

Skyline College

English Department

Program Review

Executive Summary



Short Summary of Findings

Through a wide variety of composition, literature, creative writing, and supplemental writing courses, the English program provides students with skills to read, write, and think critically in order to succeed in meeting a variety of goals, which include transferring to 4-year colleges/universities, earning AA/AS degrees and/or vocational certification, developing basic skills, or fulfilling lifelong learning goals. Core English courses provide students with the writing level of proficiency necessary to achieve success in the rest of the college curricula. Courses are offered at varied times throughout the day, including Saturdays and evenings, to meet student need. The Department has committed faculty who engage at a very high level of involvement in department, division, college, and district activities, especially those associated with issues of diversity.

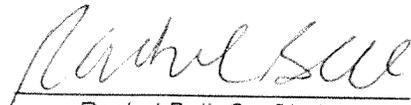
Three Strengths of the Program

- Faculty who are committed to helping all students achieve consistent, rigorous standards through various approaches and methods: SLO's, holistic grading, rubrics, mentoring, evaluation, TLC tutoring, referral and support.
- Flexibility to respond to student needs in curriculum and delivery of instruction: short courses, online courses, technology-mediated instruction, learning communities, community classes.
- Faculty who are student-centered, current in their fields, and highly involved in the mission and goals of the college and the district.

Three Suggestions for Improvement

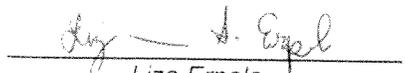
- Continue to develop a plan for improving student success at all levels using multiple approaches: examining low retention and success rates, strategizing how to better serve underrepresented and generation 1.5 students, studying SLO's at each course level for coherence in the total curriculum and teaching methodologies, and strengthening basic skills.
- Study closely the effectiveness and validity of reading prerequisites in the next Reading Program review.
- Implement new and innovative ways to attract diverse faculty—cultural, ethnic, and pedagogical—to meet the needs of all student groups

Full-Time Faculty Signatures

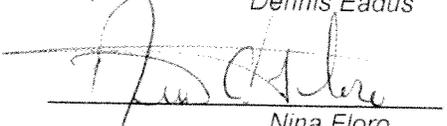

Rachel Bell, Co-Chair

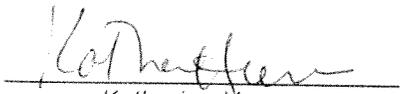

James Bowsher


Dennis Eadus

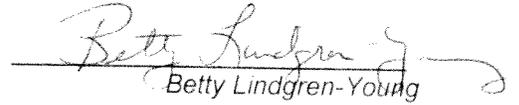

Liza Erpelo

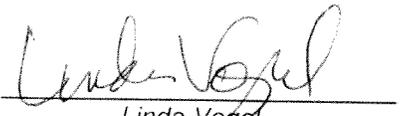

Kathleen Feinblum

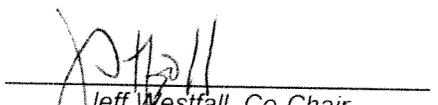

Nina Floro


Katharine Harer

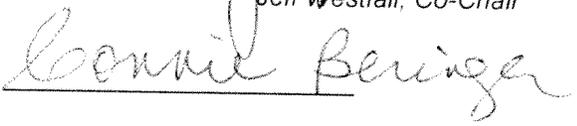

Lucia Lachmayr


Betty Lindgren-Young


Linda Vogel


Jeff Westfall, Co-Chair


Karen Wong

Connie Beringer, Dean 

Submitted on October 1, 2007

SKYLINE COLLEGE ENGLISH PROGRAM REVIEW SELF-STUDY

PART A: Overview of Program

1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.

The English program provides students with skills to read, write, and think critically in order to succeed in meeting a variety of goals, which include transferring to 4-year colleges/universities, earning AA/AS degrees and/or vocational certification, developing basic skills, or fulfilling lifelong learning goals.

The English program supports the College's mission in the following areas:

- **Academic Excellence**— The diverse range of courses offered in the English program, including basic, developmental, and transfer-level composition, literature, creative writing, and supplemental writing assistance provides opportunities for students to sharpen and enhance their reading, writing and critical thinking skills in order to attain their educational, career, and personal goals.
- **Student-Centered Education**—The English program's courses are designed to serve students' vast and ever changing needs. The English program provides students with the reading, writing and critical thinking skills necessary to be successful in all other disciplines. In that respect, core English courses are "gateway" courses to the rest of the college curricula.
- **Lifelong Learning and Social Responsibility**—The interdisciplinary discourse that occurs in English courses promotes both self and social awareness. Courses in the English program encourage social awareness and informed participation in social institutions by including critical discussion and written analysis of topics from authors who represent a variety of cultural, ethnic, gender, socio-economic, political, and religious backgrounds and views.
- **Diversity**—By providing a wide range of courses, infusing the curriculum with multiple cultural and political perspectives, and incorporating co-curricular multicultural activities as part of the instruction, the English program responds to the needs and goals of the College's diverse student population. In this way, the English program encourages critical, independent thinking that will benefit the student, the college, and the surrounding community.

Specifically, the English program and its faculty address the College's diverse student population by:

- Offering English courses as part of Learning Communities, such as ASTEP, Bi-Lingual (Generation 1.5), Kababayan, Puente, Women in Transition, and the Honors Program
 - Incorporating readings from multiple authors and perspectives
 - Using a variety of teaching strategies to reach a diverse range of learning styles
 - Offering a range of courses, and creating, updating, and revising curriculum to adjust to shifts in student population and needs
 - Supporting campus activities that celebrate and inform about diversity
- **Open Access and Community Connections**—The English program meets students' goals, regardless of ability/disability, level of preparation, gender, socio-economic status, cultural, religious, or ethnic background. The Program serves the needs of the college community by:

- Offering alternatives to on-campus classes through online courses, concurrent enrollment courses for high school students, and courses located at off-campus sites
 - Developing and offering courses that serve Jump Start, Gateway, California Assessment High School Exit Examination (CAHSEE), and International Program students
 - Providing a process whereby students may challenge the results of their English placement test
 - Supporting on and off campus workshops, literary events, and other activities in which community residents and businesses are invited to participate
 - Encouraging the participation of mentors and organizations from the local community to work with students in the English program
- **Shared Governance**—English faculty’s strong and active leadership and participation in numerous department, division, college, and district-wide committees, projects, and initiatives demonstrate the English program’s value of and commitment to the shared governance process and the vitality of the college community. Some of these are IPC, CBC, FYE, WOW, MOT, CalPass, BSI, and others.

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

Overall, English courses are “gateway” courses that develop the reading, writing, and critical thinking skills students need to be successful in other disciplines, regardless of the student’s area of study.

The English program impacts and contributes to other college programs by:

- offering an English course (s) as a regular component of Learning Communities, such as those mentioned above, as well as the newly formed Early Childhood Education/Children’s Literature Learning Community with the Business Division, and the Scholar Athlete LC with the Physical Education Division
- working in conjunction with the Reading and ESOL programs to develop courses and to articulate course content, including offering English 100 for Non-Native Speakers
- working jointly with the Reading program to establish and enforce English and Reading prerequisites
- working with and interacting with the Writing and Reading Lab in the Learning Center to establish courses and to promote WRAD (Writing and Reading Across the Disciplines) goals
- offering basic skills workshops through the Learning Center to help students improve writing skills across the curriculum
- working with Student Services on issues such as placement, retention, and transfer
- offering courses to high school students through the Concurrent Enrollment and Jump Start programs

Skyline’s English program has formed essential alliances with other programs throughout the College. These partnerships are valuable in helping students in all these programs work towards achieving success in their broad range of goals.

3. If the program utilizes advisory boards and/or professional organizations, describe their roles.

English faculty draw upon resources offered by professional organizations such as National Council of Teachers of English, CCCC, TYCA, Modern Language Association, CCHC (California Community College), and Bay Honors Consortium, among others.

4. Explain how this program meets the needs of our diverse community.

The English program meets the needs of our diverse community in a variety of ways. First, it provides a wide range of courses to meet the diverse educational goals of our students: basic skills, transfer, vocational, and lifelong learning. Secondly, it provides for the diversity in preparation levels and learning styles through appropriate pedagogy, learning communities and linkages to support services. Thirdly, it meets the needs of cultural, ethnic, socioeconomic, age and gender diversity through its multi-cultural, multi-perspective curricular and co-curricular offerings. Students enrolled in English and literature classes represent the cultural diversity of our student population, with all groups proportionately represented except for two: We serve more Asian students and fewer White students proportionately than the college as a whole (Cathy Hasson data). Both our full-time and adjunct faculty represent a range of ethnic groups, gender, sexual orientation, and age. Forty percent of our full-time faculty are ethnically diverse.

