

SBCC Instructional Program Review

[Program Review Instructions and Guidelines](#)

Print Page

Division: English

Unit: English

Prepared By: Barbara Bell (and friends)

1. Mission and Relation of the Instructional Program to the College

1. What is the mission of your unit?

The English Program at Santa Barbara City College has been developed with the following vision as its guiding principle: to provide to all matriculating students an education that encompasses the learning of skills necessary as a foundation for employment and for all of their college and university learning. The skills include composition/writing and critical thinking, all of which furthers their ability to participate knowledgeably in the social dialogue of our times. The study of literature in its various forms of fiction, non-fiction, drama, and poetry, as well as the kinds of reading necessary to work at all levels, enlarges students' cognitive abilities.

A product of this vision and the program's curricula is a student body that is curious, self-directed in inquiry, engaged with ideas—historical, contemporary, artistic and social— and who are able to join the discourse of the articulate. The Program thus serves the individual student, the academic community, and society at large. The reading and writing components of the Program not only promote the critical thinking skills necessary for analysis but also develop understanding of diverse cultures, traditions, and histories.

The pre-freshman course (ENG 98) and the freshman English courses (ENG 110 and 111) provide students with the foundation in college writing and research to promote their individual growth and to enhance their ability to succeed in their further education or in their work-certificate goals. In addition, courses ranging from surveys of American, British and World Literature, introductory courses in poetry, Shakespeare, contemporary fiction, drama, and women's and diverse literatures satisfy the requirements for the English major and also attract and motivate students to become acquainted with important and exciting works of art. They also fulfill the General Education requirements for students enrolled in degree and transfer programs.

Since one important goal of our English Program is to foster creativity and imaginative endeavors so necessary in the life of the mind and the spirit, our department also offers Creative Writing courses and the option to earn a Creative Writing Certificate.

The English Program has pursued and continues to pursue new and valuable models of delivering its vision such as MET courses, ESP courses, Honors courses, and iPath courses.

2. Identify or outline how your department/program contributes to the mission of the College.

Please limit to a single paragraph.

The English Department participates wholeheartedly in the practices and vision of Santa Barbara City College because its very discipline provides not only skills for life and employment, but also because it opens its student body to exploration and engagement with the urgent questions that confront humanity, both individually and globally. Every single student benefits from this interface and dialogue with these questions and the resultant sense of global responsibility. The variety of genres discussed in the program's courses inevitably and of necessity presents the moral, ethical, environmental— basically the humane—components of a good education. Writing about them calls upon students to hone the logical and expressive articulation of their ideas.

2. History

History (update) since the last program review.

1a. Provide a brief overall history of program. Please remember this is for the general reader who may know nothing about your program.

From its beginning, the English Program at SBCC has had the education of students in reading and writing and critical

thinking firmly in first place in its curricula. The spectrum of courses in the program, from introductory techniques of research and composition to advanced research into ideas and the backgrounds and varied components of literature, provide students with the foundational skills and knowledge they will need both for employment and for assuming their social responsibilities.

1b. Provide a history since last complete program review.

We hired three full-time faculty--two replacements and one new position:

-Dan Barlow
-Sarah Boggs
-Jordan Molina

MAJOR FACULTY AWARDS

2016: Hayward Award, Kathy Molloy
2014: Hayward Award, Jody Millward
2013: Faculty Lecturer, Kathy Molloy

SABBATICAL PROJECTS

Chella Courington: Study Towards a National Community College Literary Journal (Professional Development for Creative Writing, Student Publications, Literature, and Writing)

During my semester-length sabbatical, my goal was the publication of the inaugural issue of Painted Cave, a national community college literary journal. The journal strengthens the Certificate in Creative Writing by not only offering possible publication to our creative writing students but also training in the publication process of fiction, poetry, and creative nonfiction for our students.

Including the initial issue in spring 2014, Painted Cave has published five issues reflecting a range of community college writers from thirty different states. The editorial staff is composed completely of SBCC student editors. In fall 2015 Painted Cave was recognized as the outstanding, online literary journal for community college writers.

Melanie Eckford-Prosser took a sabbatical in fall 2015 to explore the role of organization in the teaching of composition. Far from being a less important aspect of critical thinking, organization and classification, and the mental malleability that they require, allow students to transfer their skills across disciplines by asking them to see that organizing the same ideas differently changes not only the rhetoric of a piece, but can change the ideas themselves. Understanding and being able to reason how and when to modify organization removes students from either/or thinking, and doing it well provides them skills they will use and hone for the rest of their lives.

PUBLICATIONS/PRESENTATIONS

Dan Barlow

I published an article on critical race studies in composition pedagogy and another article on narratology in African American literary and cultural history. These are "Composing Post-Multiculturalism" in *College Composition and Communication* (67.3, 2016) and "Blues Narrative Form, African American Fiction, and the African Diaspora" in *Narrative* (24.2, 2016). "Composing Post-Multiculturalism" was selected to be reprinted in the instructor manual for the tenth edition of *Ways of Reading: An Anthology for Writers*.

Chella Courington

Books

*The Somewhat Sad Tale of the Pitcher and the Crow. Plains, KY: Pink Girl Ink Press, September 2015.
*Talking Did Not Come Easily to Diana. Musa Publishing, November 2011.
*Paper Covers Rock, Canton, OH: Indigo Ink Press, September 2011.

