



### **Section A - Enrollment and Demographics**

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?

Increasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

We have increased the number of sections offered in English over the past 5 years to meet student needs. The number of composition sections (V03,V02,V01A) has increased from 65-82 each fall semester.

3. Are the demographics of students in your program similar to those of the College, as a whole?

No

4. If no, please describe why they differ (600 characters max).

Yes, the demographics are similar. We have 10 percentage points more Hispanic students in our program and 10 percentage points fewer White students in our program as compared to the College as a whole.

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, please describe why your program is unable to do this. (600 characters max).

**Section B - Course Success Rate**

Examine your program’s course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program’s course success rate in 2014 higher than the college standard of 66.7%?  
Yes
2. Was your program’s course success rate in 2014 higher than the overall college success rate?  
Yes
3. Is your program’s course success rate increasing, decreasing, or remaining constant?  
Increasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program’s course success rate?  
Yes
5. Briefly describe the reason(s) for the trend in your program’s course success rate, and for any gaps between demographic groups (600 characters max).

Our course success rate have increased marginally in part due to a concerted effort by faculty to have students take sequence classes in consecutive semesters. We have piloted a V02 portfolio reading group that norms before assessing student work.

The demographic gap between White students and Hispanic and Black students is significant (between 6 and 10 percentage points). This mirrors college-wide statistics and should be addressed. English faculty would benefit from further training in high impact practices. Faculty members are eager to expand student experiences with fieldtrips.

6. Are you able to increase your program’s course success rate and/or close gaps between demographic groups?  
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



7. If no, why not? (600 characters max)

**Section C - Productivity**

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?  
Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?  
Decreasing
3. Is your program's course fill rate increasing, decreasing, or remaining constant?  
Remaining Constant
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

Our productivity is decreasing (only slightly) possibly due to our new ADT. While our composition classes are overenrolled, our literature classes have low enrollment. During the recession, most of these literature classes were cut because they were not associated with a n ADT. Now that we offer an English ADT, we must grow this part of our program to serve students majoring in English.

5. Are you able to increase your productivity and/or course fill rate?  
No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, why not? (600 characters max)

The English program has never been held to the 525 productivity rate due to our contractual course caps. It is impossible for us to reach the 525 rate. In the past, we had a WSCH goal of 410. We are currently at a WSCH of 413, which exceeds the appropriate productivity goal.

**Section D - Degrees and Certificates Awarded**

1. Does your program offer a degree or certificate of achievement?

Yes

If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

We have not yet awarded a degree because our English ADT was approved to begin in fall 2014. We look forward awarding our first English ADT in the next few semesters.

Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?

Yes



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4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

We have not yet awarded a degree because our English ADT was approved to begin in fall 2014. We look forward awarding our first English ADT in the next few semesters.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?

No

6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



8. If no, why not? (600 characters max)

**Section E - Student Learning Outcomes**

1. Are there any courses your program offers that have never been assessed?

Yes

2. If yes, why haven't they been assessed? (600 characters max)

They have not been assessed because they have not been offered (due to budget cuts during the Great Recession). These courses includes almost all of our literature classes. The rotation for offering these classes began this fall of 2015. SLOs will be assessed as these courses are offered.

3. What percentage of your program's courses have assessed at least half of their SLO's?

30%

4. Have you made any changes to courses based on the results of SLO assessment?

Yes

5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

We have decided to include a full-length novel in English V01B. We have begun piloting a portfolio process for English V02. Student learning will be evaluated once we have implemented these initiatives.  
We are in the beginning phases of starting an English majors club.



6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?

3 Courses

7. How closely have you adhered to your SLO rotational plan?

Completely

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

Not all of our courses align with an ISLO. We had based our rotation on the ISLO rotation so some courses were not evaluated. We have adjusted our plan.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

We have aligned our classes to the college's ISLOs. This facilitates their achievement.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?

4

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



12. If no, why not? (600 characters max)

**Section F - Budget**

1. Have there been any significant changes in your program's budget over the past 3 years?  
No
2. How have these changes impacted student learning? (600 characters max)

The English Department does not have a budget at this point. We have a minimal number of dollars for supplies (\$400 or so). The budget is through the division, which also has no money.