5. If the program has completed a previous self-study, evaluate the progress made towards previous goals.

We have accomplished the following goals since the last Program Review:

- Improve collaboration with the English Assistance Lab in The Learning Center and encourage writing across the disciplines: Since the last English Program Review, the lab name has changed to The Writing and Reading Lab, as the lab not only provides reading and writing support for the English Department but for every discipline on campus. Full-time and adjunct English instructors directly aid in that assistance as they are regularly assigned each semester to tutor in the lab. In addition, English faculty teach many of the volunteer workshops taught in the Learning Center. The WRAD Program (Writing and Reading Across the Disciplines) also has English faculty working collaboratively with the Learning Center in ways such as training tutors and giving workshops. In addition, since Fall 2006, many tutor-training sessions are voluntarily run by English faculty.
- Further development and expansion of learning communities (with coordinator) and development of Kababayan courses in collaboration with counseling: Since the last English Program Review, a full-time Kababayan instructor has been hired and given three units of reassigned time to coordinate the program. Having a full-time English instructor dedicated to the Kababayan learning community ensures its stability, growth, and success.
- Develop honors courses in literature for UC transfer: created "Literature 151: Shakespeare," which can be taken by all students, including honors students, to partially satisfy UC Honors transfer requirements. The course recently won IGETC approval.
- Support efforts to remunerate adjunct faculty for flex and departmental work: Adjuncts are now paid for office hours through AFT negotiations and for flex activities, as appropriate.
- Improved integration of adjunct faculty into the department: All adjunct are assigned mentors, included in meetings and projects, provided designated space in which to hold office hours, provided designated workspaces, provided with a substantive and updated faculty handbook, evaluated by full-time faculty, and provided feedback on syllabi and book choices. Adjunct faculty are a welcome and integral part of the Department. Resource faculty at each course level provide a link to adjunct faculty as well, providing information/advice, as needed.
- Plan for computer prerequisite enforcement, English 110 & 165: Computer blocking is now in place.
- Continued monitoring of the California High School Exit Examination: We now offer a concurrent enrollment course on preparing for the exit exam on two different high school sites.

- Generation 1.5 survey: implementation of appropriate curriculum and instruction modifications: We now offer English 846 as part of a bilingual learning community that is linked to Learning Skills 110.
- Curriculum innovation, including courses for Skyline's Workplace Initiative: We offer Gateway classes, including two levels of English, reading, and Learning Skills, in order to prepare students for careers in health-related fields.

PART B: Curriculum

1. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*

Through a wide variety of composition, literature, creative writing, and supplemental courses, the English program meets the diverse needs and educational goals of our students in a number of ways. In addition to providing courses required to satisfy certificate, degree and transfer requirements, we offer supplemental, individualized instruction in the Writing/ Reading lab to enable students to raise their writing level proficiency necessary to achieve success in all courses. Courses are offered at varied times throughout the day, including Saturdays and evenings, to meet student need.

The English program offers the following courses:

Core courses

Core courses satisfy requirements to obtain certificates, AA/AS degrees and/or transfer to four-year institutions. Core courses are as follows:

Pre-Transfer Composition Courses:

- **Basic Writing Skills: English 826** is a pre-transfer level course (two levels below transfer), which prepares students for developmental level writing (English 836/846). Emphasis is placed on sentence and paragraph construction and basic essays, with an introduction to research. English 826 is taken concurrently with the co-requisite, Reading Improvement (Reading 826), to enhance the connection between critical reading, thinking, and writing.
- **Writing Development: English 836** is a pre-transfer level course (one level below transfer), which prepares students for the first-semester college composition class, English 100 or 105, and currently satisfies the basic competency writing requirement for an Associate degree. Emphasis is placed on essay structure with paragraph and sentence work as needed, with further work on research skills. English 836 is taken concurrently with the co-requisite, Academic Reading Strategies (Reading 836), to enhance the connection between critical reading, thinking and writing.
- **Reading and Writing Connections: English 846** is a pre-transfer level course (one level below transfer), which combines English 836 and Reading 836 into an integrated five-unit reading/writing course. Emphasis is placed on reading and writing as interrelated processes, and combines aspects of both English and Reading 836.

Transfer Composition Courses:

- **Composition: English 100** is a transfer-level, text-based composition class focusing on academic reading, writing and critical thinking. Texts used are those appropriate for college-level reading. The course is transferable to the CSU and UC system and is a pre-requisite for our highest level composition classes.

- **English 105** is a transfer-level, intensive composition course, meeting five hours/week, and designed to meet the need for increased student/teacher contact or additional instructional support. English 105 covers the same material as English 100 and satisfies the same requirements.
- **Critical Thinking and Advanced Composition: English 165** and **Composition, Literature and Critical Thinking: English 110** are both advanced, transfer-level text-based composition courses. English 165 emphasizes critical reading, thinking and composition through discussion of ideas and a progression of argumentative writing assignments more advanced than English 100, through non-fiction texts. English 110 emphasizes critical reading, thinking, and composition through literary texts. Both classes are transferable to the CSU and UC systems.

Literature

To meet student graduation and transfer goals, the English program offers a variety of elective literature courses on a rotating schedule, which reflect student interests, cultures, and communities and explore different perspectives and genres. Courses include Introduction to World Literature, Asian American literature, Latin American Literature in Translation and many others.

Creative Writing

Creative writing classes provide students the opportunity of an alternative means of expression from academic writing by producing imaginative work. Creative writing students, in collaboration with other students and faculty, produce the *Talisman*, an annual prize-winning literary journal of student writing and artwork, which celebrates student talent.

Supplemental Courses

Individualized Courses

The program offers two open-entry, open-exit, variable unit courses, through the Learning Center, which allow flexible instruction to meet a wide range of skills needs on an individualized basis. **Learning Skills 853 Writing Assistance Lab** provides students with individual support and instruction in all aspects of reading and writing for any college course. **English 650 TRIO English Supplement** provides the same support for TRIO students only.

Students use a variety of computer software programs and attend skills- building workshops to enhance their composition skills.

Other Courses:

- **English 875 Grammar**—a review of English grammar
- **English 104**—Applied English Skills for Cultural Production (Pilipino Cultural Night)
- **Learning Skills 830, 831, 832, 833**—A series of short courses to develop sentence-level skills These courses are taught by English teachers even though they carry the LSKL prefix.

Learning Communities

Learning communities emphasize collegial support through a community of learners, and give students an opportunity to focus on a particular cultural group. All the learning communities have counseling components which help students deal with personal issues, college transfer requirements, career selection, and the academic culture. All learning communities offer at least two of the following components: a two or three semester sequence of English classes (English 826, English 846, 100, and 110 or 165), counseling, learning skills assistance, mentoring, and other assistance.

- **African-American Success Through Excellence and Persistence (ASTEP)** combines English core courses, history and literature relating to the African American experience.

- The **Gateway** Learning Community offers contextualized learning in core English courses at the basic skills level to prepare students for entry into career technical education programs, such as allied health, bio-tech, and others.
- **The Kababayan Program** (“countryman” in Tagalog) includes English core courses, history, literature, music, and other courses relating to the Filipino experience.
- **The Puente Program** (“bridge” in Spanish) includes English core courses, math, history and literature relating to the Hispanic/Latino in America experience.
- **The Scholar Athlete Community** offers core English courses to student athletes and focuses on themes of interest to them.
- **Women in Transition (WIT)** program offers core English courses and a counseling class to provide re-entry women an easier transition into college.
- **The Bi-Lingual Learning Community** offers core English courses to the so-called Generation 1.5 group of students, who may have particular problems with the English language stemming from growing up speaking two different languages (English at school and another language at home).
- The **Honors Transfer Program** (housed in the Creative Arts/Social Sciences Division) offers courses in English 100, 165, 110, and a wide variety of literature courses. The Honors Transfer Program establishes an intellectual community among students and faculty for the most motivated and academically capable students.

2. ***State How The Program Has Remained Current In The Discipline(s).***

The English Program has stayed current through responding to the changing needs of the discipline and our student population in the areas of curriculum, pedagogy, technology, diversity, and accreditation mandates.

- **Curricular changes** since the last Program Review include
 - addition of sections of core English courses for learning communities, such as Gateway, Kababayan, Bi-Lingual (Generation 1.5), and Scholar Athletes.
 - addition of English 104--Applied English Skills for Cultural Production, offering Kababayan students a degree-applicable course to develop critical thinking, reading and writing skills in the production of a Pilipino Cultural Night
 - addition of English/Literature 166 to give transfer credit to students participating in the Women on Writing Conference
 - addition of Literature 151--Shakespeare to respond to the needs of English majors and to satisfy other CSU/UC requirements
 - addition of English 880--English Preparation for High School Exit Exams to prepare concurrently enrolled high school students to pass the exam
 - creation of LSKL 830, 831, 832, and 833--basic writing skills short courses offered in the Basic Skills Lab
- **Pedagogical changes** include
 - creation of more learning communities as a way of connecting students to each other, to their teachers, to the college, and to student learning.
 - integration of reading/writing instruction through English 846
 - text-based writing at all course levels
- **Technological changes** include
 - delivery of instruction online. Offerings will increase from one course in the Spring 2007

- semester to three or more in the Fall 2007 semester.
- utilization of teaching and learning software/hardware by more instructors as we move to Smart classrooms
- utilization of grade-keeping programs by more instructors
- **Changes to respond to shifting demographics** include
 - addition of the Kababayan Learning Community
 - addition of the Bi-Lingual Learning Community
 - addition of the Gateway Learning Community
 - addition of English 100 for Non-Native Speakers
 - addition of more sections of English 846
- **In response to accreditation** and other outside mandates, faculty have
 - written Student Learning Outcomes for all core writing and reading classes and non-core English courses.
 - revised Course Outlines to reflect new SLOs and other changes
 - created assessment rubric for implementation in Fall 2007

3. *If The Student Population Has Changed, State How The Program Is Addressing These Changes.*

- To meet the demands of students' busy schedules, we now offer a variety of online courses, including English 100, 165, 875, and literature classes.
- To meet changing articulation requirements of the CSU and UC, we now offer more English 110 than English 165 courses, a reversal from the last Program Review.
- To address the specific needs of the growing ESL population, we offer English 100 for Non-Native speakers.
- To meet the needs of the growing Filipino population, we have increased the English offerings in the Kababayan Program.
- To meet the increase in placement at the developmental level, we have increased the offerings of English 846.