Chapbooks

*What Women Do. Blue Lyra Press. February 2017.
*In Their Own Way. Crow Hollow Books. August 2016.
*was it more than a kiss, Flutter Press, March 2016.
*Flying South. Kind of a Hurricane Press (Barometric Pressures Series), January 2015.
*Love Letter to Biology 250, Cincinnati, OH: Porkbelly Press, November 2014.
*Girls & Women. Cleveland, OH: Burning River, April 2011.

Fiction Published in the Following Journals

Coffee and Fried Chicken, Spelk, A Quiet Courage, The Rain, Party and Disaster Society, Beechwood Review 1, Doorknobs & BodyPaint 78, Sparks of Consciousness, riverbabble 27
Spry Literary Journal, Remarkable Doorways Literary Magazine, The Zodiac Review, Fourteen Hills, Gone Lawn, Ghost

Town, The Hart House Review, Everyday Fiction, The Los Angeles Review, Danse Macabre, SmokeLong Quarterly, et al. Poetry Published in the Following Journals
Crow Hollow, Zingara Poet, Still: The Journal, Firefly Magazine, The Miscreant, NonBinary Review, Io ball, Big Bridge, Everyday Genius, Moria, Cacti Fur, I Am Not A Silent Poet, Gargoyle, et al.

Jody Millward

Presentations:

- 2016 Young Rhetoricians Conference: "Bullet Train to Student Success: CA Programs Designed to Accelerate College Completion"; and
 - "Suffragette City: Reflections on Fulltime-English-Hiring Practices"
 - 2016 FRC Faculty Colloquium: "What Are They Teaching Them in Those Writing Courses?"
 - 2015 Young Rhetoricians Conference 2014: "Students' Rhetorical Questions; Questioning Student Rhetorics"
 - 2015: ECCTYC/TYCA Pacific Coast Conference "Lost In Translation: International Students and Plagiarism in the Digital Age"
 - 2013: CCCC Basic Skills Workshop "Between a Rock and a Hard Place: Theory and Practice for BSK Writers"
 - 2013 ECCTYC Conference: "National TYCA Policy Advocacy Roundtable"
- Leadership Positions/Professional Development:
- 2008-Present Peer Reviewer of national CCCC conference proposals
 - 2014-Present ECCTYC/TYCA Pacific Coast, First Vice-President
 - 2014 Coauthored ECCTYC resolution addressing computerized scoring of writing samples in CC assessment test; later endorsed by CACC Academic Senate
 - *2014 Consultant on National Science Foundation Project: "Tango: Teaching A New Generation of Statistics Teachers"
 - 2013-2015 Participated in statewide conference planning and conference presentations, including chairing panels and individual presentations on basic skills pedagogy, national trends in composition, adjunct professional development and hiring.
 - 2013 ECCTYC/TYCA Pacific Coast, National Representation; author Pacific Coast Column in "TYCA to You," TETYC

Jordan Molina

"Negotiating Perception/Deception: Strategies Toward Promoting Active Citizenry in the Community College Composition Classroom." ECCTYC, San Jose, CA 2015.

"Re-Imagining the Rhetoric of the Community College Composition Classroom." CCCC, Houston, TX 2016.

Clara Oropeza

I represented Santa Barbara City College on a Spanish-speaking panel at the Educational Writers Association's third annual Spanish-language media conference. The focus was on educating the Spanish-language media on equity in higher education and what it means for Latino students. The title of my presentation was, "Face(t)s of Equity: A West Coast Approach." This was an excellent opportunity to share how SBCC, a Hispanic Serving Institution, fosters equity through programs, faculty development, and its Directory of Equity, Diversity and Cultural Competency. As a native Spanish-speaker, director of MET, and a member of the Student Equity Committee, I was honored to represent SBCC.

David Starkey

Creative Writing: Four Genres in Brief. Bedford, 1st ed., 2008; 2nd ed., 2013; 3rd ed. Forthcoming, 2017.

Academic Writing Now: A Brief Guide for Busy Students. Broadview, 2015.

Like a Soprano. Serving House, 2014. Poetry.

Teaching English in the Two-Year College, Vol. 42, No. 2, 2014. Guest editor of special issue on creative writing.

Poems published in Antagonish, Broad River Review, Cold Mountain, Cortland Review, Crab Orchard Review, Crannog, Fourteen Hills, The London Magazine, Louisville Review, Reed Magazine, Sein Und Werden, Soundings East, Upstairs at Duroc, and others.

ESP

English Department faculty were instrumental in researching and planning the Express to Success Program in 2011. Beginning with seven accelerated English learning communities in Fall 2011, the number has doubled learning in Fall 2016. The ESP instructional model, with its counseling and peer tutor components, has proven to be highly effective. Course completion rates and college persistence rates far exceed the college average. ESP students completed two levels of accelerated English in one semester at a 40% to over 45% higher rate than students taking traditional courses over a two semester period, with Latino, African American and low income ESP students making the largest gains of all when compared to their peers. Students in the accelerated English learning communities are now completing their required developmental English classes more quickly so that they can enroll in their college level courses sooner and with a strong foundation in their math, reading and writing skills. Because of the demonstrated success of the program, ESP received

the 2012 Chancellor's Award for Best Practices in Student Equity. More recently, ESP received recognition as the 2014 Example of Excelencia at the associate level from the national organization Excelencia in Education.

