat related, problem. Currently the course sections in our program are filled, in part because competitor institutions have cut their programs in recent years, and our program is full to capacity. In the Spring semester of 2012, for example, we had 385 seats available in 11 sections, and 378 of those seats were taken (i.e., 378 students enrolled). So a new weakness has emerged: our enrollment growth is effectively stopped, because the state's continued fiscal problems make it exceedingly difficult to add new sections.

A significant weakness is caused by inadequate access to technology in the classroom. We do not have LCD projectors installed in every classroom used by instructors teaching courses for this program. While we do have a number of portable LCD projectors available on carts, these are shared by all the instructors in the Mathematics and Science Division, and there is constant (and increasing) demand for these, to the point where it is sometimes impossible to get access to a functional LCD projector, because there are more instructors wanting to use projectors than there are projectors. In addition, we do not have desktop computers installed in our classrooms. Some program faculty have aging laptops-- for example, this writer has a Gateway laptop which was issued in 2004-- but some faculty have no laptop, and likewise, our division does not have functional laptops that can be borrowed. So if an instructor wants to do a demonstration, say, showing features of the graph of a function in three-space to a Calculus III class, they must first secure an LCD projector. Assuming they have a laptop, and assuming they have purchased any required software (this writer dropped almost \$300 out-of-pocket for a copy of Mathematica a few years ago), they can show this demonstration in class.

We have another weakness related to technology access: our current lab in S301 (aside from the fact it was in full-time use for Banner/AccessRio training in recent years, and is now being used mainly for basic skill mathematics courses) can only accommodate 24 workstations,

whereas most of our Calculus Program courses enroll up to 35 students. This seemingly minor logistical problem has made it very difficult to make consistent use of the lab for Calculus Program courses. Ideally, we need to have a lab with at least 40 workstations, plus someone who works in the lab and supervises students who are using the lab. The use of such a lab would not necessarily be limited to students in the Calculus program; we also have a healthy statistics offering, and students who are enrolled in statistics are also forced to use graphing calculators for the course, instead of more powerful (and user-friendly) computer software, though we have to admit in the same breath that the other factor which has hampered the use of the lab is the cost of software. A few years ago, we got a quote for a site license for Mathematica (a computer algebra system widely used for teaching and doing mathematics), for example, which was in excess of \$6500.00. The only way we can remedy this situation would be a larger room with more computer workstations-- we're hopeful that we might be able to make part-time use of the space currently occupied by the college bookstore, once they move to their new location, as a mathematics & science-oriented computer center/lab, or other comparable spaces as they become available-- and money to spend on hardware and software (from grants or from the college itself).

Another weakness is the concentration of courses during the morning and afternoon. We don't offer many sections in the evening, when many full-time workers look for classes, and it is widely believed among program faculty that were we able to offer evening sections of courses at the Precalculus (Math 180) level and above, they would fully enroll. We offered such courses in the past, and there was a great demand at that time.

Program's Opportunities

The two biggest opportunities for Calculus are the steady enrollment growth and our partnership with the MESA/STEM programs.

With regard to the former, as our enrollment grows, so does the overall health of the program. A healthy program offers far greater benefits to students (both direct and collateral benefits) than an unhealthy program. For example, a healthy program offers more flexibility: more choices with respect to class sections, meeting times, and instructors. A healthy program typically offers students more opportunity to interact with and learn from each other, and in some cases, to get paid for that. Case in point: two students who recently spoke at a STARSS reception both mentioned how dramatically their situations improved when they were hired as tutors for the MESA program. When a program is healthy, it's a win-win for everyone, and healthy, vibrant academic programs are naturally attractive to students, who can easily gauge the health of a program by word-of-mouth, or simply by looking at the schedule of classes. In our experience, there are only good reasons for seeing a large number of sections associated with a program or a field of study in a schedule of classes.

With regard to the latter, now that MESA/STEM has become more established and accepted at Rio Hondo, our science and engineering students have specialized counseling and career education, the opportunity to operate within a cohort, and additional academic support. Too, the director of the MESA/STEM programs is a member of the mathematics faculty who is a seasoned instructor of calculus-sequence courses, and this makes the MESA/STEM programs mesh especially well with the Calculus program.

Another great opportunity for us comes in the form of the space that will become available in the Science building when the bookstore moves to their new location. The Calculus program could greatly benefit from access to more space, especially computer lab space.

Finally, the lack of program courses during the evening hours clearly offers an opportunity for continued enrollment growth, provided we can offer additional sections.

Program's Threats

The state budget collapse makes it very difficult to continue growing the program as we have in recent years. This semester (Fall 2012), just about all of our sections were either fully enrolled or close to being fully enrolled. If we're unable to put additional sections into the schedule, growth will be effectively halted in the foreseeable future, because our current offerings are within a few seats of being fully enrolled. For example, in the Spring 2012 semester, we ran 11 sections total, and we filled 378 out of 385 seats available. It's impossible to know how many, but it's a certainty that prospective students were turned away. This fall, our annual section of Linear Algebra (Math 260)-- a course which was cancelled due to low enrollment just a few years ago-- started with 33 students officially enrolled, and the instructor gave out several add codes after the first meeting.

The cutbacks have hit indirectly, as well. For example, the budget of the MSC has been reduced, which means it's harder for us to hire qualified tutors (and keep them around).

The continued lack of computer access is another threat to the program, both for faculty and students. Currently, we require students to use graphing calculators in program courses because we are not able to offer sufficient computer access. The reality is that no one will hire a person because they can run a graphing calculator. However, experience with computer algebra systems like Mathematica is a very marketable skill, and something which would greatly help our students transition more smoothly to degree programs at four-year institutions, where the use of such software is more common. The use of such software also offers opportunities that graphing calculators simply can't match, in terms of computing power and the ability to make highly conceptual, abstract material come alive. You can't even graph a three-dimensional surface on a TI-84, but you can graph it, rotate the graph, and fine-tune the image using Mathematica. There is no question that the programs run by the Mathematics department-- basic skills mathematics, statistics, and calculus-- can supply a critical mass of students to keep a large computer lab busy morning, noon, and night. But the lack of such a facility has a disproportionate impact on a program like this one. This threat is compounded by a lack of faculty access to computer technology in the classroom, as previously detailed.

Program's Accomplishments and Recommendations for Improvement

Starting with the summer of 2003, we began to offer Pre-Calculus (Math 180) during the

summer. We found that student demand for this course was as strong in the summer as during the fall and spring semesters. As a result of our experience with summer sessions of Pre-Calculus, we decided to offer Calculus I (Math 190) starting in the summer of 2006. Student demand for this course has also been strong, and sometime in the future we will offer Calculus II (Math 191) during the summer. We've been very pleased at how well our summer offerings have been received by students, many of whom come from competitor institutions during the summer, seeking open Calculus-sequence courses (as you're probably aware, many of our competitor institutions have recently been cutting summer course offerings). Summer sections are a great way to introduce the college and its faculty to students that we would not otherwise be able to serve.

We've been able to add a section here and there, to the extent it is possible in this fiscal climate: an additional section of Calculus II each semester, a partial section of Honors Calculus. We've increased contact time by up to 33% in selected courses, and seen significant increases in retention and success rates as a result.

We calculate that annual enrollment in the program has increased at an average rate of 5.35% per year over the last decade or so, and this growth has continued during a period of time where the overall enrollment in the college has decreased dramatically. If the program continues to grow at this rate, we will enroll an annual total in excess of 1,000 students by the 2016-2017 academic year, provided we can add sections as needed to sustain the growth.

We've applied for a number of grants—some of which we got (MESA, STEM, STARSS), and some of which we did not (WeBWorK)— and will continue to actively pursue outside sources of funding that we can use to improve our service and our program. For example, we are currently pursuing a \$1 million NSF grant that will, if funded, establish an intervention program for students in Trigonometry and Precalculus courses.

We've used various ancillaries—mainly software— that help students to be more successful. For example, we've adopted homework delivery systems like WeBWorK, WebAssign, ALEKS, MyLab & Mastering, and WileyPlus to deliver personalized assignments via the Internet to students. These systems all employ algorithms that can create similar versions of a problem (essentially the same problem with different numbers) for each student, making plagiarism all but impossible, and they impartially hold students accountable to submit all their homework in a timely fashion. An added benefit is that they also offer immediate feedback that helps students to monitor their progress and understanding.

Finally, our success rate has impressively surpassed the overall success rate for the college as a whole.

Recommendations:

* As the budget situation permits, we'll add a stand-alone section of honors Calculus, Math 190H. The MESA/STEM program has created demand for this offering.

* As the budget situation permits, we'll add a section of Math 191 (Calculus II) to the summer session.

* As the budget situation permits, we'll add night sections of the program courses to meet demand.