4. *All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.*

Courses in this program are reviewed every six years and are continually being modified as needed.

- All courses in the English curriculum have been reviewed in the last six years in response to the need to add Student Learning Outcomes/Assignments/M Measurement Criteria to course outlines.
- Four courses, "English 195 Term Paper," "English 440 Screenwriting," "English 860 Vocabulary," and "English 870 Spelling," have been deactivated because they are no longer relevant to program offerings.
- "English 650--English Supplement for STAARS Students" has become a supplemental course for TRIO (STAARS) students only.
- English 100, 105, and 110 were recently revised after being decertified by the CSU for satisfying the A2/A3 requirements, and have been reinstated.

5. *If external accreditation or certification is required, please state the certifying agency and status of the program.* n/a

6. *Discuss plans for future review and program modification.*

- Articulate core courses through the sequence--English 826, English 836/846, English 100, English 110/165—to provide students with the reading and composition skills needed to succeed at each level.
- Ensure consistency among courses offered at the same level to make certain that instructional experiences at each level are somewhat comparable and prepare students for the next course in the sequence.
- Review and implement assessment rubrics used for evaluating written compositions.

- Discuss the possibility of developing an integrated English 826 reading and writing connections course, or linking Reading 826 and English 826 courses.
- Continue discussions between ESOL and English faculty as to the efficacy of the transition from ESOL to transfer-level English courses
- Continue to seek opportunities to form learning communities.
- Continue to seek opportunities for concurrent enrollment courses.
- Participate in discussions of an integrated Developmental Education program through the First Year Experience, the Basic Skills Initiative, and other college-wide initiatives.
- Analyze success patterns in core English courses and seek ways to improve success rates among least successful groups of students
- Collaborate with faculty in other disciplines to identify alternate courses to satisfy the impending English 100 Associates degree requirement, to be implemented no later than Fall 2009.
- With the Counseling and Admissions & Records divisions, develop a system for getting feedback from those students who withdraw from our classes, or who never register after being admitted.

PART C: Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

English faculty engage very actively in professional development activities to maintain currency in the field and to keep curricular offerings and pedagogy as up-to-date as possible. They also engage in community activities related to their field to enhance teaching and learning.

Some of these professional activities include

- developing curriculum
- creating new learning communities
- attending and presenting at conferences and workshops
- taking sabbatical leaves
- earning additional certificates
- enrolling in relevant courses to enhance teaching
- bringing cultural events to the college community
- participating in socially responsible community activities
- participating in department, college, and districtwide committees and projects related to teaching and learning

Some **highlights of professional activities** since 2001 include:

- Design & implementation of English 846, an integrated composition and reading class that combines English 836 & Reading 836
- Creation of “Lit 151 Shakespeare,” “English/Literature 166 Women on Writing,” “English 104 Applied English Skills for Cultural Production,” a class specific to the Kababayan Program
- Creation of “Learning Skills 830 -- The Sentence,” “Learning Skills 831—Editing and Proofreading,” “Learning Skills 832 -- Sentence Combining,” and “Learning Skills 833 – Multi-Intelligent Learning Strategies for Reading and Writing”
- Creation of the following learning communities: Scholar Athlete, Bilingual Speakers, and Gateway
- Offering of online English classes--English 875, 100 and 165—under the auspices of district initiatives to test pilot two online instruction delivery platforms: Moodle and E-College
- Creation of Student Learning Outcomes for all English and literature courses
- Creation of an assessment plan and associated instruments at the developmental English level, piloted in the Spring 2007 semester.

- Participation in Boot-Up Camp, a project designed to enhance the ability of faculty to use instructional technology in the classroom
- Presentations and/or attendance at the following conferences: Women on Writing, National Council of Teachers of English, College Composition and Communication, Student Learning Outcomes Assessment, Student Success, the Scholar-Baller, First Year Experience, Puente Summer Institute, and Community Service Institute
- Development and implementation of the Women on Writing (WOW) conference, begun in 2003, bringing together almost 400 participants (in 2006) to hear prominent women writers, attend workshops and performances and share literary techniques and resources
- Participation in on-campus multi-cultural events promoting Black History Month, Hispanic History Month, the Latino Film Festival, Dia de los Muertos, the Museum of Tolerance alumni film festival and theatrical presentations, and Filipino Cultural night
- Organization of a “Career Mixer” for learning community students, co-sponsored by the Puente, Kababayan and ASTEP Programs, where students learned about 20 or more different career options from professionals in the community
- Organization of poetry readings, fiction, theatre and film presentations through Culture Comes Alive at Skyline College, initiated in 1994 by two English faculty members
- Participation on a number of committees and projects, including Academic Senate, accreditation, AFT, California Change Network, College Budget Committee, District Instructional Technology Committee, First Year Experience, FTEF Allocation, IMPAC, Institutional Planning Committee, Professional Development, screening committees, SEED, Scholarship Committee, SLOAC, and WOW.
- Many members participate in cultural and political activities in the larger community, such as giving readings at conferences, libraries and literary venues; participating in dance troupes such as the Bay Area Ballet Folklorico; volunteering with the Fine Arts Festival in Oakland; Litquake; and the Poetry & Pizza series in San Francisco; and immigrant aid groups.

Professional Development Needs

Some faculty members have expressed needs in the following areas:

- Holistic grading of sample sets of essays as assessment of Student Learning Outcomes implementation in English courses.
- Training in how to use instructional technology
- Continuation of a regularly scheduled off-campus retreat to discuss teaching in depth, to improve methods and to share ideas
- Development of basic skills courses to be offered in conjunction with First Year Experience and Basic Skills Initiative
- Development of alternate course to satisfy English 100 degree requirement

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

All new faculty members are invited to attend a “New Faculty Orientation,” organized by the Academic Senate and the administration. In addition, new faculty members meet with the dean to review course guidelines and requirements. New adjunct faculty members are invited to work with full-time instructors as their mentors, as well as the dean, in order to ask any questions about college and division procedures as well as review course requirements and guidelines. An “official” Adjunct Faculty Liaison is responsible for coordinating all of the mentor matches. Adjunct faculty are also given an adjunct faculty handbook, revised in 2003, available online at http://www.smccd.edu/accounts/skyfaculty/la/engl_pt.pdf, which provides clear explanations of the course outlines and sample essay assignments at every level.

We have a robust adjunct evaluation process which includes syllabi and book choice review to assist new adjunct faculty to more easily navigate course expectations. We have recently appointed full-time faculty to serve as “resource faculty” at every course level to provide a link to adjunct faculty who have questions/issues around curriculum, pedagogy, etc. or who would like to share particular teaching techniques or methodologies. Holistic readings of compositions will take place eventually at all course levels, with adjunct faculty heavily encouraged to participate.

The Writing and Reading Lab coordinator has created Tutorial Practice Guidelines that are available online and are accessible to tutors in the Lab. Currently, all tutors participate in online training, available online at http://www.smccd.net/accounts/skytlc/wrl_tutortraining.asp, and must complete Modules 1 & 2 before they begin working with students. The coordinator and staff continually request feedback on the current tutor training materials to be sure they are teaching the tutoring philosophies and approaches that the instructors would like the tutors to use. One-on-one training sessions have been recently instituted where faculty and instructional aides discuss course materials, expectations and resources, and instructional aides visit English faculty classes and work hands-on in workshoping drafts of compositions.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

Because our student body is very diverse, the program should redouble efforts to attract diverse candidates when we have positions to fill. Furthermore, the definition of diversity should be broadened to include different teaching styles, pedagogies and academic training in the fields of writing and reading. We should make stronger efforts to attract candidates from a wide spectrum of public and private institutions, such as UC Berkeley, Stanford, CSU Hayward, San Jose State, USF, Mills, Santa Clara University, Dominican University, College of Notre Dame de Namur University, etc.

In order to broaden our search for diverse candidates, we should ensure that Human Resources is sending out job announcements to a wide sampling of schools’ employment offices, to university career centers, the California Community College registry, neighboring community colleges, part-time district faculty who request job information, special agencies and organizations in the larger community, local libraries, and appropriate websites. Job announcements should also be placed in local as well as national newspapers and sent to appropriate academic journals and list serves.