Presentations on the Express to Success Program have been made by English, Math and Counseling faculty at the 2013 and 2014 Strengthening Student Success Conferences; at ASCCC conferences and Plenary sessions in 2014, 2015 and 2016; and at state and national conferences in 2014, 2015 and 2016.

MET

The Multicultural English Transfer Program (MET) continues to promote equity. For details, please see section: 2C Equity, MET Program.

CAP

The College Achievement Program coordinates with the English division and Student Services and offices as an integral piece of its efforts to promote equity. For more details, please see section: 2C Equity CAP.

STUDENT VOICES

This yearly publication (currently in its 26nd edition) features some of the best essays written by students in our English and English Skills classes. Every year we hold a competition in which approximately 200 entries are submitted. In the spring, a panel of instructors from our two departments selects the winning pieces. We then honor our winners at an awards ceremony in May. During the summer, the Editor (Barbara Bell) edits and publishes the anthology so it will be ready for purchase by the beginning of the fall semester. Thus the magazine serves two purposes: to reward excellent student writing, and to provide a quality publication for classroom use.

ENGLISH MAJOR RECEPTION

The department has worked hard to build our majors and our major offerings. One part of that strategy has been to recognize students at the end of the year, and to honor them with a slightly formal English Major Reception, offered just before graduation in either the JSB or the Gourmet Dining Room. It's important to note that this reception is for all majors, including those who have not yet officially chosen English: we want to build community and continuity in the program. At the reception we acknowledge the awardees of our two departmental scholarships, and we announce the Outstanding English Major of the year. We give students books chosen by faculty; faculty who have selected the books write a brief book mark explaining why they chose the book. There's usually a certain amount of trading of books among the students as they see what someone else has chosen. During our reception we eat light refreshments and listen to students read their poetry and creative writing. This allows students to take pride of place, to acknowledge the importance of our Creative Writing program and our students' talents, and for continuing students to meet other students and faculty. Turnout is high, and often parents accompany their students.

CREATIVE WRITING

Since its inception, and since the last complete program review, the creative writing program has maintained a steady presence among the English Department courses. Typically, we offer one section of the introductory course, English 270 - Creative Writing, and one section of a genre specific course, either English 271P - Creative Writing: Poetry, English 271F - Creative Writing: Fiction, English 271NF - Creative Writing: Nonfiction, or English 271D - Creative Writing: Drama.

In an attempt to grow the program through online offerings, program director David Starkey has submitted a sabbatical proposal that would allow for the creation of fully online versions of English 270 and 271P. Creation of these courses would then lead to online versions of 271F and 271NF. (We currently believe that 271D, the playwriting course, is not appropriate for an online version.)

ENGLISH 200

Introduction to Literature (English 200) is our new course offering this semester. Students pursuing the AA-transfer in English must take this course, which covers the humanities requirement for IGETC and CSU GE. The course provides an introduction of representative works from major literary genres (poetry, drama, and short fiction), while developing students' close reading and analytical writing skills, and promoting critical understanding of the cultural, historical, and aesthetic qualities of literature. There are currently fourteen students enrolled in the course; while most are English majors the others can certainly be considered English aficionados. Clara Oropeza is teaching the course and reports that students are engaged and enjoying the class. We hope this course will continue to grow in popularity as counselors and faculty help promote it.

ENGLISH 120

This is a co-requisite for English 110 and remains the most common way for SBCC students to satisfy Area F, the Information Literacy requirement.

The most significant development in English 120 is the change in testing: rather than burden the library with five weeks devoted to testing students via scantrons, the English Department instituted a computer-based test using Moodle that took place in the LRC. Although the new approach was a major improvement overall, faculty became aware of emerging problems, including significant student cheating and the unfair proctoring burden placed on the LRC staff. Thus our current 120 Coordinator, Melissa Menendez, overhauled the Moodle testing process to both allow more flexibility in terms of student access to the test (outside the LRC) and discourage cheating. Due to declining student success rates, the department is rethinking the course, along with 110, to determine the best way to teach this material related to the ethics of research and citing sources (see 2.a.).

3. Statistical Data Analysis

Statistical data for the last three years will be provided by the Office of Institutional Assessment, Research and Planning by the start of the Fall semester. The data will include:

Departmental WSCH

- First census WSCH and FTES for the department
- First census WSCH and FTES by course

1a. Write about enrollment trends that the department/program believes are important to its planning and resource needs, and comment on the department's/program's insights on why they are occurring.

Enrollment is down across campus and around the state for a variety of reasons. While the college as a whole is now down approximately 14% since fall 2014, the English Department has mainly seen this decline in its sophomore-level literature classes.