- * We need LCD/Data projectors installed in every room that is used for courses in the program. Currently we only have a handful of these projectors in the division, and even the portable ones are constantly in demand. Sometimes it is impossible to get one, as other instructors are already using them. Local high schools have these projectors installed in nearly every classroom, and one can't help but to wonder why we don't. As the budget situation permits, we'll purchase/install additional LCD projectors.
- * In addition, we urgently need laptop computers. Some instructors have aging laptops that they can bring for demonstrations (for example, this writer was last issued a Gateway laptop back in 2004, and it is still limping along, which is clearly a small miracle), but some do not, especially our recent hires. Many of the laptops purchased during the last decade have stopped working, or can no longer be updated. Like teachers everywhere, program faculty do spend their personal funds to buy things they need, but it's unreasonable to expect faculty to purchase their own laptops. As the budget situation permits, we'll purchase/install additional laptop computers.
- * We need a site license for Mathematica (a computer algebra system which is useful for teaching courses in this program) just for faculty usage, and we need Mathematica installed on the laptops of program faculty. Graduates won't get hired somewhere because they can run a graphing calculator, but Mathematica skills are highly marketable, and the software is also very useful for helping students to visualize things in many courses from the program. If you want students to use the software, you have to get the faculty using it first. As the budget situation permits, we'll purchase/install Mathematica on faculty computers.
- * Along those lines, we need greater opportunities for professional development of program faculty. Part of that is out of our hands (fiscal climate), but part of that is our fault, too. However, the college could easily support professional development on a local level, simply by letting faculty work as needed on Flex days, if they wish to do so.
- * We also need computer lab access which permits an entire class of 35+ to be accommodated at once.
- * We need a site license for Mathematica or some equivalent computer algebra system to be installed in whatever computer lab we have access to.
- * The transition for mathematics students from lower-division mathematics courses to upper-division mathematics courses can be quite a difficult one. Lower-division mathematics courses (100-level in CSU parlance) are generally of a computational nature. Upper-division mathematics courses (200-level and above) are much more theoretical and involve proving results rather than just computing results. This is a well-known fact to which Rio Hondo mathematics instructors and former Rio Hondo mathematics students can attest. Unfortunately, the Rio Hondo mathematics program does not currently have a "bridge" course that could ease this transition, a practice which is common elsewhere, such as at the CSU. In order to ease this transition we will begin studying the feasibility of offering such a course. Given the current budgetary constraints, it may be that this course cannot be offered immediately. To avoid proliferation of units, it might be that this class would be offered as a one-unit course or even in an independent study format.
- * Finally, a primary objective for the implementation of Student Learning Outcomes in the

Calculus courses is to encourage collaboration and foster discussion among Calculus instructors. This objective has been partially accomplished. As stated previously, one result of those collaborations was the recognition of the need to more evenly distribute the calculus sequence content. All of the course outlines have been revised and the instructors and students are benefitting from the more even distribution of material in the classes.

We would like to note that the introduction of Student Learning Outcomes and their implementation has been an evolving process. As it was initially understood by the Calculus program instructors, Student Learning Outcomes were to be a synthesis of some or all of the skills learned in a particular course. As a result, the Calculus program instructors decided to test one particular application. When students are given these questions, it usually takes a significant amount of testing time. In other words, it is not feasible that students be tested on multiple questions to assess the ability to synthesize the information. What we have discovered from the process of testing SLOs on simply one application is that we have only two groups. Students either cannot begin for lack of knowledge of being able to set up the equation needing to be solved or the student completes the problem with little or no errors. Thus, there is very little in between to discuss.

We are now working to revise our SLOs to reflect not just one synthesis question, but instead, test on multiple standard skills. This, we believe, would give us better information of the skills a student gained or did not gain from the course. It would allow for greater discussion, because of the greater number of problems to analyze. It will also yield a better assessment of the essential skills acquired.

* We could use some support for our SLO revisions. That might include, but not be limited to, support for conference attendance, training, and hardware/software purchase.

Program's Strategic Direction

While the college has seen enrollment decline over the past few years, we have watched our enrollment grow at an average annual rate of 5.35% over the last decade, and if it continues to grow at this pace, the program will be approximately 25% larger in four or five years. Unfortunately the only way that growth can be sustained is if new sections are added. Without new sections, the growth of the program will be plateaued, as we are effectively full. Please recall, in the Spring 2012 semester, we ran 11 sections of program courses, meaning there were 385 seats available. Total enrollment in that semester was 378, meaning we were at 98.2% of our capacity, and there is no doubt whatsoever that students were turned away, unable to get a seat. So one primary strategic direction is adding sections as circumstances permit. We want to sustain our growth, as growth brings so many collateral benefits to all the parties: faculty, students, and college.

Another important strategic pursuit is access to/wise use of technology. This has to be a top-down thing, meaning we have to provide the faculty with reasonable access to technology (hardware, software, and professional development support) first. Clearly, you can't get the students using technology like Mathematica unless you first get the faculty using it. On a practical level, there is an urgent need for new laptops, software to run on them, and LCD

projectors to share these resources with students. In addition, there needs to be some support for professional training with respect to the software. The learning curve for a program like Mathematica is steep enough that it is unreasonable to simply expect faculty to become proficient on their own. Some of the program faculty have knowledge and experience that can be shared, but it is more or less premature to attempt sharing it now, in light of our current situation.

Finally, we need to continue our partnership with MESA/STEM.

Program's Staff Development

To maintain current functionality:

Teaching Calculus and related courses is not the same today as it was ten or twenty years ago. Technology is playing a much larger role than it has in the past. For example, ten years ago, there were no Web-based illustrations of important concepts in these courses. Now, an instructor can choose from a wide array of dynamic illustrations for many concepts, such as the derivative, the integral, vector fields, and so forth. Graphing calculators, which were once an important innovation, will eventually be replaced by hand-held computers (smart phones, tablet PCs). In other words, Calculus teachers are using technology now more than ever in their courses. For example, you need to regularly display three-dimensional images and their animations in a Calculus III course. In order to accomplish this task, computers need to be upgraded. To display these graphs, a laptop or desktop with a current operating system is absolutely essential. Many of the Web-based illustrations of the concepts require an up-to-date web browser, which, in turn, requires an up-to-date operating system that then requires the needed hardware. We are finding that some of the department laptops are no longer supported to display the needed graphics for a particular concept (that is, the laptops still run, in this case using an older version of Apple's OS X, but since the OS is no longer being updated, it is no longer possible to run certain software, as the software requires a more recent version of OS X). This can drastically impede the student's potential in understanding a mathematical concept. It was once the case that all students were required to visualize a concept without the use of a computer image. Now with the use of the technology, a student is able to see it displayed immediately. However, if Rio Hondo Calculus instructors do not have the ability to demonstrate these concepts, it will put Rio Hondo students at a decided disadvantage. It is already the case that Rio Hondo students do not have access to programs such as Mathematica. Mathematica or a similar program is available to all university-level students and many other community colleges. If, in addition, we do not upgrade the display abilities for

classroom demonstrations this will be yet another disadvantage for our students.

To keep this program competitive, we need to be able to offer training and growth opportunities to faculty (and students). It is very possible that some of the training could be provided by on-campus sources. However there are other things which would probably need to be sourced from off-campus sources. For example, Wolfram offers online courses for Mathematica training.

Conferences are also useful for faculty who are looking to keep current with what is happening at competitor institutions and/or gain exposure to new technology, new software, and new ways of doing business. There are a number of conferences that are of interest to faculty teaching in the Calculus sequence: California Mathematics Council for Community Colleges (a.k.a. CMC³); American Mathematical Association for Two Year Colleges (AMATYC); Wolfram Technology Conference (Mathematica); American Mathematical Association (AMA) annual conference, et al.

To grow beyond current functionality and strategically meet future demands:

The above-mentioned conferences are also useful for growth opportunities. Anyone who teaches in the program can provide anecdotes of things they now incorporate in their teaching which they learned about at a conference. Unfortunately, the cost of attending a conference can be considerable, even when they are local, and given the current budget climate, it is typically being borne entirely by individual faculty.

Even software purchases are often covered by individual faculty working in the program; for example, the writer of this plan has paid out-of-pocket for Mathematica licenses, MathType licenses, and an Adobe Acrobat license (in total, more than \$600 over the last several years).

We faculty could use more support on those two fronts: hardware/software purchases and conference attendance/training.

Program Review - Additional Comments

Program Review - Executive Summary

Program Review Executive Summary

Calculus Program
November 2, 2012

Program Participants in Attendance: Ryan Bronkar, Cameron English, Lydia Gonzalez, Leah Griffith, Karen Koos, Mark Littrell, Krysia Mayer, Greg Miller, Firouz Mosharraf, Matt Pitassi, George Wang

Program Review Committee Participants in Attendance: Ruben Agus, Fran Cummings, Marie Eckstrom, Mark Gutierrez, Matt Koutroulis, Howard Kummerman, Jim Matthis, Barbara Salazar

The Calculus Program consists of eight courses: Trigonometry (175), Pre-calculus (180), Calculus I (190), Calculus I Honors (190H), Calculus II (191), Calculus III (250), Linear Algebra (260), and Differential Equations (270). The highly-qualified and dedicated calculus faculty continually review and improve their skills, curriculum, and teaching methods. However, the Rio Hondo College Calculus Program needs financial support to bring state-of-the-art technology into their program. With this support, the Calculus Program can be exemplary and highly competitive with our sister institutions (both two-year and four-year) and can train our students to be among the best and well-trained student mathematicians.

Commendations

- Commendations on the program's supportive internal Calculus instructor mentoring system, whereby seasoned calculus instructors work with those less experienced in teaching calculus at Rio Hondo. This mentor system is an exemplary model that other academic programs could adapt.
- Commendations on recognizing the needs of calculus students and increasing the contact time by approximately 30% in the classroom as a means of addressing those needs. This, in turn, has resulted in improved retention and success rates in the calculus sequence of courses.
- Commendations also are deserved for the recent realignment of the Calculus sequence course outlines in efforts to make the content more evenly distributed.
- Commendations on the Calculus Programs continuing progress in SLO formulation, assessment, and analysis.
- Commendations on the steady growth of the program, at an average rate of 5.35% per year.
- Commendations on successful efforts to win grants to support STEM and specifically mathematics programs.

Program-Level Recommendations

- Consider offering more calculus courses during the evening hours.
- Continue to work with the Director of Grants to secure funding to enhance the mathematics programs.
- Continue pursuing the possibility of a "bridge course," which aims at assisting students' transition from computational to theoretical mathematics courses.