We can also increase our outreach at English/reading conferences and job fairs in an effort to bring in candidates from a wide spectrum of schools and backgrounds. We might consider outreach at Puente, ASTEP, STAARS/TRIO and other conferences. We could also consider offering TA-ships, internships and part-time positions to candidates who have just graduated from university programs.

PART D: Facilities, Equipment, Materials and Maintenance

- 1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the programs to meet its goals and focus. Include if they impact success and if they are accessible to students.***
Generally speaking, evaluations of facilities differ substantially, depending on which classrooms are in question. Classrooms that are clean and technology that is well-maintained, up-to-date and working have a major and positive impact on student success. Several members of the department cited concerns about technology maintenance and poor routine cleaning of both classrooms and offices.

Access for all students, including ADA, appears to be adequate.

The newly renovated and equipped classrooms in Building 8 are, according to department consensus, first-rate for teaching and learning. Given the up-to-date technology, however, maintenance and technical support must be present to keep these classrooms clean, “smart,” and user-friendly. Faculty continue to need to take advantage of training to make best and fullest use of available technology, which is not always intuitive. Printed sheets of step-by-step guidance would be a great help in using the improved technology in Smart

classrooms. Maintenance and updating become even more important as technology becomes more sophisticated – as do training and instructional support for faculty, some of whom have expressed an interest in learning to use technology more powerfully in support of student learning.

2. List projected needs.

- Maintenance master list to facilitate prompt and regular maintenance/repair
- Additional whiteboards
- Fans (improved ventilation)
- Less cumbersome media carts and more Smart classrooms
- Easier access to printers and supplies: copy paper, transparencies, whiteboard markers, whiteboard erasure fluid, etc.
- Improved access to photocopying – a more reliable machine and increased copy quotas are essential.
- Increased opportunities for training to take advantage of improved instructional technology and step-by-step, *in situ* instructions.

3. Describe the use of technology in the program and discuss if technology is current and comparable to other colleges and business or industry.

The English program is offering a growing number of online courses to meet student need and interest: English 100, 165, 110, 875 and Literature 432. Successful student enrollment in these courses has excited interest in offering additional classes online.

Pedagogically, faculty use of technology ranges from limited to extensive and sophisticated, with an increased use of technology to support student learning very apparent. Most members of the department use faculty web pages on a consistent, even daily, basis as a student resource for access to writing supplements, assignments, for communication, and, of course, to post course syllabi and handouts. A few members of the department use faculty web pages to distribute hypertext documents and A-V clips in direct support of specific classroom assignments. Some faculty use email attachments to distribute assignments, to collect and share digitized papers, to share student work for follow-up and review. A limited number of instructors are using real-time and archived chat as an instructional tool. Many faculty are using the internet to support instruction and specific writing and research assignments; some are using it to check for plagiarism. A few instructors mentioned using Gradekeeper® and Turn it In®, a licensed program that runs plagiarism checks.

A growing number of English faculty are using the wired classrooms for student research, writing and web-based activities that are central to course content. A few members of the English Department use technology with considerable sophistication: CAI instruction, hypertext handouts and even online dissemination of digital pictures of the classroom black/whiteboard for student review and follow-up.

There is a consensus among the growing number of faculty in the department who use technology in the classroom that more Smart classrooms and more consistent technologies are needed. “More Smart classrooms” is a refrain. There are also concerns as to the best platforms and technology for online instruction.

More old fashioned technologies are also still being used widely, extensively and productively. There is extensive use of overhead projectors – to discuss writing assignments, to enable group work, to guide and support lectures and presentations. A growing number of faculty are turning to LCD projection from laptops and classroom computers; some use Power Point slide presentations. Use of A-V, DVD, VCR material is common; videotaping and digital photography are also used to develop student projects and for review.

Notwithstanding the growing use of technology in the English program, faculty consistently ask for more increased photocopying limits and for a more dependable copy machine for the LA Division.

The new Smart classrooms and increased faculty access to updated, enhanced processing technology, along with increasing opportunities for training in the campus CTL and at district, place the Skyline English program on a par with community colleges in the Bay Area. We continue to design curriculum for online courses. We look forward to more Smart classrooms and access to innovative technology with the renovation of Building 7 to be completed in Spring 2009.

4. Does not apply

PART E: Budget Request

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

Full-Time faculty: The English Department anticipates at least three retirements in the next six years. Additionally, a number of English faculty teach in other departments, such as Reading and Journalism; several faculty have reassigned time for division, college, and district activities, such as SLOAC coordination, Honors Transfer Program coordination, union leadership, Learning Center Writing and Reading Lab coordination, and Puente and Kababayan program coordination. Overreliance on adjunct faculty continues to overextend full-time faculty as they struggle to meet their complex professional responsibilities. This overreliance also makes more difficult ongoing efforts to provide a consistent, high-quality learning experience for our community of students. Adjunct faculty are by the nature of their employment not available to the extent that fulltime faculty are to guide and mentor students through the thinking processes that evolve as writing skill develops. An increasing reliance on adjunct instructors also makes it difficult to maintain consistent departmental standards and curriculum needed to ensure the integrity of instruction and, therefore, student and program success.

Equipment and Facilities: Facilities and equipment have improved substantially with the move back to Building 8: classroom whiteboards, Smart classrooms, laptops for all full-time faculty, etc. On-going funding is needed in support of the facilities and equipment, such as whiteboard markers, erasers and printer cartridges.

SLOAC Budget: If we are to assess SLOs as planned, we will need a budget every semester for holistic grading of sample sets of essays.

Duplicating Budget: Though recently increased somewhat, the duplicating budget needs to be increased. Many faculty already sell supplemental materials packets through the bookstore to reduce duplicating costs, but reading and essay assignments frequently relate to current news events, or class activities may focus on writing generated by students in the class. These kinds of activities require duplication of class sets of materials.

Conference and Travel Budget: English faculty are very active in local, state, and national organizations, and the Professional Development fund only pays for conference fees, not travel, lodging, or food. Other sources of travel funding have disappeared. Recently faculty have turned down opportunities not only to attend conferences but to represent Skyline as presenters at conferences because funding was not available.

Funding for an Annual Retreat: A division retreat is scheduled for the beginning of the Fall 2007 semester, the first retreat in many years. We would like the retreat to be an annual event. A full day to focus on our curriculum, instructional strategies, and student concerns is an incredibly valuable departmental and division activity.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

English/Reading: Newly hired English faculty will also most likely be assigned to teach English 846, a course requiring both English and Reading minimum qualifications, thus sharing personnel.

English/ESOL: English 100 for non-native speakers and the possible English 110 and 165 for non-native speakers may require sharing of faculty between English and ESOL.

**Skyline College Program Review
Worksheet for Enrollment, Performance and WSCH/FTE**

Weekly Student Contact Hours – WSCH

ENGLISH Report the 3 previous **Fall** semesters with the most recent on the right:

Year	2004	2005	2006
WSCH	7703	8412	9517
Number of sections	67	78	85
Fill rates	107.7%	97.8%	92.9%

SKYLINE COLLEGE Report the 3 previous Fall semesters:

Year	2004	2005	2006
WSCH	90,963	90,142	91,723
Number of sections	837	896	925
Fill rates	86.8%	81.0%	79.9%

Please comment on program enrollment and expected trends.

The statewide reductions in community college apportionments and the resulting budget cuts and tuition increases in 2003 – 2004 are reflected in decreases in the numbers of students and sections in the English Department and Skyline College. In 2005 when state apportionments increased, the English Department increased the number of section offerings to increase enrollment. While the number of weekly student contact hours did increase, this expansion was counter-balanced by lower fill-rates in the classes and lower productivity, true for the college productivity figure as well. Even though fill rates decreased, they were and continue to be higher than the campus as a whole and considerably higher than the 75% benchmark for the college.

Expected Trends:

The statewide Academic Senate initiative to change the English graduation requirement to English 100 may impact our program somewhat. However, most students who graduate with associate degrees already do so by completing English 100 rather than English 836 or 846. The initiative may necessitate the expansion of English 100 sections for non-native speakers, the development of English 100 for vocational students, and collaboration with other discipline faculty to identify other courses to satisfy this requirement. Support services need to remain strong to assist students in meeting this new requirement. (Cathy Hasson research data).

The downward trend in enrollments from the top 10 feeder high schools is related to both fewer high school graduates and a smaller percentage of those choosing to enroll at Skyline College. However, the recent Futures initiative in the District may reverse this trend as enrollment in concurrent classes has increased. In addition, the state requirement that students pass an exit exam for graduation “may result in greater enrollments at Skyline among those students who desire higher education but lack a secondary diploma” (Skyline College Education Master Plan 2006, 20 - 21).

The demographic trend of Skyline’s service area is toward increasing diversity. Hispanics represent the largest share of the younger population, while whites appear to constitute the largest share for the population aged 50 and above. The greatest changes over the last five years have been increases among younger Asian and Filipino students, both male and female, and decreases in older Hispanic, Asian, and White students. The African-

American population has remained steady. The number of disabled students attending Skyline is also expected to grow (Master Plan, 19 – 20). The First Year Experience program, the various learning communities, and strong connections with the DSKL and DSPS programs and other student support services will continue to be important to the English Department.