This decline is not wholly unexpected. The complex realities of the modern world, with its turn towards ever-increasing technological requirements and developments, have made it urgent for our students to be able to participate in this world, not only locally but nationally as well. There has been a well-known encouragement of students to enroll in STEM courses so that as a nation we do not lose our capabilities in these areas. There has been a corresponding decline for the last decade or so of enrollment in the humanities courses that have been for centuries at the heart of a higher education. This decline is well documented—and lamented—but it begins to appear that it is time to address the necessity more and more leaders in technology themselves are beginning to articulate: what makes people do what we think we ought to do? How should we address the ethics and awareness we believe are at the heart of being human? Technology and the leaders in the field now begin to say that their products must be integrated with understanding—and algorithms—of human behavior. Without the humane disciplines technology is in itself barren of something essential to the examined life.

Among the humanities, English holds a pre-eminent place since it deals with literatures in which all aspects of life are found: it increases cognitive activity (research exists to demonstrate this), empathy, social consciousness, the sense of the value of a decent life shared with the world. To promote the English major is one of our goals, as it is with every institution of higher learning that now promotes the humanities as partner to the life of the mind that our STEM courses offer.

1b. Describe how the department/program is responding to these changes.

Even though enrollment is down, our composition classes are still in great demand. Nevertheless, we have reduced (but not eliminated) our offerings in the evenings, on Fridays, and in online/hybrid formats—those times/formats that are less popular and fill more slowly. We have also reduced our sophomore literature offerings to 3-4 sections per semester as we work to grow the major.

That said, we have committed to providing the major survey classes that most students need for UC transfer: English 221 and 222, the Brit Lit cycle from 900 to the present, and English 225 and 226, the American Lit survey from the 16th century to the present. In addition, we are trying to include other courses to deepen the majors' understanding of their field, such as Contemporary Literature or Women in Literature.

We have also responded to the request of counseling to help students who want to transfer to CSUs by creating English 200, an explicit Introduction to Literature class created by Clara Oropeza. **Student Statistical Data**

Most of the data for the following responses can be found in the [Program Review Data Library](#).

2a. Successful Course Completion Rate

The Successful Course Completion Rate is the percent of students receiving a grade of C or better, or a P for P/NP courses. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies

your department is using or considering relative to these outcomes.

2b. Successful Course Completion by Modality

Examine the data on successful course completion by instructional method (face-to-face, fully online, and hybrid), both for the college overall, and for your department. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, including a comparison to college outcomes, and describe any strategies your department is using or considering relative to your outcomes.

2c. Successful Course Completion by Student Equity Populations

Examine the data on successful course completion by student equity populations. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

2d. Degrees and Certificates

On the "Awards by Major" tab, examine the data and trends for the college overall, and for your department.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

2e. Transfers

The number of majors who transfer to a four-year college or university can be found on the "Transfers by Major" tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

2f. CTE Earnings and Job Placement

For Career Technical Education programs, please summarize and discuss the program completers' earnings information and/or job placement information (if available).

See the [CTE Launchboard](#), [Salary Surfer](#) or [Wage Tracker](#) for additional data regarding CTE program completers.

2g. Additional Department-Specific Data

Please provide and discuss any additional data unique to your department or program.

Student Learning Outcomes (SLO) Assessment

- Student SLO performance reports

3a. Provide a brief description of your department's/program's analysis of the student performance data on the course, program and Institutional SLOs (ISLOs).

The data in this section is taken from the last SLO cycle--F12, S13, F13, S14, F14, S15

CSLOs for Eng. 100:

N/A--21.09%

Below--9.86%

Meets--53.08%

Above--15.97%

CSLOs for Eng. 110:

N/A--11.38%

Below--9.83%

Meets--51.55%

Above--27.24%

CSLOs for Eng. 111:

N/A--7.54%

Below--9.27%

Meets--47.63%

Above--35.56%

CSLO analysis of our three composition courses shows that the vast majority of students in these classes meet or exceed the course SLOs. This pattern is evident in our sophomore literature and creative writing classes as well.

Despite these positive results, we did notice two common areas of concern across the composition courses: students' critical reading skills and their ability to revise. The data from several sophomore lit classes revealed that, even at that level, some students still struggled when asked to read critically.

(We were unable to find the PSLO data.)

(We are unable to obtain Institutional SLO data, as there is currently a confirmed problem with our SLO reporting system, eLumen.)

3b. Summarize the strategies your department/program has implemented to improve student achievement of the course SLOs, certificate, degree and/or program SLOs, and the ISLOs. Include the documented and/or perceived changes in student learning.

To help students improve their reading skills, faculty suggested (in their CIPs) that we consult with our colleagues in English Skills, as they have formal training in the teaching of reading. This consultation led to a very successful presentation on teaching critical reading strategies, conducted by Anita Cruse and Sheila Wiley at our 2015 division retreat. They repeated this presentation at a roundtable later that semester.

To help students improve their revision skills, faculty suggested (in their CIPs) that we make a curricular change to Eng. 100 to allow time for more revision. That change was discussed and approved back in 2015. Faculty also suggested that we rethink the way we teach Eng. 110 to allow for more revision. Currently a departmental subcommittee is looking at ways to revise the course to do just that.

3c. Review your department's/program's SLO Implementation Cycle Plan and indicate whether or not you are on target for its completion. Explain any changes to your SLO plan.