Institutional-Level Recommendations

- Increase Staff Development budget to afford opportunities for Mathematics and all faculty to attend conferences and bring in professional experts for specialized training.
- In recognition of the steady growth and innovative advances of the three Mathematics Programs (Basic Skills, Transfer-Level, and Calculus), the College needs to

support these programs financially and logistically so that they can become up-to-date and competitive with our sister institutions and can attract/retain students who will eventually earn degrees and transfer. Specifically, funding should be directed toward the following areas.

1. Secure physical space(s) on campus to create computer labs specifically dedicated to the mathematics programs.
2. Retrofit all mathematics classrooms to be “smart” (computer, LCD projector, screen).
3. Purchase institutional site licenses and individual licenses for instructors of appropriate mathematics software (MatLab, Mathematica, SPSS, etc.).
4. Support the implementation of mathematics software with ongoing staff development and specialized training.
5. Supply all mathematics instructors with up-to-date laptops.
6. Hire an additional instructional assistant for the Math Science Center (MSC).
7. Hire a part-time STEM counselor.

Program Review - Response to the Executive Summary

Goal # 1 Short term (1 year) Corresponds with Institutional Goal # 1 Status: complete

Description of Goal

Revision of all the course outlines.

Evaluation of Goal

The revisions will be completed by February 2012 and submitted to the Curriculum Committee.

Objective #1.1

Status: complete

Revision of Course Outlines, addition of Math 190H course.

Goal #2 Long term (2-5 years) Corresponds with Institutional Goal # 8 Status: abandon

Description of Goal

Hiring a supervisor for the Computer Lab in S301.

Evaluation of Goal

The lab supervisor is hired.

Objective #2.1 Status: abandon

Hiring of a supervisor for the Computer Lab in S301.

Goal #3 Long term (2-5 years) Corresponds with Institutional Goal # 9 Status: in progress

Description of Goal

We will explore the feasibility of installing a computer algebra system like Mathematica in our computer lab.

In the past we have explored the feasibility of installing a computer algebra system like Mathematica in our computer lab, but it has been prohibitively expensive. However, we are hopeful that at some future point the combination of Calculus program students and statistics students will make the fiscal obstacles to a mathematics-oriented computer lab more manageable.

Evaluation of Goal

A Mathematica site license will be purchased.

Objective #3.1

Status: in progress

Install Mathematica software in computer labs.

Resources Needed: Additional Budget**Requested Item:** Mathematica site license**Required for How Long:** 1 time**Requested Amount:** \$10,000.00**Description:**

Mathematica site license for 35 workstations.

Supporting Rationale

A site license for 35 workstations, plus tax, is approximately \$10000.

Goal #4 Short term (1 year) Corresponds with Institutional Goal
1

Status: in
progress

Description of Goal

Hire a part-time STEM counselor.

Evaluation of Goal

A counselor is hired.

Objective #4.1

Status: in progress

Hire a part-time STEM counselor.

Resources Needed: Additional Personnel**Position Classification: Classified Hourly**

Required for How Long: Ongoing

Position Title: Part-time STEM program counselor

Basic Position/Job Description:

A part-time STEM counselor will meet with students enrolled in the STEM program to provide long-term educational plans (meaning longer than a single semester) and academic advising.

Estimated Salary Excluding Benefits: \$40,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

Goal #5	Short term (1 year)	Corresponds with Institutional Goal	Status: in progress
# 1			

Description of Goal

Maintain and improve the display of Calculus concepts through the use of technology.

Evaluation of Goal

New laptops (running the Apple OS or Windows, as desired) for program faculty are purchased.

Individual Mathematica For The Classroom licenses for program faculty are purchased.

Individual MathType licenses for program faculty are purchased.

Purchase additional LCD projectors.

Professional development funds to enable faculty to enroll in online Wolfram Research Mathematica training courses is provided.

Objective #5.1	Status: in progress
-----------------------	---------------------

New laptops are purchased.

Resources Needed: Additional Budget

Requested Item: New laptops are purchased for program faculty.

Required for How Long: 1 time

Requested Amount: \$18,200.00

Description:

Purchase six Apple MacBook Pro laptops and four Windows-only laptops for current program faculty.

Supporting Rationale

Six 15" Apple MacBook Pro laptops @ \$1800 each, plus four 15" Windows-only laptops @ \$1500 each, plus tax, totals approximately \$18200.

Objective #5.2

Status: in progress

Individual Mathematica For The Classroom licenses are purchased for program faculty.

Resources Needed: Additional Budget

Requested Item: Purchase ten Mathematica For The Classroom copies.

Required for How Long: 1 time

Requested Amount: \$2,200.00

Description:

Purchase ten Mathematica For The Classroom licenses for program faculty.

Supporting Rationale

Ten licenses at \$200 each, plus tax, totals approximately \$2200.

Objective #5.3

Status: in progress

Purchase MathType licenses for program faculty.

Resources Needed: Additional Budget

Requested Item: Purchase MathType licenses for program faculty.

Required for How Long: 1 time

Requested Amount: \$620.00

Description:

Purchase ten MathType licenses for program faculty.

Supporting Rationale

Ten licenses at \$57 each, plus tax, totals approximately \$620.

Objective #5.4

Status: in progress

Purchase additional LCD projectors.

Resources Needed: Additional Budget

Requested Item: Purchase additional LCD projectors

Required for How Long: 1 time

Requested Amount: \$2,200.00

Description:

Purchase five additional LCD projectors.

Supporting Rationale

Five projectors, at \$400 each, plus tax, totals approximately \$2200.

Objective #5.5

Status: in progress

Provide professional development for program faculty.

Resources Needed: Additional Budget

Requested Item: Purchase access to Wolfram, other training courses

Required for How Long: 1 time

Requested Amount: \$5,300.00

Description:

Purchase access for program faculty to take appropriate training courses from Wolfram Research for Mathematica use.

Supporting Rationale

The intro Mathematica course is available online for \$225/person. A more advanced class ("Mathematica: A First Course") is typically \$1100/person. If three program faculty took the "First Course" at \$1100 each, and the remaining seven took the intro course, plus tax, the total is approximately \$5300.

Goal #6 Long term (2-5 years) Corresponds with Institutional
Goal # 1

Status: in
progress

Description of Goal

Create Calculus Program/Mathematics computer lab in site currently occupied by the bookstore, once the bookstore is relocated.

Evaluation of Goal

A computer lab dedicated to Calculus Program usage (as well as other Mathematics Department courses) is established.

Objective #6.1

Status: in progress

A computer lab dedicated to Calculus Program courses (and other Mathematics Department courses) is established in the location currently used by the bookstore.

Resources Needed: Additional Space or Changes to Facilities

Requested Amount: \$150,000.00

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

Once the bookstore has relocated, the space would be renovated and computer workstations would be installed.

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.

There is tremendous pent-up demand for computer lab access for Calculus Program and Mathematics Department courses. For the Calculus Program, we currently have no suitable location to take a class of 35+ for any kind of computer-based instruction.

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

Bookstore location (after relocation).

Services Required:

Electricity, Special Heat or Air Conditioning

Goal #7 Long term (2-5 years) Corresponds with Institutional
Goal # 1

Status: in
progress

Description of Goal

Add additional course sections during the regular semester and the summer session.

Evaluation of Goal

We clearly have demand for additional sections in the regular semester (both day and evening sections) and the summer session. In particular, we need to offer:

- * A stand-alone section of Calculus I Honors (Math 190H);
- * An evening section of Precalculus (Math 180);
- * An evening section of Calculus I (Math 190);
- * An evening section of Calculus II (Math 191);
- * A summer section of Calculus II (Math 191);
- * An evening section of Calculus III (Math 250);
- * A section of Linear Algebra (Math 260) each semester;
- * A section of Differential Equations (Math 270) each semester;
- * A section of a bridge course;

Objective #7.1

Status: in progress

A stand-alone section of Calculus I Honors (Math 190H) is offered.

Objective #7.2

Status: in progress

An evening section of Precalculus (Math 180) is offered.

Objective #7.3

Status: in progress

An evening section of Calculus I (Math 190) is offered.

Objective #7.4

Status: in progress

An evening section of Calculus II (Math 191) is offered.

Objective #7.5

Status: in progress

A summer section of Calculus II (Math 191) is offered.

Objective #7.6

Status: in progress

An evening section of Calculus III (Math 250) is offered.

Objective #7.7

Status: in progress

A section of Linear Algebra (Math 260) is offered each semester instead of annually.

Objective #7.8

Status: in progress

A section of Differential Equations (Math 270) is offered each semester instead of annually.

Objective #7.9

Status: in progress

A section of a bridge course is created/designed, approved by Curriculum, and offered at least annually.