First-time freshmen are likely to be below-college skill level. College placement scores continue to indicate that approximately 60% of students place into 826 and 836 English courses (Matriculation Office research data). The news coming out of the CSUs, along with recent Skyline College statistics, indicate that the percentage of incoming freshmen who place into below-college skill level, especially at the English 836 level, is increasing (Placement Office, “English Placement Spring 2004 – Summer/Fall 2007 graph/chart). Another 12% place even below the remedial level course, English 826; most of these students enter at the English 826 level because there is no skill prerequisite to that course and few other options exist for those students. Faculty with the training and pedagogy to address the particular needs of learners who do not possess college-level writing skills as well as the First-Year Experience program, learning communities, and connections to support services through the Learning Center are critical to moving these students expeditiously into the college mainstream.

Younger Students are “digital natives,” but a digital divide still exists. Those who have not graduated from high school, older people, and people of color are less likely to go online (Master Plan, 12). With the increase in online English and literature courses, increased use of technology in Smart classrooms, support systems for those not yet comfortable with the digital age must be in place.

English 846, the integrated reading and writing course, is more successful than the separate English 836 and Reading 836 variation of the pre-college level reading and writing requirements. This generalization holds for the current course the student is taking and also for the subsequent course in the sequence of English courses (Cathy Hasson research data). The English Department needs to consider integrating reading and English at the 826 level.

FTE and WSCH/FTE (LOAD)

ENGLISH Report the previous 3 Fall semesters with the most recent on the right.

	2004	2005	2006
FTE	15.15	17.86	19.13
WSCH/FTE	508	471	498

SKYLINE COLLEGE Report the previous 3 Fall semesters with the most recent on the right.

	2004	2005	2006
FTE	153.19	162.52	166.01
WSCH/FTE	594	555	553

Please comment on the comparison of this program to College trends.

Load (WSCH/FTEF) for the English Department drops somewhat during the three years, but mirrors the college-wide trend at a time of budget cuts, decreased sections, and decreased enrollments. In 2005, the English program was in “expansion mode,” increasing the number of sections available to students. While the number of students did increase in the program, this increase was not large enough to compensate for the number of additional section faculty, so faculty load continued to decline.

Until the Fall 2007 semester, load figures for the English Department were usually less than for the college as a whole because of contractual class size limitations and pedagogy. However, with some strategic schedule planning (aided by the arrival of the waitlist) and faculty willingness to balance contract load with expected attrition rates, and other strategies, the English Department has broken through the 525 productivity figure and well beyond it. The English course prerequisites which supply an imperative for greater numbers of students to take prerequisite English courses and the addition of the hour by arrangement feature to English classes have also helped to improve load numbers since the previous program reviews:

English Program: Previous Program Reviews

	1999	2000	2001
WSCH/FTE	386	431	380

Retention and Success

Report data on program retention and success rate with the most recent on the right.

Year	Fall 2004	Fall 2005	Fall 2006
English Retention	78	83	79
Skyline Retention	83	85	83

Year	Fall 2004	Fall 2005	Fall 2006
English Success	61	60	60
Skyline Success	69	69	67

Please comment on the program’s success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for success.

In the academic years 2004-2006, the student retention averages in English approximate those of the college. Over the same period, the student success average in English was below the college average. Given the many new initiatives recently instituted to improve student success (i.e., 16 Hours-By-Arrangement, Learning Communities, the reading co/prerequisite, the integrated English/Reading 846 course), the results are confounding.

Of note is that while the student success rates remain the same as the last Program Review, the retention rates increased by 3%. This increase suggests that while these initiatives may not be having a discernable effect on academics, the 16 H.B.A. (initiated in Spring 2002) may have succeeded in connecting students with appropriate college services, which in the long run may contribute to individual students’ success. But given that students have multiple means to fulfill the 16 H.B.A., the English Department is considering placing more emphasis on office hours with one-on-one contact between faculty and students, especially now that adjunct faculty are paid for office hours, which should facilitate student success.

Yet another significant factor that impacts the success rate is that the program initiated a movement to infuse the curriculum with text-based assignments that require strong critical reading and thinking skills in order to articulate with transfer institutions. These higher expectations have changed the nature of the courses in that they are far more challenging than in the past, and this change, therefore, may be contributing to impacting success rates adversely. We will continue to review SLOs and pedagogy for ways to improve success rates.

While the success rates are far from ideal, we recognize that success rates are a very limited means to examine our program. More interesting to examine are the persistence rates of students through the course sequence. For example, in research conducted by the Office of Planning, Research, and Institutional Effectiveness from Fall 2003-2005, students who passed the prerequisite English courses succeeded at a higher rate than those

who didn't complete them the previous term. These data suggest that students are receiving the instruction they need to succeed at and therefore matriculate to the next level. These findings are especially encouraging given that well over 70% of our students place at the English/ Reading 826/836/846 level, or below.

*	826→836	836→100	846 (Integrated R & W) → 100
Retention	7% higher	7% higher	9% higher
Success	7% higher	13% higher	15% higher

*The data tracked only students who enroll in the subsequent course the following semester.

Nevertheless, relatively low student success rates in the English Program are of great concern to department faculty, who continue to examine curriculum and methodologies to see how they can be adapted to meet student needs and learning styles to increase student success rates in all groups. We have begun the process of review by course level and will continue that process into the foreseeable future. Another promising aid to student success which faculty are exploring is Supplemental Instruction, a learning strategy that has been very successful in many settings but for which funding has not been available.

We also are in the process of creating an assessment plan that will enable us to evaluate whether students are fulfilling our student learning outcomes. These multiple measures will give us a more holistic means of reflecting on our program and making adjustments to course content and pedagogy to increase student success.

How are students faring in our Learning Communities?

SUCCESS RATES OF LEARNING COMMUNITIES						
	All Students	ASTEP	Puente	Kababayan	Scholar Athletes	WIT
2003-2004	69 %	67 %	71 %	77 %	n/a	68 %
2004-2005	69 %	68 %	80 %	63 %	n/a	38 %
2005-2006	68 %	48 %	65 %	76 %	85 %	58 %

Faculty embrace learning communities as one means to facilitate the success of students of color. Thus the department commits resources to five learning communities: ASTEP (African-American Success Through Excellence and Persistence), Puente, Kababayan, Scholar Athletes, and WIT (Women in Transition). Four of the five explicitly serve the needs of students who are generally considered "at risk" and therefore underrepresented in higher education. In **bold** are the years when success rates of students in the learning communities exceeded the success rates of all students.

Of the learning communities that have an ethnic focus, Puente and Kababayan directly serve those student populations. Kababayan enrolls 83% Filipino or Asian students, and Puente enrolls 80% "Hispanic" students. In contrast, ASTEP enrolls only 21% African American students. However, this percentage includes all ASTEP course offerings, not primarily English and Counseling, and African American students make up only 4% of the overall student population, so they have not had sufficient numbers to sustain the ASTEP English courses on their own, thus diluting the program somewhat. However, recent efforts in outreach to the African-American community provides hope that the ASTEP English classes will serve more of the target group in the future.

When success rates are disaggregated according to ethnicity for English 100, they suggest that Puente and Kababayan are successfully serving their communities. (Averages for the pre-college composition course weren't possible since they were offered in two different configurations, writing *or* integrated reading and writing.) Seventy-nine percent of Hispanic students succeeded in Puente English 100, and 70% of Filipino students succeeded in Kababayan English 100.

SUCCESS RATES IN LEARNING COMMUNITIES' ENGLISH 100s (2001-2006)					
	ASTEP	Puente	Kababayan	Scholar Athlete	WIT
African American	45%**	91%	100%	71%	67%
Asian	74%*	84%	68%**	100%	41%
Filipino	77%	58%**	70%*		46%
Hispanic	77%	79%*	100%	70%**	42%**
White	54%	59%	50%	82%*	70%*

*constitute the majority of enrollees

**constitutes the second highest

In contrast, only 45% of the African- American students enrolled in ASTEP English 100 are succeeding. In all English courses, from 2003-2006, African American students had the lowest success rates of all the ethnic groups, averaging 50% while the other ethnic groups hovered around 60%. The two findings together are troubling. African American students appear to be in particular need for interventions, though we note that they are succeeding in the Scholar Athlete community, 71%. As faculty review course content, Student Learning Outcomes, and pedagogy, they need to pay particular attention to what kinds of interventions will enable African-American students in English classes to succeed in greater numbers.

Without question, the biggest challenge facing English Department faculty is to increase student success rates across the board. With both instructional strategies and student services interventions, such as the newly implemented Early Warning System, faculty will continue to look for ways to increase the success of students taking English courses.

Are the reading prerequisites helping students to succeed in English courses?