Fall 2015--score everything

Spring 2016--score everything

Fall 2016--score 88, 89, Honors, Sophomore Lit, Creative Writing, CAP classes

Spring 2017--score 88, 89, Honors, Sophomore Lit, Creative Writing, CAP classes

Fall 2017--score 88, 89, Honors, Sophomore Lit, Creative Writing, CAP classes; begin analysis

Spring 2018--continue analysis and discuss potential changes; write CIPs

We are on target for completion.

Faculty Information

- Faculty head count (contract and adjunct)
- TLU and FTEF totals (by contract and adjunct)
- Contract overload for department by year

4. Where appropriate, explain how the faculty information noted above is affecting the department's ability to achieve its mission and/or objectives.

Over the past three years, our number of full-time faculty has increased from 18.5 to 20.5—a result of replacing two retired faculty (one of whom retired back in 2011 but wasn't replaced until 2014) and hiring one new full-time faculty. The ".5" refers to Kathy Molloy, who is designated as 50% in English and 50% in English Skills. (NOTE: Jane Brody was also 50% in English and 50% in ES—but when she retired in 2012, English Skills claimed the full-time position. Thus we lost half of a full-time position that year).

Over the same time period, our adjunct headcount has ranged from 31 to 43, with each part-timer teaching between one and four sections. Our total FTEF has ranged from 37 to 40.6, with TLU totals ranging from 554 to 609. Due to the incredible amount of work required of instructors of composition, very few of our full-time faculty teach overloads—and those who do are usually balancing out an underload for the year in order to meet their 30 TLU/year contract obligation.

At this point, approximately 50% of our freshman composition classes have been/are being taught by part-time faculty.

This data clearly indicates an overreliance on adjunct faculty in our department and an ongoing need for new full-time faculty. As the largest department on campus, we routinely offer 550-600 TLUs per semester, and almost all SBCC students take at least one—often more—courses within our composition sequence. Full-time faculty can make a commitment to long-term discussion of exactly those courses and are essential to maintaining consistency across the English curriculum. They are far more likely than adjuncts to teach the entire range of composition classes (98, 110, and 111)—and they are the only ones who teach Sophomore Literature classes. Thus they are better positioned to consider, and reconsider, what is being taught as students move from course to course.

As our department works on SLOs and curriculum review, our on-going discussion considers what students need from 98 in order to succeed in 110, and how to prepare 110 students for 111 and, perhaps, Sophomore Literature. While our adjuncts are invited to take part in this process (and those who do offer valuable insights), they generally do not have time for extended curricular work, nor do we expect them to. That work is the responsibility of full-time faculty, instructors who are fully invested and engaged in our department.

Full-time English faculty also are playing key roles in developing/teaching classes in the Express to Success/Learning Community curriculum. One of our colleagues is directing the entire program, and, currently, seven full-time English faculty are teaching ESP classes, with an eighth full-timer committed to teach in ESP in the Spring. Furthermore, four full-time instructors currently are teaching iPath classes, with a fifth full-timer committed to teach in iPath in the Spring. It is important to staff these classes with full-time faculty, as the required work involves a long-term commitment and a solid understanding of our composition sequence.

Clearly the college needs English to be involved—consistently—in these initiatives, and, where possible, we would like to participate. But these programs require time and long-term commitment—one to two years of planning meetings, monthly meetings once the program is underway, ongoing consultation with program-specific counselors, instructors and tutors, etc.

In other words, these programs need full-time English faculty. But we're running out of eligible volunteers.

More to the point—we need new full-time faculty positions.

Department/Program Revenue and Expense Data

- General Fund unrestricted and restricted budget (costs)
- Full-time equivalent (FTE) employees and costs
- Total expenditures per year
- Revenue generated by program (where appropriate)

5. Where appropriate, use this information to identify your faculty, staff and resource needs.

In the coming year, we hope to replace one full-time colleague who will retire at the end of 2016-17—our request for replacement has been submitted to the Senate. And as discussed above, we need more full-time instructors.

4. Programs and Curriculum

1a. All course curriculum is required to be reviewed by the department and the Curriculum Advisory Committee every five years as per State Ed Codes. It is the responsibility of the department chair to keep the curriculum records up to date. Courses not reviewed in a timely manner will not be scheduled and are subject to deactivation.

Curriculum status should be updated. Verify that your department is on track in its review of curriculum. List the courses that you will need to update for the next year and the lead for each of those courses by [COMPLETING THIS FORM](#).

1b. Student Learning Outcomes status should be updated. Verify that your department is on track in its SLO data collection and creation of Course Improvement Plans. List the courses that you need to collect data for this year and the lead for the Course Improvement Plan for each of those courses by [COMPLETING THIS FORM](#).

☐ Check this box to confirm that you have verified the curriculum and that all CSLOs have been updated for your department.

5. Collaboration with Other Units Including Instruction, Student Services and/or Administrative Units

1. Discuss any collaborative efforts you have undertaken with other units of the College. Offer an assessment of the successes and challenges in working with these units.