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. Littrell, Mark	Review Manager
2. Bronkar, Ryan	Participant
3. English, Cameron	Reviewer
4. Wang, George	Reviewer
5. Pitassi, Matthew	Reviewer
6. Vu, Nguyen	Reviewer
7. Okelberry Gonzalez, Lydia	Reviewer
8. Mosharraf, Firouz	Reviewer
9. Miller, Gregory	Reviewer
10. Mayer, Krysia	Reviewer
11. Griffith, Leah	Reviewer
12. Botello, Robert	Reviewer
13. Archambault, Alan	Reviewer

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

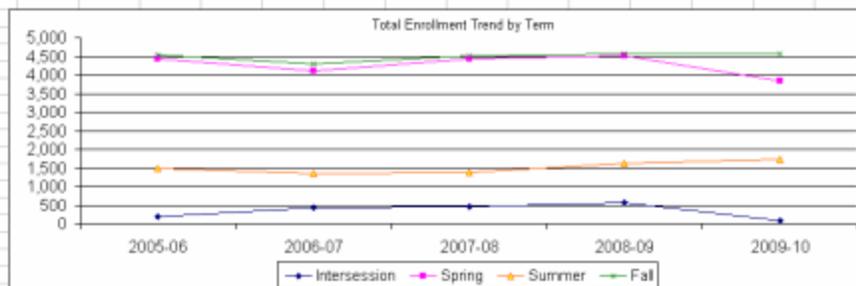
Full-time English instructors to their best teaching practices and other matters that develop pedagogy and strong teaching. This regular feature of English and Literature Program offerings is flexible enough to target any issues that arise in the Division as they relate to the subject matter or teaching 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	526	
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	

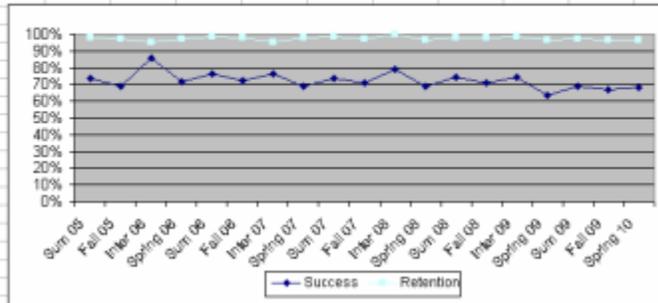


ENGLISH AND LITERATURE																			
SUCCESS																			
	Sum 05	Fall 05	Inter 06	Spring 06	Sum 06	Fall 06	Inter 07	Spring 07	Sum 07	Fall 07	Inter 08	Spring 08	Sum 08	Fall 08	Inter 09	Spring 09	Sum 09	Fall 09	Spring 10
A,B,C,P, CR	879	2256	136	2062	802	2312	246	1939	782	2242	250	2046	886	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 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

2011-12 Annual Program Plan

Name of Program: Psychology
Name of Unit: Behavioral and Social Sciences
Name of Area: Academic Affairs
Date Completed: 10/16/2010

Program's Mission Statement

The purpose of the Psychology program is to provide students with a high quality education firmly based in its foundation as a science. We are committed to a curriculum providing knowledge, skills, and values consistent with the science and application of Psychology. We emphasize the value of developing critical thinking and learning competencies in order for our students to build a knowledge base and achieve success in their chosen endeavor, whether they transfer to the university or achieve success in the workplace, or improve their quality of life through a further understanding of the diverse internal and external forces that guide human behavior. We are dedicated to providing excellent instruction that utilizes a variety of teaching methods, including the use of technology, to enhance the learning process of our students.

Program's Overarching Outcomes - SLOs / SAOs

1. Students will demonstrate familiarity with the major concepts and theoretical perspectives in psychology.
 2. Students will understand critical thinking within the context of the scientific approach to solving problems related to behavior and mental processes.
 3. Students will recognize and apply psychological principles to personal, social and/or work-related issues.
-

Program's Characteristics, Performance and Trends

Updated Data for: 2011-2012 Program Year

Rio Hondo College Total Enrollment										
Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Total 2008-09	Summer 2009	Fall 2009	Intersess 2010	Spring 2010	Total 2009-10	Annual Growth
27,189	68,613	4,164	75,319	175,285	26,912	72,795	366	58,683	158,756	-9.43%

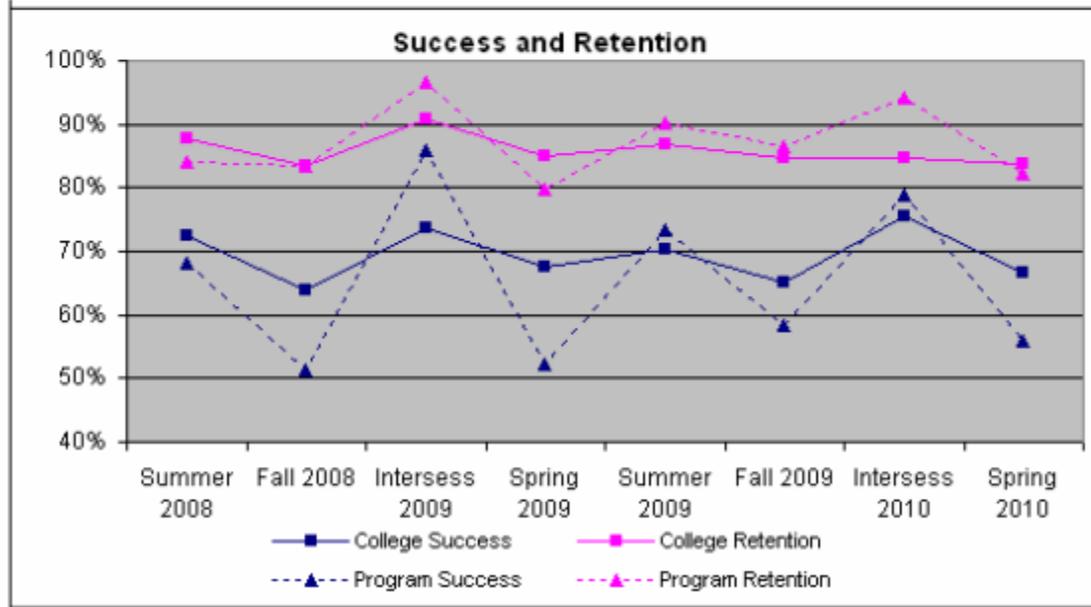
Psychology Total Enrollment										
Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Total 2008-09	Summer 2009	Fall 2009	Intersess 2010	Spring 2010	Total 2009-10	Annual Growth
560	1,464	95	1,532	3,651	579	1,657	52	1,383	3,671	0.55%

Psychology									
Course Enrollment									
Course	Summer 2008	Fall 2008	Intersession 2009	Spring 2009	Summer 2009	Fall 2009	Intersession 2010	Spring 2010	
PSY101	433	991	51	1084	431	1068	52	934	
PSY101H	0	26	0	0	0	24	0	0	
PSY112	84	162	44	191	98	219	0	192	
PSY114	43	90	0	93	50	95	0	95	
PSY118	0	0	0	0	0	0	0	0	
PSY121	0	53	0	0	0	90	0	0	
PSY122	0	0	0	0	0	0	0	0	
PSY123	0	0	0	43	0	0	0	38	
PSY126	0	0	0	0	0	0	0	0	
PSY127	0	46	0	0	0	47	0	0	
PSY130	0	0	0	0	0	0	0	0	
PSY133	0	34	0	0	0	41	0	0	
PSY200	0	18	0	27	0	22	0	23	
PSY210	0	44	0	94	0	51	0	77	
PSY210H	0	0	0	0	0	0	0	24	
PSY230	0	0	0	0	0	0	0	0	

Psychology						
	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009
FTES	182.15	57.82	160.05	162.35	59.66	181.06
FTE	3.64	1.29	3.10	3.30	2.65	3.30
Efficiency	50.00	44.83	51.63	49.13	22.47	54.87

Psychology								
	Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Summer 2009	Fall 2009	Intersess 2010	Spring 2010
Success	68.2%	51.3%	85.9%	52.2%	73.4%	58.2%	78.8%	55.9%
Retention	84.0%	83.4%	96.7%	79.8%	90.1%	86.4%	94.2%	82.1%

Rio Hondo College								
	Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Summer 2009	Fall 2009	Intersess 2010	Spring 2010
Success	72.5%	63.7%	73.6%	67.7%	70.2%	65.1%	75.5%	66.5%
Retention	87.8%	83.4%	90.8%	84.9%	87.0%	84.5%	84.6%	83.8%



Psychology offers the core undergraduate, transferable courses for the major: Introduction to Psychology, Research Methods, and Biological Psychology. In addition the the 3 main core classes, Statistics for the Behavioral Sciences is a new transferrable stats course that is planned to be offered in the Fall of 2011 for the first time. Furthermore, students who wish to further their understanding of the field may take additional courses that meet general education requirements, including Lifespan Development, Introduction to Abnormal Psychology, Introduction to Learning and Memory, and Positive Psychology. In addition, the psychology department offers courses as part of the Drug Studies Program along with three other Psychology courses: “Drug Education and Prevention”; “Introduction to the Physiological Effects of Drugs of Abuse,” and “Drugs, Society and Behavior.” The Drug Studies Program consists of courses that provide students with all of the academic preparation needed to

become certified to work in a drug treatment facility. Of all the above-mentioned courses, Introduction to Psychology, Lifespan Development and Abnormal Psychology are offered not only on campus, but also as online courses each semester. All Psychology courses are taught by four full-time faculty and ten adjunct faculty.

Trends

Based upon current program data, the Psychology program has consistently served approximately 3700 students for each academic year (2006-2007, 2007-2008, and 2008-2009, 2009-2010) with an annual growth rate of 0.54% (06-07 to 07-08), 0.92% (07-08 to 08-09), and 0.55% (08-09 to 09-10). This is a modest growth rate; however, it suggests that the Psychology program is a stable one. It is important to note that enrollment in Psychology courses has grown slowly while enrollment at college-wide has fallen. During the 08-09 to 09-10 cycle, the psychology program grew by 0.55% while college-wide enrollment fell by 9.43%.

The Psychology department has an overall success rate that is about 5-12% lower than that of the college during Fall and Spring semesters. However, during recent Intersession and Summer semesters, Psychology classes have success rates 3-12% higher than the college. From Summer 2008 until Spring 2010, the average, overall success rate of the college was approximately 70% and the average overall success rate for the Psychology program was approximately 65%. Across all psychology courses, success rates have increased for the 09-10 school year. In fact, success rates increased between 3 and 7% depending on the semester. The one exception to this is intersession, where success rates went down, but since there is only one course section offered during intersession, this small N precludes much interpretation from this change.