READING PREREQUISITES IMPLEMENTED IN FALL 2001		
	Fall 1996-2000	Fall 2001- 2005
Retention	76%	80%
Success	63%	62%

Because of the shift in focus to text-based writing assignments, it is imperative that students possess adequate reading skills. Thus, in Fall 2001, reading prerequisites were implemented to address the perceived reading deficiencies of students. So far, no radical shifts have been noted, though the retention rates have gone up by 4%. More importantly, the persistence rates of students through the course sequence (see the aforementioned) suggest that students receive the instruction they need in these prerequisite reading and writing courses that enables them to move successfully to the next course in the sequence. Nevertheless, we will study closely the effectiveness and validity of reading prerequisites in conjunction with Reading Program Review. The English Placement Test was recently validated for content and consequential validity. Because the studies focus on student and faculty perceptions only, we will follow up by studying a comparison of placement with actual performance.

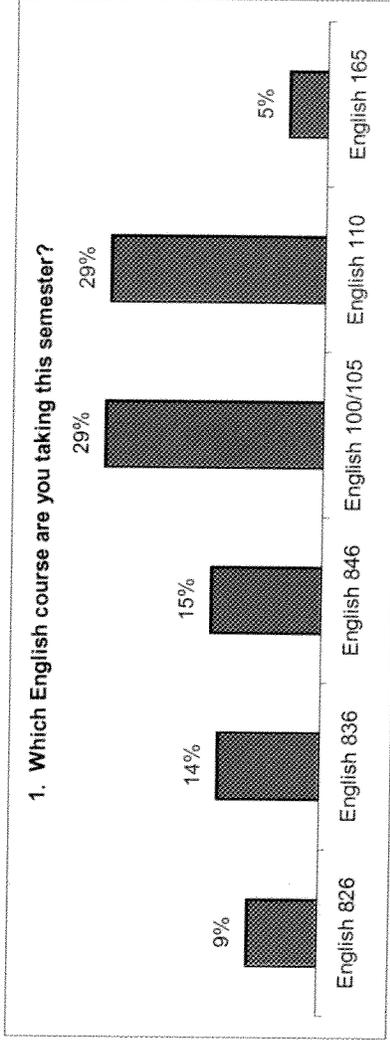
Student Perceptions About Skills Improvement in English Courses

In a recent survey of students in English courses at all levels, students resoundingly affirmed that they believed that their writing, critical reading and critical thinking skills had improved as a result of the class, as well as their ability to use multiple sources of information, evaluate various points of view, support opinions with evidence, identify the author's opinion, find quotes related to their ideas, and complete reading and writing tasks in classes other than English (Appendix A). Instruction in text-based writing seems to be working.

**English Student Survey Results
All Students**

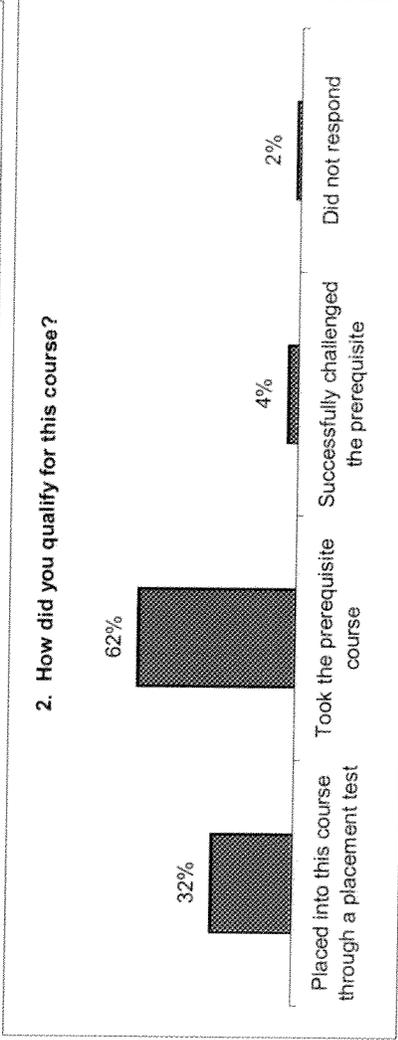
1. Which English course are you taking this semester?

English Course	Count	%
English 826	77	9%
English 836	115	14%
English 846	124	15%
English 100/105	249	29%
English 110	241	29%
English 165	40	5%
Total	846	100%



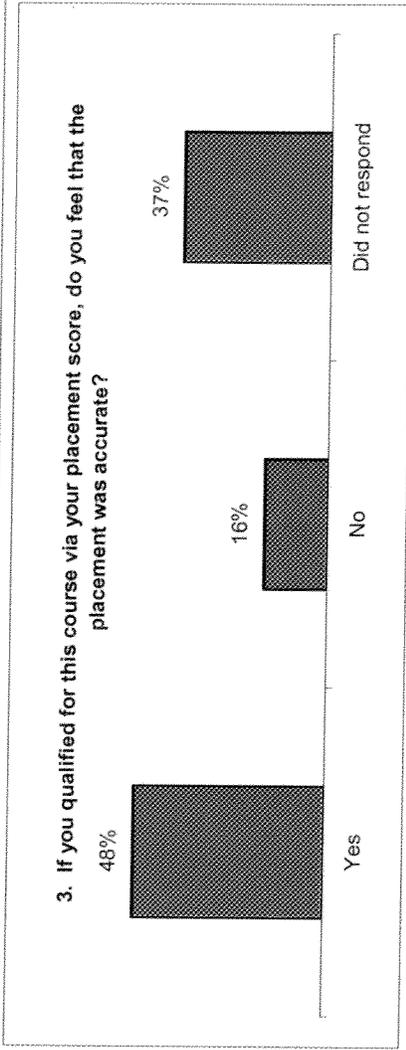
2. How did you qualify for this course?

Qualification Method	Count	%
Placed into this course through a placement test	271	32%
Took the prerequisite course	525	62%
Successfully challenged the prerequisite	37	4%
Did not respond	13	2%
Total	846	100%



3. If you qualified for this course via your placement score, do you feel that the placement was accurate?

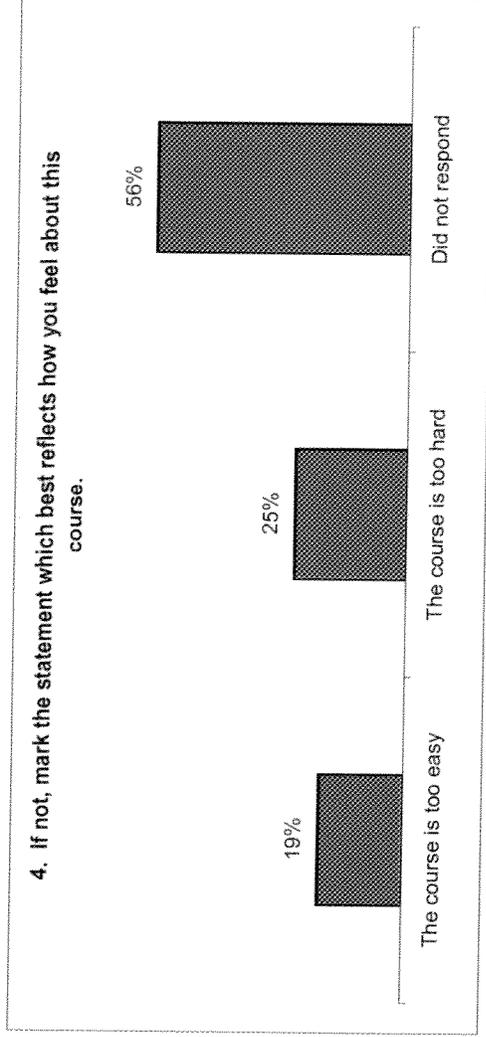
Response	Count	%
Yes	403	48%
No	133	16%
Did not respond	310	37%
Total	846	100%



English Student Survey Results All Students

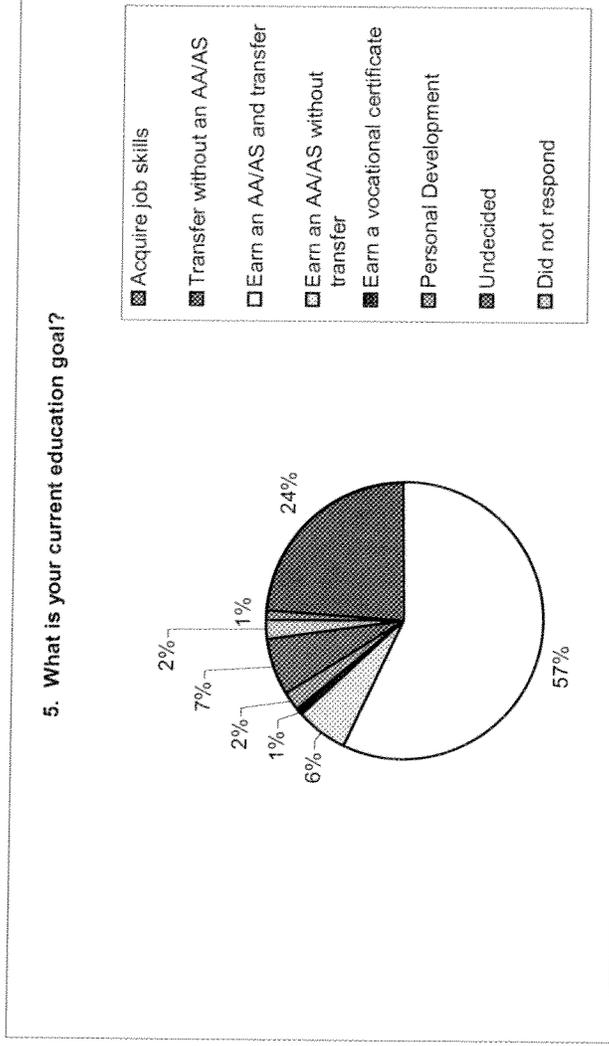
4. If not, mark the statement which best reflects how you feel about this course.