ACADEMIC

1. The Honors Program

While The Honors Program is not housed in English and is a college program, many of the Directors have been English Department faculty, including Charles Grogg and Kim Monda. Currently, Melanie Eckford-Prossor directs the program. The fit with English works well as Honors strives to meet students where they are as soon as they

are eligible for the program (a 3.0 GPA and eligibility for Math 107 and English 110). In particular, we want “home grown students”: those students who did not come to SBCC ready for English 110 but who have now achieved that. Thus we offer both English 110H and English 111H year-round, so that when students are ready to join, they can begin with their English courses. These classes allow students to forge community as they begin their Honors Program journey together. Additionally, there are a number of English Honors classes, including Honors 226, American Literature 2, and Honors 222, British Literature 2, but those classes, like all Honors Program classes, have caps of 25, which neither has made in recent memory. One of our challenges, then, is providing the class when it cannot make cap. One strategy has been to offer the classes without compensation for the instructor, but clearly those classes can only be offered when the instructor is willing to teach for free. As for other offerings, English 292H, Advanced Literary Analysis, functions as the capstone class for the program, and it has just received UC transferable status. That class takes as its focus the annual topic chosen by Honors students. For 2016-17 the topic is Change! In terms of the diversity of our student population, about two years ago we looked closely at the population of Honors Program students and found that about 28% are under-represented and at-risk students. We would like to increase that number.

2. CAP

The College Achievement Program coordinates with the English division and Student Services and offices as an integral piece of its efforts to promote equity. For more details, please see section: 2C Equity CAP.

3. ESP

ESP faculty work with Student Support Services to support the students in the program. Academic counselors from ACC also work with the program to recruit new students and provide support for ESP registration and advising sessions. Dedicated ESP counselors are part of the program and provide support services for ESP students throughout the semester, meet with each student to develop an individual student educational plan, and visit each learning community several times each semester to give presentations on a variety of student success topics. In addition, instructors and counselors work together closely to monitor student progress, and students who are experiencing difficulty in or outside of class are referred to the counselors, who contact the students and meet with them to help them resolve the problem. Faculty and staff in the program also work with the EOPS, STEM, International Students and iPath programs to recruit, support and refer students to programs that support their educational goals when they leave the program.

4. MET

The Multicultural English Transfer Program (MET) continues to collaborate with other offices on campus to promote equity. For details, please see section: 2C Equity, MET Program.

5. iPath

English department faculty have been participating in the iPath since its inception, and over its few-year existence we have been increasing sections of English 110 and 111 to be offered as part of that program. The goal is to ease the transfer process for eligible students by offering a streamlined completion of general education transfer classes, thus promoting student persistence with their long-term academic goals. Specifically, iPath aims to meet this objective for students by increasing tutor and counselor support, as well as providing students an interactive learning environment. The program has also embraced the practice of non-cognitive/ social-emotional learning as part of its pedagogy. To this end, iPath faculty participate in regular meetings, and in 2015 most iPath English faculty attended a summer Five-day Experiential Learning Institute, funded in part with equity funds. We have continued working with these practices through our FIG, which is planning on hosting its own version of the Experiential Learning Institute to bring social/emotional learning to other faculty on campus. These professional development opportunities feed back into our own engaging teaching practices and the continued growth of the iPath program.

6. Basic Skills Grant

The Basic Skills grant funds the research and pilot of Writing Studio courses offered by the department. The Writing Studio provides students with a supportive, intensive, and collaborative space to improve their writing, build community, and develop a writerly identity. The Studio intends to support students who may struggle with transfer-level composition. A cohort of faculty continues to research this third-space writing approach with plans for a site visit to CSU Chico this Fall 16 semester to learn about their comparable program. Additionally, several faculty members plan to attend CCCC 2017 to gather more information about Studio courses from experienced faculty from across the country. The department plans to continue its research and build curriculum over the 2016/17 and 2017/18 academic years with the goal of implementing a pilot in the 2018/19 academic year.

7. Gateway Liaison

The department has strong participation in the Gateway Tutoring Program. For example, this semester 75% of full time faculty and 63% of part time faculty are using Gateway Tutors in their courses as a way to support student success and to provide students additional support. The Gateway Liaison serves as the bridge between the Gateway Program and the members of the department who use Gateway. The liaison serves the English Department faculty by maintaining a database of available tutors that faculty can draw on when looking for a tutor

and is the point of contact for questions about how to best use tutors in the classroom. Additionally the liaison invites new faculty members into the Gateway Program and acts as a mentor for their first semester as Gateway Faculty Members. The Gateway Liaison assists the Gateway staff by helping to disseminate information to the faculty and gathering information from the department that the staff needs in order to improve the program.

STUDENT SERVICES

1. Assessment

Since an accurate assessment and placement process is integral to student success, English Department faculty work closely with the Assessment Office to make sure students are placed into the appropriate writing courses. Specifically, English (and English Skills) faculty read and score approximately 5,300 writing samples of incoming students every year. This writing sample has been an essential part of the multiple measures used at SBCC to assess student readiness for college-level writing. Consequential validity studies of placement indicate a student satisfaction rate of over 90% and an instructor satisfaction rate of over 95%.

Despite the fact that our college has been using multiple measures for years (our college was on the cutting edge of that movement), the English Department is currently piloting a Multiple Measures Assessment Project for English 110. Prior to Fall 2016, the Department's Multiple Measure Score (MMS), included our placement test scores, writing sample, and other factors including self-reported high school GPA. The MMAP pilot includes actual high school GPA, grade in 11th grade English course, and the student's score on CST (standardized reading/writing test). At the end of the pilot, English faculty will analyze the data and decide on next steps.