Retention rates for the Psychology department almost mirror those of the college as a whole from Fall 2006 until Spring 2009. The average retention rate of the college was approximately 86% while during the same period of time, the average retention rate of the Psychology program was approximately 87%. In addition, retention rates for psychology courses have increased from approximately 82% (06-09) to 87% (08-10). The Psychology Dept is interested in examining why this might be.

Program's Strengths and Weaknesses

Strengths

There are extremely high levels of demand for Psychology courses. The Psychology Department is running at capacity (111.5% of current capacity (09-10 school year)).

The Psychology department offers a variety of courses, all of which are full (non-Introduction to Psychology courses are at 106.6% capacity (as of 2/22/09))

The Research Methods course (Psy 200) has a very high success rate and high SLO proficiency. In Fall, 2009 and Spring, 2010, students scored at the excellent level 90% and 95% of the time, respectively in their understanding of the SLOs. Success rates in this class

are usually quite high as well. Under the guidance of Dr. Padgett, success rates have been in the 80% range (81.8% and 87% for Fall 09 and Spring 10 respectively). The Biological Psychology course (Psy 210) has seen dramatic increases in enrollment in Spring semesters (09 and 10). In Fall 2007, two sections enrolled 28 and 29 students in each (on-campus and online). In Spring 2009 and 2010, two on-campus sections enrolled 95 and 101 students respectively. Both the Research Methods and Biological Psychology courses are the core courses offered by the Psychology department as transferable units for the major.

The background of the faculty for the Psychology department is very strong. We have four full-time faculty members that have sound teaching backgrounds, having taught a variety of Psychology courses across two- and four-year institutions. Further, each has a strong science-based background. Professor Sutow has completed classroom based research on cross-cultural psychology. Dr. Padgett has published a number of social psychological studies. Dr. Smith and Dr. Pilati have strong backgrounds in Biological Psychology (Dr. Smith at the whole brain level and Dr. Pilati with reference to drug interactions and outcomes).

New courses have been developed and are planned to be offered over the next few semesters. Positive Psychology (Psy 180) was offered for the first time in the Fall 2010 semester and it filled (48 students enrolled at census). We plan to offer this course each semester. Statistics for the Behavioral Sciences (Psy 190) is currently on the UC TCA list and is being submitted for CSU GE and IGETC. Assuming it is approved for these transfer lists, it will be offered in the Fall 2011 semester.

Weaknesses

The Psychology Dept is running at capacity which makes it unable to accommodate many students trying to add our courses. Also, the current budget situation makes expansion difficult. The Psychology program has new courses written, but the department is unable to add sections of these courses without replacing other course sections.

There is currently no statistics course offered within the Psychology department. Psychology students take the statistics course offered by the Math Department. Many Psychology departments in the community college system offer a statistics course within the social sciences. Further, at many four-year universities, in particular those Psychology programs with which we articulate, have expressed their desire for our department to offer a statistics course within the Psychology Department. To alleviate the demand for such a course, the Psychology department has written a course "Statistics for the Behavioral Sciences." The course is currently being reviewed by the UC and CSU systems to determine whether it will be added to IGETC and CSUGE lists. The current plan is to have the course offered in the Fall of 2011.

The course offerings within the Psychology department focus primarily on transfer to four year institutions, and focus less on knowledge, skills, and values consistent with a Liberal Arts education. This year we are starting to offer "Positive Psychology" which is a course that targets continuing education students and the interests of the community by covering topics found in the media and in pop psychology (however, they are covered in a scientific way). There has been discussion on offering a "Current Topics" course with variable topics in the near future. This style of course might be especially popular at the new South Whittier Education Center which may draw a larger percentage of students from the community

(lifelong learners).

According to data from the 2007-2008 academic year, the Psychology department has lower success rates when compared to the college. The Psychology department has a success rate that is consistently 5-12% lower than that of the college. From Summer '08 until Spring '10, the average success rate of the college was 69.4% and the average success rate for the Psychology program was 65.5%.

The Psychology faculty could investigate whether relevant grants are available that may provide funding for obtaining the appropriate technology, software, equipment and necessary support systems to provide excellent instruction to improve student learning.

Information about Psychology and about the Psychology program is difficult for students to find in institutional literature either written or online. This includes course information, transfer information, and information about career choices in Psychology.

Currently there is no Psychology major. Recently, the college eliminated two of the main degree options for students (Liberal Arts and General Education). Thus, there is a need for new majors to provide students with graduation options. The AA in Psychology was approved by the Rio Hondo Curriculum Committee in Sept. '10. The degree is waiting to be sent to the Chancellors Office for approval.

Program's Opportunities and Threats

Opportunities

The new LRC building contains classrooms, some of which may be available for Psychology courses. It also appears that the old Library building has some classrooms, which might also be available for Psychology courses.

Cross-disciplinary courses with Sociology and Human Services may increase interest in Psychology and increase enrollment in Drug Studies courses as well as Psych 101. These cross-disciplinary courses are: HUSER 118 Chemical Dependency: Intervention, Treatment, & Recovery; HUSER 126 Counseling the Family of the Addicted Person; HUSER 122 Introduction to Group Leadership and Process; HUSER 124 Introduction to Case Management and Documentation; HUSER 130 Essential Counseling Skills. These courses may spark students' interest in Psychology.

Because of state funding cuts and because surrounding community colleges are cutting enrollment to remain within budgetary constraints, our enrollment may increase since our college is not cutting as many courses due to sound fiscal policies. This may positively impact the Psychology program.

Threats

Currently, there is an inadequate number of classrooms designated for Psychology classes at the college. As we develop new courses, there may not be classrooms available for these new courses to be taught. In Spring 2010, we offered 22 on-campus sections and had one dedicated classroom for Psychology classes, which is used by Human Services classes as well. The room is scheduled at nearly every possible time.

The consistent level of construction at the college limits students' ability to find parking, which threatens their return rate and harms their chances of succeeding in courses that they cannot and do not attend. This construction will continue for several years.

Because of state funding cuts, less money will be available for college programs. Thus, it may be less likely to purchase up-to-date multimedia, software, and equipment for use in Psychology courses, or to replace parts for equipment that wears out.

The available Psychology research databases at the library are limited in their coverage of certain areas of Psychology. Scholarly articles on specific topics, such as Biological Psychology, are not readily available through our library.

Currently, in our one dedicated classroom, there are damaged, flimsy tables and chairs. The tables are too small to comfortably accommodate students sitting in chairs. Funding is needed to replace tables and chairs with new student desks.

The Drug Studies program is not currently being fully-funded. Without a full time faculty member for the Human Services or Drug Studies programs, there is a lack of support and coordination for those classes. This may negatively impact the PSY courses that are part of that program. Also, if the program fails or if the courses are cancelled, these students will go elsewhere for their certification and may bring PSY 101 enrollments down (very slightly).

Program's Accomplishments and Recommendations for Improvement

Program's Performance

The mission of the Psychology program is to provide students with a high quality education firmly based in its foundation as a science. We are committed to a curriculum providing knowledge, skills, and values consistent with the science and application of Psychology.

Accomplishments:

- Our courses and their SLOs are directly related to students learning scientific method and skills.
- Our courses and their SLOs provide an understanding of the value of the scientific approach to solving problems.
- The department is meeting its mission of providing Psychology courses that are founded on science although our course offerings should be expanded to provide students with

more science-based courses that study a greater variety of human behaviors.

The mission of the Psychology program is to provide students with a diverse curriculum not only for transfer but for developing skills for the workplace or for enhancing students' personal understanding of human behavior.

Accomplishments:

- We offer a variety of courses from our core transferable courses, to drug studies courses aimed at the workplace, and a course in positive psychology.
- We offer a limited but wide cross-section of Psychology courses. Our program has nine different course offerings plus two honors classes.

The mission of the Psychology program is to utilize a variety of teaching methods, including the use of multimedia and technology in our courses.

Accomplishments:

- We provide students with many online courses. Specifically, each semester we offer four sections of Introduction to Psychology (Psy 101), two sections of Lifespan Developmental (Psy 112), and one section of Introduction to Abnormal Psychology (Psy 114).
- In the classroom, we have computers to use Power-Point presentations, access the internet, and play videos to enhance learning.
- In the classroom and in online courses, interactive student groups are used for students to think critically about the application of psychological principles.
- It would be beneficial to the curriculum to offer more online courses and to stay up-to-date with technological advances so students are provided state-of-the-art technology in learning information.
- Access to a computer lab would be useful for the Research Methods course (PSY 200) and for use in the upcoming Statistics for the Behavioral Sciences course (PSY 190).

Recommendations

1. Expand our course offerings to include a statistics course.
This course has been written and is nearly transferrable. Since it takes approximately one year for a course to go through the process of becoming fully transferrable (on CSU GE or IGETC), this course should be offered Fall 2011.
2. Expand the diversity of our course offerings.
Although we have a wide cross section of courses, courses that can enhance the personal and workplace understanding of human behavior should be added. For example, there is a growing internationalization of Psychology with the acknowledgement of the relevance of cross-cultural issues within the context of the globalization in today's world. Other courses that are frequently taught at the lower division level include: History of Psychology, Personality Theory, and Social Psychology. Also, some classes could be offered that would focus more on " interest based" topics that enhance a liberal arts perspective of Psychology.

3. On-going evaluation of our program, SLOs, teaching methods, technological advances and curriculum in order to maintain and improve student success.

Although the Psychology department has a very high demand for its courses and we are running at capacity, we cannot become complacent in our successes. Even though we have improved our success rate this past school year, we can still strive to further improve the student success rate. In order to do this, we need to maintain an on-going evaluation of every aspect of our program.

4. Hire an additional full-time faculty member.

Currently, we are teaching 29 sections of courses. The program is already at capacity. Further, the percentage of full-time faculty is 69%, and we intend to expand our course offerings.