	Count	%
The course is too easy	159	19%
The course is too hard	210	25%
Did not respond	477	56%
Total	846	100%



5. What is your current education goal?

	Count	%
Acquire job skills	10	1%
Transfer without an AA/AS	200	24%
Earn an AA/AS and transfer	483	57%
Earn an AA/AS without transfer	51	6%
Earn a vocational certificate	8	1%
Personal Development	19	2%
Undecided	57	7%
Did not respond	18	2%
Total	846	100%

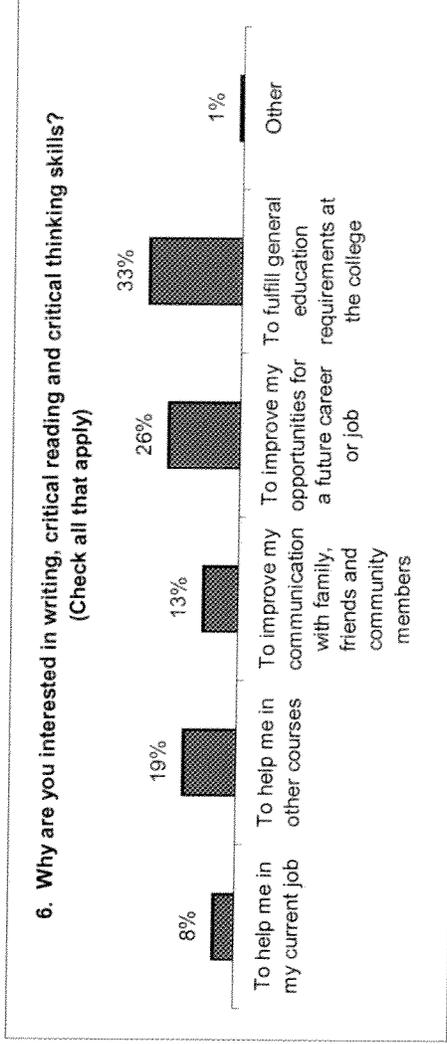


English Student Survey Results

All Students

6. Why are you interested in writing, critical reading and critical thinking skills? (Check all that apply)

	Count	%
To help me in my current job	147	8%
To help me in other courses	367	19%
To improve my communication with family, friends and community members	242	13%
To improve my opportunities for a future career or job	496	26%
To fulfill general education requirements at the college	638	33%
Other	21	1%
Total	1911	100%



Other Reasons:

For medical school requirements.

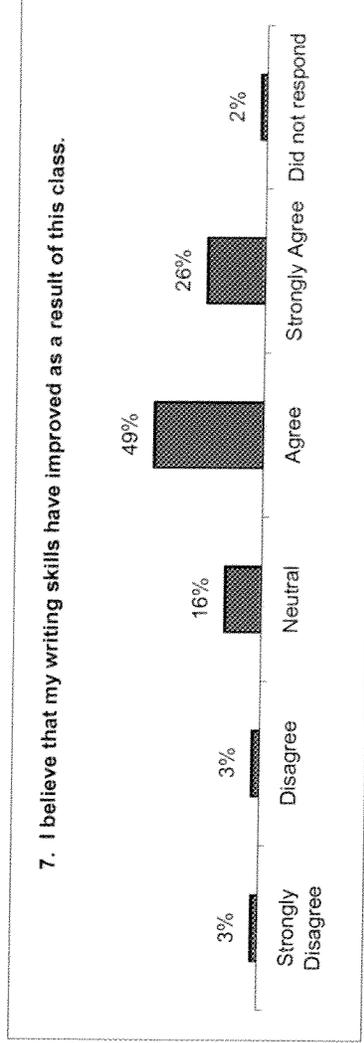
I like to write and this boosts my clarity.

It's a challenge since it's a subject I do not have patience to sit and write.

Just taking this class because it is a requirement of my AS degree.

7. I believe that my writing skills have improved as a result of this class.

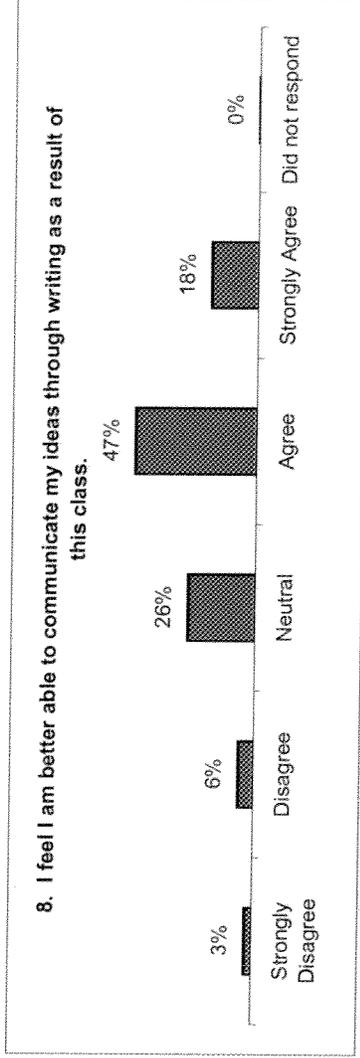
	Count	%
Strongly Disagree	25	3%
Disagree	29	3%
Neutral	139	16%
Agree	413	49%
Strongly Agree	219	26%
Did not respond	21	2%
Total	846	100%



English Student Survey Results All Students

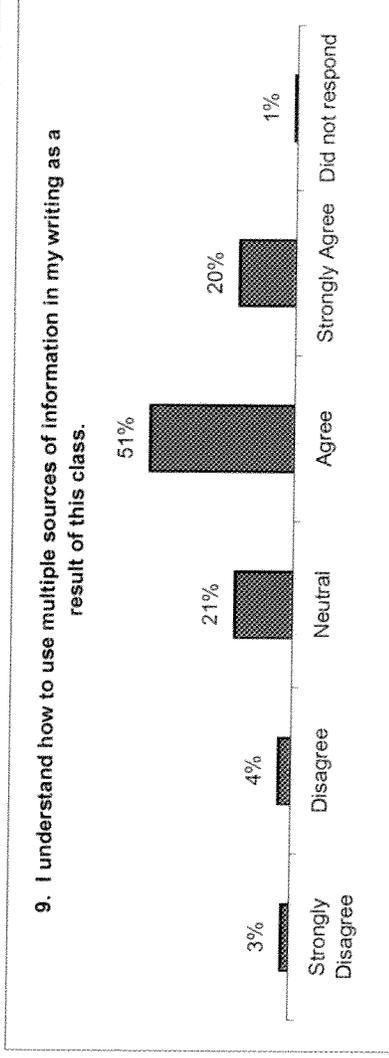
8. I feel I am better able to communicate my ideas through writing as a result of this class.

	Count	%
Strongly Disagree	23	3%
Disagree	50	6%
Neutral	220	26%
Agree	396	47%
Strongly Agree	153	18%
Did not respond	4	0%
Total	846	100%



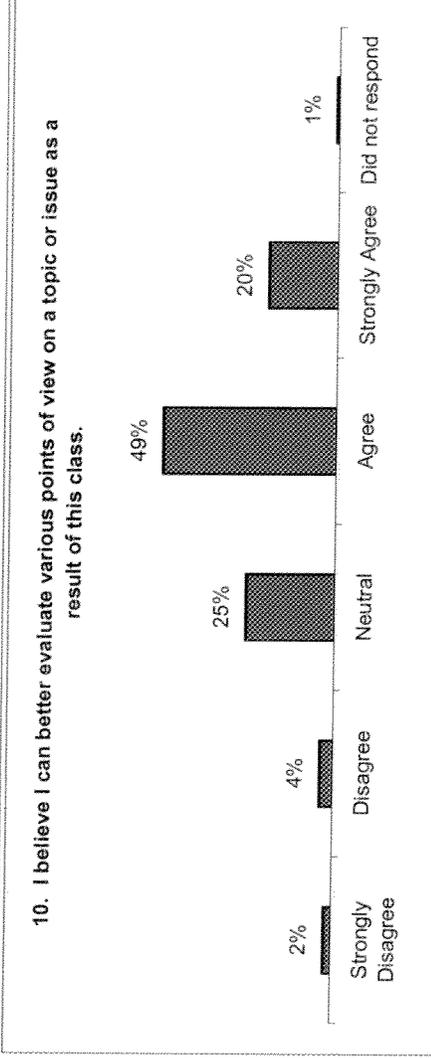
9. I understand how to use multiple sources of information in my writing as a result of this class.