2. Library

The English Department maintains contact with the Library, via our Eng. 120 Coordinator, regarding changes that might affect the English 120 course.

6. Outreach Activities

1. Discuss any activities or projects you have undertaken with other educational institutions (high schools, colleges or universities), the community and/or business/industry. Describe any new outreach activities that you are considering.

1. Dual Enrollment

The English Department works closely with three area high schools (Santa Barbara, Dos Pueblos, and San Marcos) in the SBCC Dual Enrollment program. At each of these schools, at least one section of English 110/120 is taught each fall semester and one section of English 111 each spring. The high school teachers are considered to be adjunct faculty at SBCC and are evaluated according to the college's policy. Thus full-time faculty in the English Department regularly evaluate and mentor the high school teachers to ensure that the quality of an SBCC English course is maintained. The Chair, Director of Composition and English 120 Coordinator meet with the college's DE Coordinator and the high school teachers once or twice a year to discuss the course offerings and address any issues or concerns with the program. We are interested in offering DE courses at Carpinteria HS as well, but they have struggled to find teachers who possess the minimum qualifications to teach English for SBCC.

2. Portfolio Project with San Marcos High School

Since 2014, the English Department has partnered with English 12 faculty at San Marcos High School (SMHS) to bolster the number of students who will enter college with a writing placement of English 110 level. This effort came in part from San Marcos High School's concern that 63% of their students were entering college at English 98 or below; many of these students are Latino and are in English 12 (understood to be a "college-prep" course; ie, not AP, IB, or Honors). Through their collaboration with our department, we implemented a pilot project to align their curriculum with our English 98 curriculum. Specifically, students complete a portfolio comprised of their strongest essays and drafts, with careful attention paid to the revision process. These portfolios are then evaluated by the English Department as part of our semester-end Portfolio Grading Day, in which portfolios from students in English 98 and 88 are read by faculty. Students whose portfolios pass are deemed English 110 eligible in their writing placement. Further, our English Department coordinates an additional assessment test of these English 12 students. SMHS faculty work closely with members of our department to improve their own teaching practices and participate in our department's norming sessions to align their standards with ours.

The positive impact this program has made for SMHS students cannot be understated. Initially, only 3% of English 12 students placed into English 110 prior to the pilot program. In the pilot's first semester, 12% of English 12 students were deemed college-level ready in writing. The following semester, the number of English 12 students deemed college-level ready in writing jumped to 34%, and by Fall 2015 that number was 45%. Even for those students not placing into English 110 via the portfolio, they made gains in the assessment test, notably

in reading. For example, in Spring 2015 66% of English 12 students placed at English 103 reading-level or Reading Level Satisfied. Nationally, we know this average is half that. Beyond the numbers, this program forms a closer bridge between San Marcos High School and SBCC. Students in these English 12 courses may be more eager to enter SBCC given their new placement scores, and they enter our courses familiar with our pedagogical practices. Further, the faculty of SMHS, who deserve the credit, have worked incredibly hard in evolving their teaching practices--at the expense of a more intense workload--and they are now sharing these practices (such as an emphasis on essay revision and expository writing) with their own faculty to successful effect at SMHS and district-wide.

3. Vaquero Welcome Day

Several English faculty (Department Chair and Directors of Honors, MET, CAP, Creative Writing, Student Voices and Painted Cave) have represented our department during Fall orientation activities for new students and their families.

4. College Fair

The Department Chair and Director of Honors have represented our department during the annual College Fair, an opportunity for local high school students and their families to ask questions about our classes, programs and college.

5. Creative Writing

The program is able to host several readings each semester by visiting writers.

Thanks to donations from community members Robert Emmons and Grace Willson, the program is able to sponsor contests for SBCC student writers. The Emmons Poetry Prize awards cash prizes as follows: \$600 First Prize, \$400 Second Prize, \$200 Third Prize, and three \$100 Honorable Mentions. The Dylan Willson Essay Contest offers prizes of \$1000 and \$500.

6. Mock assessment at high schools

In the past, a group of English/English Skills faculty worked with English teachers at SBHS to read and grade practice assessment essays for high-school juniors. This practice gives students a much better idea of the type of writing that will be expected of them in college. The program ended several years ago due to lack of interest at SBHS. However, we have reached out to Carpinteria and San Marcos High Schools and offered to conduct a mock assessment for their juniors, should the funding become available and the schools are willing to participate.

7. ESP high school recruitment efforts

The ESP Student Program Advisor and ESP counselors make regular visits to the local high schools to explain options for students placing in developmental English (and math). They work with both high school counselors and student groups to provide information about ESP and other programs at SBCC. We have also encouraged ESP counselors to plan an additional visit to San Marcos High School to recruit English 12 students who are part of our piloted portfolio program; these students are an ideal population for our ESP classes.

7. Recommendations for Improving the Effectiveness of the Program Review Procedure

1. List suggestions for changes that will make the program review process more helpful to your department.

1. Please fix the Tableau interface so that English and English Skills are NOT conflated under the Outcomes tab. They need to be separated into two departments (since we actually ARE two separate departments). The current set-up is confusing, and "excluding" all the non-English classes each time we want to analyze our data is time-consuming and cumbersome.