5. Provide the Psychology program with new student desks in our classroom.

Currently, our classroom has very unstable, damaged long tables. In order to seat 45 students in this classroom, chairs must be squeezed along each table which provides a very uncomfortable seating arrangement for students which interferes with learning. The chairs in the classroom are also unstable and appear to be dangerous, as some of them bend into inappropriate angles when students sit in them. New folding chairs were added to the room in Fall 2010, and these are small, uncomfortable, and frail looking options as well.

6. Provide the Psychology program with up-to-date classroom equipment.

Currently, our classroom could use a new over-head projector as the one in our classroom has a reflector that constantly falls down losing the image on the wall. Further, the mounted ceiling projector for the computer tends to overheat and has at times, shut down.

7. Provide a pamphlet on the course offerings in our department.

Since it is difficult for students to find information on our course offerings, a pamphlet would be beneficial for students to know what our program offers.

8. Create a Psychology major.

Students at the college would benefit from having more majors than is currently available providing students with more graduation options. Since many students express an interest in majoring in Psychology, having the major gives students the opportunity to do so.

Program's Strategic Direction

Strategic Direction of Program

The Psychology department is a strong, growing and vibrant program. The overall strategic direction for the program is for it to grow by providing students with a high quality education firmly based in its foundation as a science. We are committed to a curriculum that will provide knowledge, skills, and values consistent with the science and application of Psychology. This direction will involve regular evaluations of the program and SLOs .

Therefore, within the next 3 to 5 years, increasing relevant course offerings will be important for the program in order for the program to grow. Having another full time faculty member may be required to teach new courses. On-going evaluation of all aspects of the program should be maintained. Continual evaluation, refinement, and assessment of SLOs should ensure that the curriculum impart to students a clear set of expectations about the knowledge they should learn from any Psychology course.

Program's Staff Development

Goal #1 Long term (2-5 years)

Status: in progress

Description of Goal

Expand our course offerings.

Evaluation of Goal

Evaluation of the goal is based on a determination of an improvement in the number of diverse course offerings.

Objective #1.1

Status: in progress

03/09: Develop a transferable statistics course within the Psychology program.

10/09: The statistics course has been written and is set to go before the curriculum committee for approval on 10/28.

9/10: The statistics course has been approved by the curriculum committee at Rio Hondo and was placed on the UC TCA list in August. The course is being submitted for placement on CSU GE and IGETC this month. The current plan is to offer the course in Fall 2011.

Impact of Objective on Other Programs, Units, and/or Areas
Impact on the Math & Sciences Program: Transfer Level Math

The Math Dept. currently teaches this course for all our Psychology students.

Objective #1.2

Status: in progress

3/09: Expand our course offerings to include more “interest-based” courses and/or courses that emphasize sociocultural and international diversity awareness, and personal development.

10/09: The Psychology department has written three new courses: Introduction to Learning and Memory, Statistics in the Behavioral Sciences, and Positive Psychology. These courses are written and are set to go before the curriculum committee for approval on 10/28.

9/10: Introduction to Learning and Memory, Statistics in the Behavioral Sciences, and Positive Psychology were all approved by the curriculum committee. Positive Psychology was offered in Fall 2010 (at full capacity). Statistics for the Behavioral Sciences and Introduction to Learning and Memory are still going through the steps to get onto IGETC and CSU GE lists. Current plans are to offer Statistics for the Behavioral Sciences in Fall 2011, and Introduction to Learning and Memory in Fall 2012.

Objective #1.3

Status: in progress

Hire an additional full-time faculty member.

Resources Needed: Additional Personnel

Position Classification: Full Time Faculty

Required for How Long: 1 time

Position Title:

Basic Position/Job Description:

Psychology instructor

Estimated Salary Excluding Benefits: \$50,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

We are currently at 69% for full-time faculty and our program is running at capacity.

Objective #1.4

Status: in progress

Provide the Psychology program with another classroom.

9/10: Although not specifically met, with the addition of the LRC and the additional classrooms in the old library building, the demand for another classroom has lowered. That said, when funding improves and course offerings increase, there will be a classroom shortage once again.

Objective #1.5

Status: in progress

Expand the psychology department's offerings of elective courses. With the new psychology degree currently going through the approval process, there will be an increase in demand for elective style courses that students can take to fulfill requirements. Many other community colleges offer courses in Social Psychology, Personality Theory and History of Psychology.

Goal #2 Long term (2-5 years)

Status: in progress

Description of Goal

Improve dissemination of pertinent information on the Psychology program to students.

Evaluation of Goal

Evaluation of the goal is based on adequate dispersal of information.

Objective #2.1

Status: in progress

Develop a pamphlet on the course offerings of the Psychology department.

Objective #2.2

Status: complete

3/09: Develop a Psychology department website.

In Fall 2009, the Psychology department website went live and has been used in some psychology classes to disseminate information to students about course offerings.

Existing Resources

We are connected to the internet and can set up another Social Science website.

Goal #3 Long term (2-5 years)

Status: in progress

Description of Goal

Maintain an on-going evaluation of our program.

Evaluation of Goal

Evaluation of the goal will be determined by an empirical assessment of the extent to which a consistent evaluation process is maintained.

Objective #3.1

Status: in progress

3/09: Maintain an on-going evaluation of our SLOs.

10/09: SLOs are currently being assessed and will be evaluated in the Spring of 2010.

9/10: Assessment reports were written in Fall 2010 and the psychology department is currently on track to evaluate the next set of SLOs in the Spring.

Objective #3.2

Status: in progress

3/09: Maintain an on-going evaluation of our teaching methods.

10/09: Faculty in the Psychology department are continually going through peer review (Prof Sutow in 2008-2009, Dr Padgett in 2009-2010, Dr Smith every year until 2011-2012).

Objective #3.3

Status: in progress

Maintain an on-going evaluation of technological advances and their potential usefulness in the classroom.

Objective #3.4

Status: in progress

3/09: Maintain an on-going evaluation of our curriculum to insure that it meets the needs of our students.

10/09: With the three new courses that are going before the curriculum committee on 10/28, the Psychology faculty are ensuring that our curricula are meeting the needs of our students, both for those wanting to transfer (with the stats course and learning and memory course) and those wanting to take courses for lifelong learning (with the positive psychology course)

Objective #3.5

Status: complete

Provide Psychology faculty with a conference or meeting room to meet with colleagues and with our students.

The "blue room" is available for use by Behavioral Science and Communications faculty. This room has made meeting with colleagues considerably easier.

Goal #4 Long term (2-5 years)

Status: in progress

Description of Goal

Provide students at Rio Hondo with other options for a degree major.

Evaluation of Goal

Evaluation would involve an empirical assessment of the extent to which other options for a major are developed.

Objective #4.1

Status: in progress

3/09: Develop a Psychology major.

10/09: The paperwork for the major has been written up and is currently in the review process among the Psychology faculty. The degree should be submitted to the curriculum committee in the month of November.

9/10: The degree was approved by the curriculum committee and is currently awaited review by the Chancellors office.

Goal #5 Long term (2-5 years)

Status: in progress

Description of Goal

Improve teaching and learning conditions in our one classroom (A228) and in our "supplemental classroom" (S336).

Evaluation of Goal

Evaluation of the goal will depend on the improvements to the classroom.

Objective #5.1

Status: in progress

Provide the Psychology program with new student desks in our classroom.

Resources Needed: Additional Budget

Requested Item:

Required for How Long: 1 time

Requested Amount: \$3,000.00

Description:

Individual student desks with a holder under the seat for books and backpacks.

Supporting Rationale

Currently, our classroom has very unsafe, unstable, long tables. These chairs and tables bend when students sit on them. Folding chairs have been added to A228 in Fall 2010, but this appears to be even worse. The folding chairs are even flimsier than the non folding ones.

Requested Item:

Required for How Long: 1 time
Requested Amount: \$3,000.00
Description:

Individual, student desks preferably with a holder for books and backpacks under the seats.

Supporting Rationale

Currently, our classroom has very unsafe, unstable, long tables. In order to seat 45 students in this classroom, chairs must be squeezed along each table which provides a very uncomfortable seating arrangement for students which interferes with learning.

Objective #5.2

Status: in progress

Provide the Psychology program with a new over-head projector.

Resources Needed: Additional Budget

Requested Item:
Required for How Long: 1 time
Requested Amount: \$500.00
Description:

This is an overhead projector for showing transparencies.

Supporting Rationale

Our current overhead projector has a reflector that constantly falls down losing the images reflected on the wall.

Requested Item:
Required for How Long: 1 time
Requested Amount: \$500.00
Description:

This is an overhead projector for showing transparencies.

Supporting Rationale

Our current overhead projector has a reflector that constantly falls down losing the images reflected on the wall.

Objective #5.3

Status: in progress

Provide our one Psychology classroom with a new mounted ceiling projector.

Resources Needed: Additional Budget

Requested Item:

Required for How Long: 1 time

Requested Amount: \$1,000.00

Description:

This is a projector for the computer which displays our power-point presentations, videos and internet displays.

Supporting Rationale

The mounted ceiling projector in room A-0228 overheats on a regular basis, and has at times, shut down.

Requested Item:

Required for How Long: 1 time

Requested Amount: \$1,000.00

Description:

This is a projector for the computer which displays our power-point presentations, videos and internet displays.

Supporting Rationale

The mounted ceiling projector in room A-0228 overheats on a regular basis, and has at times, shut down.

Objective #5.4

Status: in progress

Provide a computer lab with access to SPSS software.

Existing Resources

There are a few copies of SPSS around campus (IRP actually has some). We are unsure what type of licensing agreement Rio Hondo currently has with SPSS.