**Section G - Previous Year Initiatives**

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
English	Faculty	ENGL1501	English Instructor	HIRE A FULL-TIME ENGLISH INSTRUCTOR TO IMPROVE FT/PT RATIO	120,000		120,000	M	L	L	L	No	Ongoing	
ENGL	Facilities	ENGL 1403	Classroom redesign: create more flexible learning environment		25,000		25,000	H	H	H	H	No	Ongoing	
ENGL	Facilities	ENGL 1403	Classroom redesign: create more flexible learning environment		-		-	H	H	H	H	No	Ongoing	
ENGL	General Fund	ENGL 1302	Increase offerings of literature and creative writing courses	Courses required for AA-T in English and as GE courses	-		-	M	M	M	M	Yes	Ongoing	We are rebuilding our literature offerings. This process will take several semesters for fill rates to match our composition offerings.



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ENGL	None	ENGL 1206	Reading: Increase enrollment & # of sections offered		-	-	H	H			No	Ongoing	
ENGL	None	ENGL 1307	Basic Skills Students: Increase # who enroll in & pass ENGL V01A		-	-	H	H			N/A	Ongoing	
ENGL	None	ENGL 1401	Norming sessions: funds to pay adjunct for their participation		-	-	H	H			No	Ongoing	We have some adjuncts who willingly volunteer their time for this.
ENGL	None	ENGL 1402	Establish Portfolio Assessment Process	Establish a holistic portfolio assessment process for ENGL V02	-	-	M	M			N/A	Ongoing	
ENGL	None	ENGL 1501	Reading Competency : set higher requirement standard		-	-	H	H			N/A	Ongoing	
ENGL	None	ENGL 1502	Create Non-credit Course	Need an alternative to ENGL V04A/B	-	-	M	M			N/A	Ongoing	A course is being written and in the curriculum process.
ENGL	None	ENGL 1503	Restore				M	M			No	Ongoing	



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			Writing- Intensive Learning Communitie s		-	-								
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Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
ENGL	1504	2 <sup>nd</sup> Full-time English Faculty Hire	Hire another F/T English Instructor to improve FT/PT ratio	120000	College Funds	Faculty	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
ENGL	1505	VC Voices Student Outreach and English Club Development	We want to celebrate our student writers with awards, a ceremony, and a professionally edited publication. For this, we need funds to pay student editors and to support outreach.	10000	College Funds	- Select -	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
ENGL	1506	English Department Field Trips	Field trips transportation and admission for English classes that allow ALL students access to costly cultural events.	10000	College Funds	General Fun	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
ENGL	1507	Classified Support	Half-time administrative support for the English Department Chair and faculty.	35000	College Funds	Classified	<input type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



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Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
ENGL	1508	Office Computers for faculty and Laptops for online faculty	Replace out-of-date computers, printers, and monitors for full-time faculty. Purchase laptops for faculty teaching online	30000	College Funds	Computer	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
ENGL	1509	Faculty Travel to Regional or National-level Conference	Faculty would travel to a conference such as TYCA or NCTE to report back pedagogical innovations and writing program best practices especially as these pertain to HSIs.	10000	Grant	Other	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input checked="" type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input checked="" type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



### **Educational Master Plan Goals**

**Goal 1:** Continuously improve educational programs and services to meet student, community, and workforce development needs.

**Goal 2:** Provide students with information and access to diverse and comprehensive support services that lead to their success.

**Goal 3:** Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

**Goal 4:** Continuously enhance institutional operations and effectiveness.

**Goal 5:** Implement the Ventura College East Campus Educational Plan.

**Section I – Process Assessment**

**How have the changes in the program review process this year worked for your area?**

**How would you improve the program review process based on this experience?**

**Appeals**

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

**Section I – Submission Verification**

**Preparer:**

**Dates met (include email discussions):**

**List of Faculty who participated in the program Review Process:**

**Preparer Verification:**

I verify that this program document was completed in accordance with the program review process.

**Dean Verification:**

I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*



### APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) \_\_\_\_\_

Date: \_\_\_\_\_

- Category for appeal:
- Faculty
  - Personnel – Other
  - Equipment- Computer
  - Equipment – Other
  - Facilities
  - Operating Budget
  - Program Discontinuance
  - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

**Appeals will be heard by the College Planning Council. You will be notified of your time to present.**