2. Working in eLumen is a nightmare. It is very difficult to gather meaningful SLO data/reports in a format that is easy to analyze (even with the incredible support from the magnificent Rob Brown, who is also frustrated with eLumen). We need a better way to work with SLO data.

3. The "History" questions (#2) have been revised since the last review and aren't as clear as before. Asking for a "brief overall history" of the program seems impossible, and asking for a "history" since the last full review is confusing. Do you want us to revisit our previous goals? Talk about new initiatives? Challenges? I can't tell, so we included just about everything.

4. In order to accurately address questions about equity, we need better data (see section 2.c. "Reflection on Data

Gathering”).

8. Program Review Template: Goals

List your unit's major goals and related objectives for the upcoming year. List one goal per row. Add new rows for goals as required. If not clear in your table, detail if and how you met the goals and objectives you set in the prior year.

Major Goals & Objectives for Unit

Priority	Goal	Links to College Goals & Plans College Plan 2009-2012 Dist. Technology Plan 2009-2012	Office/Person Responsible for Completion	Objective	Anticipated Completion/Measure of Success	Status	Comment
	Rethink Eng. 110/120		Barbara Bell, Chair; Melissa Menendez, Eng. 120 Coordinator; other 110/120 faculty	1. To design a course that allows ample time to cover the necessary material 2. To limit the class size to a manageable, pedagogically sound number 3. Pilot a Lib. 101 co-req as alternative to Eng. 120 co-req	1. 2. 3.	1. In Progress 2. In Progress 3. In Progress	1. 2. 3.
	Rebuild department website		Department faculty with assistance from Sandra Poblano	1. To revise the department website to include information about/links to all programs offered	1. Go "live" with revised department website	1. Complete	1.
	Rethink approach to portfolio process in Eng. 98		Homer Arrington, Director of Composition and other Eng. 98 instructors	1. To promote professional development among Eng. 98 instructors 2. To improve portfolio process	1. 2.	1. In Progress 2. In Progress	1. 2.
	Develop and pilot a Studio class for Eng. 110 and 111 students		Barbara Bell, Sarah Boggs, Jordan Molina	1. To improve student success for students who struggle in Eng. 110 and 111	1.	1. In Progress	1.
	Reconnect with Writing Center		Department faculty	1. To work with new	1.	1. In Progress	1.

				faculty director in LRC/LSS on Writing Center issues			
	Develop department/division roundtables focused on equity issues		Clara Oropeza and Jody Millward	1. To educate faculty about how to advance equity on campus	1.	1. In Progress	1.
	Grow number of English majors		Department faculty	1. Continue outreach activities (English Major Reception, possibly start an English Club)	1.	1. In Progress	1.
	Increase the number of Creative Writing classes and certificates		David Starkey, Director of Creative Writing Program	1. To develop two fully online creative writing courses	1.	1. In Progress	1.

9. Program Review Template: Staff

Staff Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

In the description box, please note to which objective(s) from the Goals template the need relates.

Staff Needs

No data found.

10. Program Review Template: Faculty

Faculty Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

Faculty Needs

Priority	Academic Year	Position Type	Position Needed	Related Objectives Hover mouse over text to view full objective	Approx. Compensation	Funds Source	Status
1		Replacement	Full-time replacement position for Mike Walker, who retired at the end of 2016-17.		Salary \$ 77668 +Benefits \$25452 = Total \$103120	Existing Source: Replacement position for Mike Walker, who retired	
1		Replacement	Full-time replacement position for Katrina Perez,		Salary \$ 77668 +Benefits \$25452 	Existing Source: Replacement	

			who retired at the end of 2016-17.		= Total \$103120	position for Katrina Perez, who retired	
1		Replacement	Full-time replacement position for Dan Barlow, probationary faculty, who resigned his position in August 2017.		Salary \$ 77668 +Benefits \$25452 = Total \$103120	Existing Source: Replacement position for Dan Barlow, who resigned	

11. Program Review Template: TLU Augmentation

TLU Augmentation: List/summarize the needs of your unit below. List one TLU need per line. Add new lines for TLU needs as required.

TLU Needs

No data found.

12. Program Review Template: Equipment

Equipment Needs: List/summarize the needs of your unit below. List one equipment item per line. Add new lines for equipment as required.

Technology items (hardware and software) should be listed on the following pages, and not here.

Equipment Needs

No data found.

13. Program Review Template: Technology / Hardware

Technology / Hardware Needs: List/summarize the needs of your unit below. List one hardware item per line. Add new lines for hardware as required.

Technology / Hardware Needs

No data found.

14. Program Review Template: Technology / Software

Technology / Software Needs: List/summarize the needs of your unit below. List one software item per line. Add new lines for software as required.

Technology / Software Needs

No data found.

15. Program Review Template: Facilities

Facilities Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for

positions as required.

Facilities Needs

No data found.

16. Program Review Template: Service Needs

Service Request Needs: List/summarize the service needs (Institutional Research, Marketing, Technical Training, etc.) of your unit below.

List one request per line. Add new lines for requests as required.

Category	Description
----------	-------------

17. Program Review Template: Other Needs

Other Needs: List/summarize the other needs (Duplication, Supplies, Travel, etc.) of your unit below.

List one request per line. Add new lines for requests as required.

Category	Description	Cost
		\$