Resources Needed: Additional Budget

Requested Item:

Required for How Long: 1 time

Requested Amount: \$2,000.00

Description:

Site license for SPSS

Supporting Rationale

This program is needed for the new Psychology Statistics course and for our Research Methods course

Objective #5.5

Status: in progress

Provide Faculty with 6 sheep brains and 15 cow eyeballs

Resources Needed: Additional Budget

Requested Item:

Required for How Long: Ongoing

Requested Amount: \$100.00

Description:

6 Sheep Brains and 15 cow eyeballs from Nebraska Scientific

Supporting Rationale

These items are crucial for Biological Psychology

Objective #5.6

Status: in progress

Hire a full time AV specialist to monitor and improve the audio-visual setup in S336. Currently, calls to the "Help" Desk are invariably answered by a recording that states that no one is there to help. The projector in Sci 336 is mounted in such a way that the image fills only a portion of the screen. The cables connecting the computer to the monitor are jury-rigged. Controls on the front panel are not placed in a safe location. The wiring between monitor and system competes with plumbing fittings under the sink. Completion will occur when someone is hired full-time.

Resources Needed: Additional Personnel

Position Classification: Classified

Required for How Long: Ongoing

Position Title:

Basic Position/Job Description:

AV Technician

Estimated Salary Excluding Benefits: \$75,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

Currently, calls to the “Help” Desk are invariably answered by a recording that states that no one is there to help. The projector in Sci 336 is mounted in such a way that the image fills only a portion of the screen. The cables connecting the computer to the monitor are jury-rigged. Controls on the front panel are not placed in a safe location. The wiring between monitor and system competes with plumbing fittings under the sink.

Goal #6 Short term (1 year)

Status: complete

Description of Goal

Provide the Division with more clerical support which improves support for the Psychology program.

Evaluation of Goal

Evaluation of this goal depends upon the hiring of more clerical support for the division.

Objective #6.1

Status: complete

Hire a new Clerk Typist III.

Resources Needed: Additional Personnel

Position Classification: Classified

Required for How Long: Ongoing

Position Title:

Basic Position/Job Description:

Clerk Typist III

Estimated Salary Excluding Benefits: \$55,847.45

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

The Social Science Division is in dire need of a new Clerk Typist III. Currently, there is only one classified staff for the division. Because of our location, we are inundated with students regularly asking questions of our secretary. During the first five days of the semester, there were approximately 105 students needing information or assistance. Our secretary must do this while managing the work of the division which includes managing program schedules for ten department programs. Repeatedly dealing with students' needs diverts time from attending to the important work of all the departments in the division. Further, after regular business hours, beginning at 5:00 pm, there is no clerical staff in the Social Science office to help students.

Position Classification: Classified

Required for How Long: Ongoing

Position Title:

Basic Position/Job Description:

Clerk Typist III

Estimated Salary Excluding Benefits: \$55,847.45

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

The Social Science Division is in dire need of a new Clerk Typist III. Currently, there is only one classified staff for the division. Because of our location, we are inundated with students regularly asking questions of our secretary. During the first five days of the semester, there were approximately 105 students needing information or assistance. Our secretary must do this while managing the work of the division which includes managing program schedules for ten department programs. Repeatedly dealing with students' needs diverts time from attending to the important work of all the departments in the division. Further, after regular business hours, beginning at 5:00 pm, there is no clerical staff in the Social Science office to help students.

Objective #6.2

Status: in progress

Hire a Full time grant writer

Resources Needed: Additional Personnel**Position Classification: Classified**

Required for How Long: Ongoing

Position Title:

Basic Position/Job Description:

A full time grant writer is needed to attain additional funding for many programs

Estimated Salary Excluding Benefits: \$80,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

Currently, the district employs a part time grant writer (a consultant) at a much higher rate than needed.

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. Smith, Kevin	Program Manager
2. Sutow, Christine	Participant
3. Padgett, Vernon	Participant

2010-11 Annual Program Plan

Name of Program: Reading & Vocabulary
Name of Unit: Communications & Languages
Name of Area: Academic Affairs
Date Completed: 10/22/2009

Program's Mission Statement

The Reading Program at Rio Hondo College prepares students to succeed in all academic disciplines, to succeed in the career paths they choose, and to succeed in becoming a contributing member of their society.

Program's Overarching Outcomes - SLOs / SAOs

Students will achieve competence in the learning process across the reading and study skills spectrum. Toward this end, the department strives to inculcate in students a strong desire to become constant, active, critical readers.

Student Learning Outcomes were developed for and are associated with each course offered by the Reading Program and are assessed either each semester or annually depending on the number of course sections offered.

Program's Characteristics, Performance and Trends

The Reading Program at Rio Hondo College began in the 1970s in response to the increasing basic skill needs of the student population. The program guides students to become independent readers and thinkers by incorporating a variety of instructional activities including individual, collaborative and whole group learning. Faculty recognizes the diverse population at Rio Hondo and attempts to provide an atmosphere that fosters encouragement and acceptance of different ideas and opinions for dynamic learning to occur. Also, the

department recognizes that reading is not a subject learned solely in a reading class but a process that is learned across the curriculum. The program originated with one faculty member and is now comprised of six full-time faculty members and eight adjunct instructors. In addition, two classified instructional assistants and one college work study student are employed in the reading lab. During the 2009 fall semester there were a total of 40 reading course sections offered at various levels.

The program is structured according to four sequential levels of instruction (below college level) and includes an individualized reading lab with an online component for the lower two levels. Also offered are college-level/transferrable courses in critical reading, study methods, and vocabulary development. The program primarily serves students who are under-prepared for college-level work. The reading program accommodates these learners by building on what they know in order to increase their knowledge and learning experience. The program also serves students who are prepared for college-level work. These students are encouraged to enhance their potential in order to succeed in college and future professions.

Enrollment in reading program courses has grown over the past few years. From 2007-08 to 2008-09 the enrollment grew 16%. Since 2005-06 the program has lost one full-time faculty position necessitating additional adjunct hires and overload assignments for the remaining full-time faculty.

READING						
Course Enrollment						
Course	Fall 2007	Intersess 2008	Spring 2008	Summer 2008	Fall 2008	Inters 200
READ012	17	0	11	0	30	0
READ021	111	0	85	0	127	0
READ021L	96	0	78	0	135	0
READ022	236	0	223	76	279	0
READ022L	210	0	218	69	279	0
READ023	551	0	531	175	566	0
READ101	96	0	84	8	98	0
READ134	72	35	63	46	99	29
VOCAB101	25	0	24	0	32	0

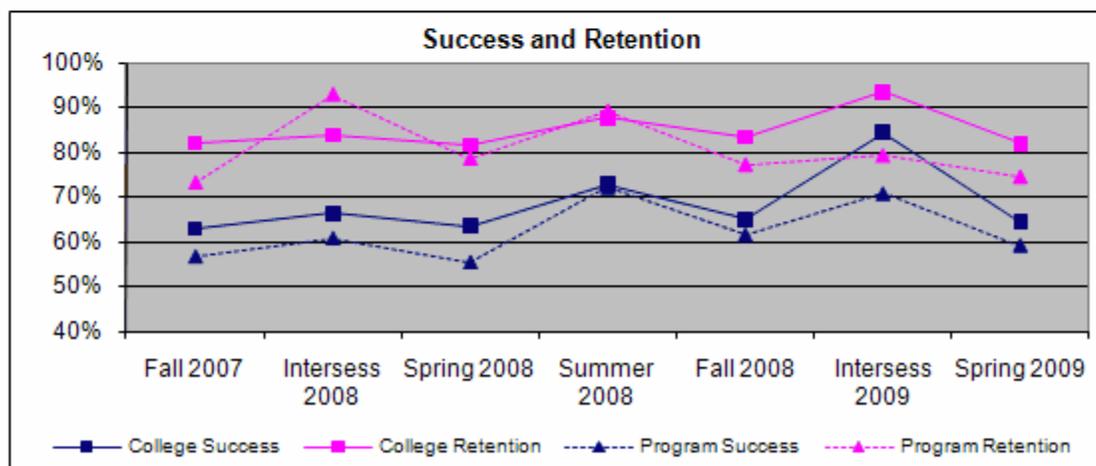
Rio Hondo College Total Enrollment										
Fall 2007	Intersess 2008	Spring 2008	Summer 2008	Total 2007-08	Fall 2008	Intersess 2009	Spring 2009	Summer 2009*	Total 2008-09	An Grc
63,949	3,906	68,703	26,807	163,365	64,165	4,142	74,725	20,920	163,952	0.3

READING Total Enrollment										
Fall 2007	Intersess 2008	Spring 2008	Summer 2008	Total 2007-08	Fall 2008	Intersess 2009	Spring 2009	Summer 2009*	Total 2008-09	An Grc
1,414	35	1,317	374	3,140	1,645	29	1,476	490	3,640	15.1

* Summer 09 data not yet finalized

READING							
	Fall 2007	Intersess 2008	Spring 2008	Summer 2008	Fall 2008	Intersess 2009	Spring 2009
Success	56.57%	60.71%	55.27%	72.21%	61.43%	70.83%	59.09%
Retention	73.15%	92.86%	78.54%	89.11%	77.13%	79.17%	74.43%

Rio Hondo College							
	Fall 2007	Intersess 2008	Spring 2008	Summer 2008	Fall 2008	Intersess 2009	Spring 2009
Success	62.96%	66.24%	63.49%	72.79%	64.95%	84.44%	64.43%
Retention	81.96%	83.80%	81.54%	87.69%	83.31%	93.42%	81.85%



READING								
	Fall 2007	Intersess 2008	Spring 2008	Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Summer 2009*
WSCH	4,698.38	49.40	4,352.52	639.49	4,239.39	39.84	4,835.40	678.69
FTES	151.35	2.96	140.00	38.30	142.77	2.39	155.36	40.64

* Summer 09 WSCH and FTES is based on estimates

Program's Strengths and Weaknesses

There are several strengths to the Reading Program at Rio Hondo College:

- Individualized reading lab
- Sequential reading courses
- Innovative instructional approaches
- Fully credentialed, experienced and innovative faculty
- Implementation of assessment process
- Common final exams for some courses
- Reading graduation requirement for Rio Hondo College A.A and A.S. degrees

Along with these strengths, the Reading Program has self-identified certain weaknesses:

- Lack of mandatory reading assessment for all students
- Lack of defined budget for reading lab materials
- Limited amount of space for classrooms
- Unsatisfactory assessment cutoff scores
- Choice of assessment instrument
- Insufficient full-time and adjunct faculty
- Insufficient reading coordinator release time (recent 5% decrease in release time)

Program's Opportunities and Threats

The Reading Program looks forward to several opportunities for improvement.

- Because of the move to the new LRC, an enhanced collaboration among the different developmental education programs within the Communications & Languages Division at Rio Hondo College.

- The Reading Program looks forward to working with the California Basic Skills' Initiative Programs; such as, Gateway Tutoring Model, Cohort Learning Models, and the Summer Bridge College Readiness Program.

There are a number of challenges facing the Reading Department in the near future.

- Assessment has been an ongoing issue within the Reading Department and there is no current resolution. The issues include the assessment instrument, the development of valid placement criteria, and mandatory assessment for all Rio Hondo students.
- Adequate staffing levels and the growth of the Reading Department remains an issue. Recent decreases in staffing has left the Reading Department unable to offer more sections of transferable courses, new courses, and existing development courses that are needed by Rio Hondo College students.
- The inadequate amount of classroom space allotted to the Reading Program is another concern. This has resulted in some classes being taught in inadequate learning environments or, in some cases, classes not being offered at all.

Program's Accomplishments and Recommendations for Improvement

The accomplishments of the Reading Program over the past academic year include the following:

- Successful transition to the new Learning Resource Center
- Update of reading lab materials
- Restructuring of required number of reading lab hours and credit
- Update of course revision for READ 23
- Update and reoffering of READ 20
- Course revision for READ 134
- Update of all reading course SLOs
- Completion of program-level SLO
- Update of Reading Lab online component
- Update of the "Reading Tips" page via the RHC website

Based on the above and information from previous sections of the 2009-10 Reading Department Program Plan, it is believed that in order to effectively serve its mission the reading department recommends the following.

- Staffing levels be increased by a least one full-time position. The Reading Department has not been able to fully meet the needs of the students of Rio Hondo College with current staffing levels.

- Increased space be allocated for reading sections.
- Additional multi-media materials be purchased for use in the Reading Lab to better meet the instructional needs of Rio Hondo College's diverse student population.
- Reading assessment instrument and cutoff scores used to place students into appropriate reading courses be reevaluated.
- All Reading Program courses be updated so that all are current in regards to Curriculum Committee requirements.

Program's Strategic Direction

During the next 3-5 years, the Reading Department foresees the following:

- Increase in the number of current developmental and transfer-level sections
- Increase in and enhancement of both onsite and online reading lab instructional materials
- Employment of additional highly qualified full-time and adjunct faculty
- Rectification of assessment and placement issues
- Address the reading classroom space issue
- Integration of the Reading Program within the Basic Skills' Initiative instructional model

Program's Staff Development

Goal #1 Long term (2-5 years)

Status: in progress

Description of Goal

By 2011, the Rio Hondo College Reading Department will expand the program by the employment of additional faculty to teach increasing sections of reading courses.

Evaluation of Goal

The Reading Department and Rio Hondo College Administration will determine if the number of reading sections and staffing levels has increased.

Objective #1.1

Status: in progress

Employment of additional faculty

Resources Needed: Additional Personnel

Position Classification: Full Time Faculty

Required for How Long: Ongoing

Position Title:

Basic Position/Job Description:

Full-time reading faculty

Estimated Salary Excluding Benefits: \$100,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

Reading enrollments have increased 16% from 2007-08 to 2008-09.

Objective #1.2

Status: in progress

Increase the number of developmental and transferable reading courses.

Goal #2 Short term (1 year)

Status: in progress

Description of Goal

By 2010, a new computerized reading assessment instrument will be in place and new placement criteria will be implemented.

Evaluation of Goal

The Reading Department and Rio Hondo College Administration will determine if a new computerized reading assessment instrument and new placement criteria have been implemented.

Objective #2.1

Status: in progress

Purchase online reading assessment instrument

Resources from Other Sources**Resources from Basic Skill Initiative**

Required for How Long: 3 years

Requested: \$10,000.00

Received: \$2,500.00

Reason for the difference between the amounts:

The difference is to be used to help fund Acuplacer Assessment Instrument.

Objective #2.2

Status: in progress

Determine appropriate reading placement criteria

Goal #3 Short term (1 year)

Status: in progress

Description of Goal

By 2010, all Reading Program courses will be made current in regards to curriculum

committee requirements.

Evaluation of Goal

The Reading Department, RHC Curriculum Committee and the RHC Administration will determine if all Reading Program courses have been made current in regards to curriculum committee requirements.

Objective #3.1

Status: in progress

Determine which courses require updating.

Existing Resources

Curriculum committee information available on public drive.

Objective #3.2

Status: in progress

Review, revise and, if necessary, rewrite specific course outlines.

Existing Resources

Copies of previous revisions.

Goal #4 Short term (1 year)

Status: in progress

Description of Goal

The Reading Skills Lab will update both online and in-lab instructional materials.

Evaluation of Goal

New and replacement instructional materials will be purchased in a timely manner.

Objective #4.1

Status: in progress

New instructional materials will be purchased for use in the Reading Skills Lab.

Resources Needed: Additional Budget**Requested Item:****Required for How Long:** Ongoing**Requested Amount:** \$10,000.00**Description:**

New instructional materials for Reading Skills Lab.

Supporting Rationale

New materials reflect current instructional trends in reading and topical subjects increase student interest.

Objective #4.2

Status: in progress

Replacement instructional materials will be purchased for the Reading Skills Lab.

Resources Needed: Additional Budget**Requested Item:****Required for How Long:** Ongoing**Requested Amount:** \$5,000.00**Description:**

Materials utilized in the Reading Skills Lab wear out from student use over time.

Supporting Rationale

Materials must be replaced due to student use.

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. Koelle, Steve	Program Manager
2. Pierson, Kenn	Participant
3. Sloniger, Wells	Reviewer
4. Kaller, Doreen	Reviewer
5. Gaspar, Georgia	Reviewer
6. Curlee, Karleen	Reviewer
7. Bell, Sharon	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.

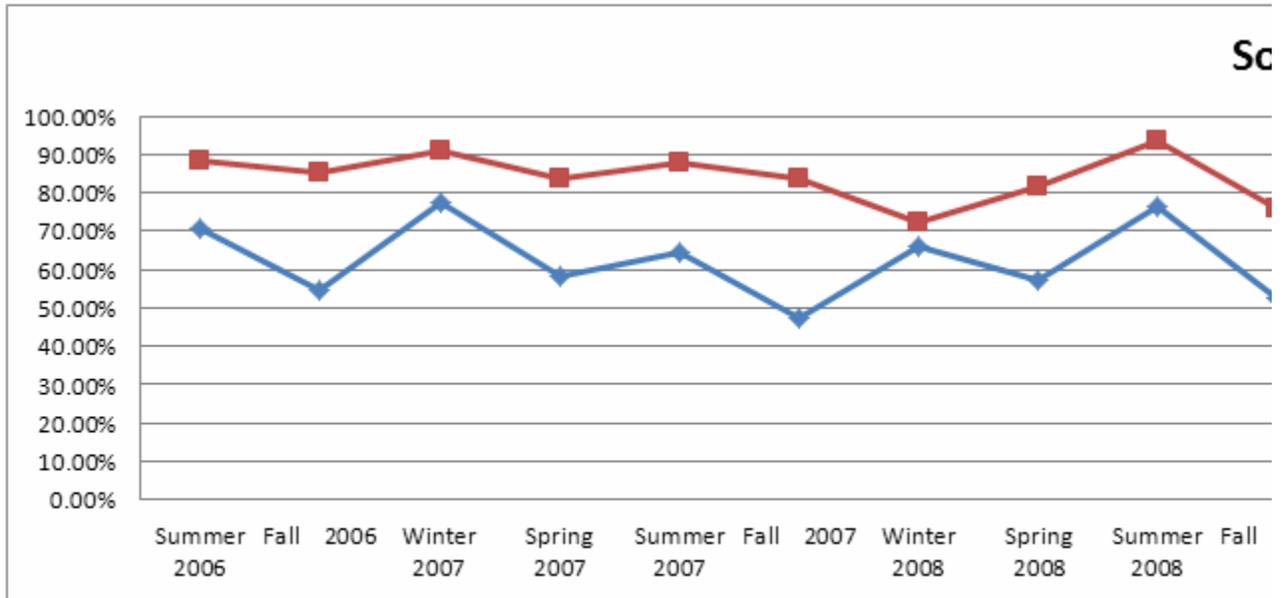
These SLOs are utilized on a rotating basis and two SLOs are evaluated each time the course is offered. The Department is aware of the upcoming focus of developing SLOs for degrees and certificates and has begun discussions for developing Student Learning Outcomes for the new Associates of Arts degree 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	Winter 2009
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) Corresponds with Institutional Status: in
Goal # 3 progress

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) Corresponds with Institutional Status: in
Goal # 3 progress

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 # 3	Status: in progress
----------------	---------------------	---	---------------------

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
-----------------------	---------------------

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
-----------------------	---------------------

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