	Count	%
Strongly Disagree	24	3%
Disagree	37	4%
Neutral	174	21%
Agree	434	51%
Strongly Agree	170	20%
Did not respond	7	1%
Total	846	100%



10. I believe I can better evaluate various points of view on a topic or issue as a result of this class.

	Count	%
Strongly Disagree	18	2%
Disagree	31	4%
Neutral	212	25%
Agree	414	49%
Strongly Agree	165	20%
Did not respond	6	1%
Total	846	100%

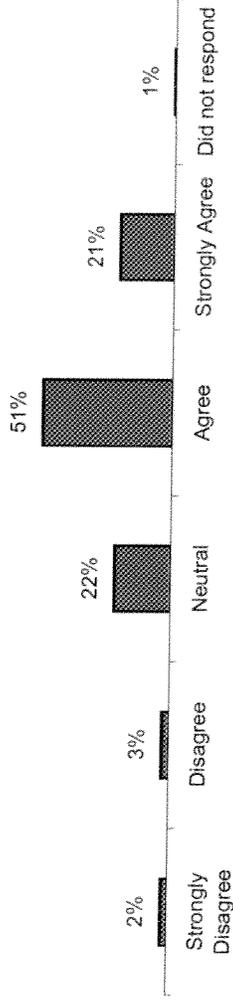


English Student Survey Results All Students

11. I am better able to support my opinions with evidence as a result of this class.

	Count	%
Strongly Disagree	20	2%
Disagree	24	3%
Neutral	188	22%
Agree	430	51%
Strongly Agree	180	21%
Did not respond	4	1%
Total	846	100%

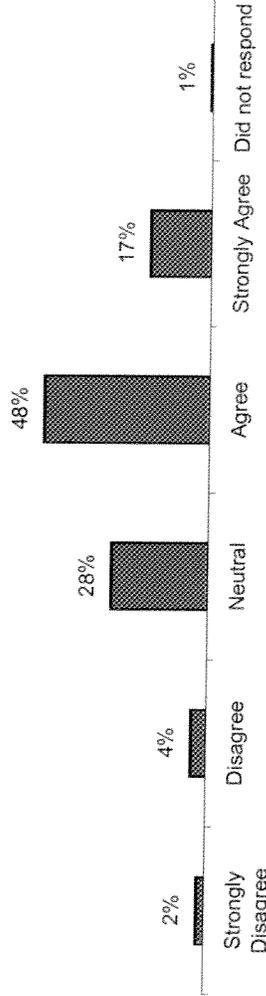
11. I am better able to support my opinions with evidence as a result of this class.



12. I feel that I am better able to identify the author's opinion as a result of this class.

	Count	%
Strongly Disagree	19	2%
Disagree	37	4%
Neutral	236	28%
Agree	402	48%
Strongly Agree	147	17%
Did not respond	5	1%
Total	846	100%

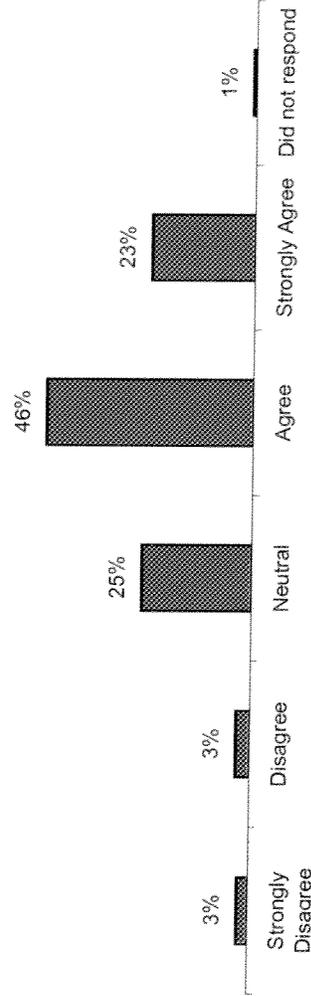
12. I feel that I am better able to identify the author's opinion as a result of this class.



13. I am better able to find quotes related to my ideas as a result of this class.

	Count	%
Strongly Disagree	21	3%
Disagree	26	3%
Neutral	208	25%
Agree	391	46%
Strongly Agree	194	23%
Did not respond	6	1%
Total	846	100%

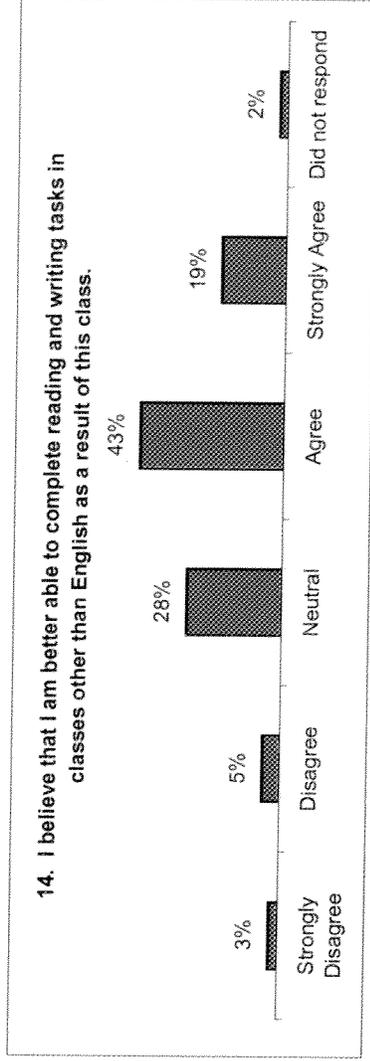
13. I am better able to find quotes related to my ideas as a result of this class.



English Student Survey Results All Students

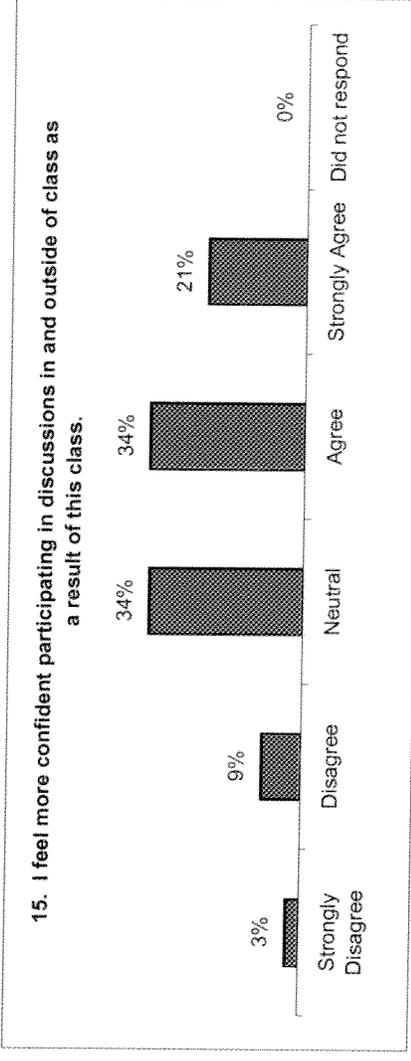
14. I believe that I am better able to complete reading and writing tasks in classes other than English as a result of this class.

	Count	%
Strongly Disagree	22	3%
Disagree	44	5%
Neutral	239	28%
Agree	360	43%
Strongly Agree	161	19%
Did not respond	20	2%
Total	846	100%



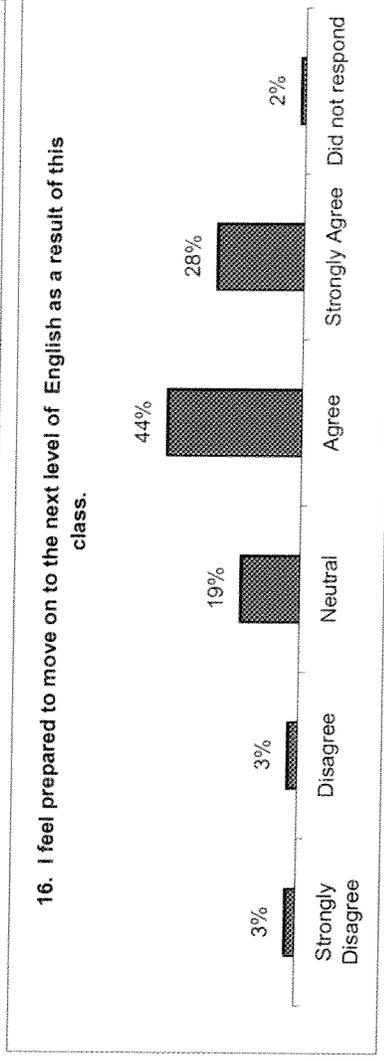
15. I feel more confident participating in discussions in and outside of class as a result of this class.

	Count	%
Strongly Disagree	24	3%
Disagree	72	9%
Neutral	281	34%
Agree	282	34%
Strongly Agree	179	21%
Did not respond	0	0%
Total	846	100%



16. I feel prepared to move on to the next level of English as a result of this class.

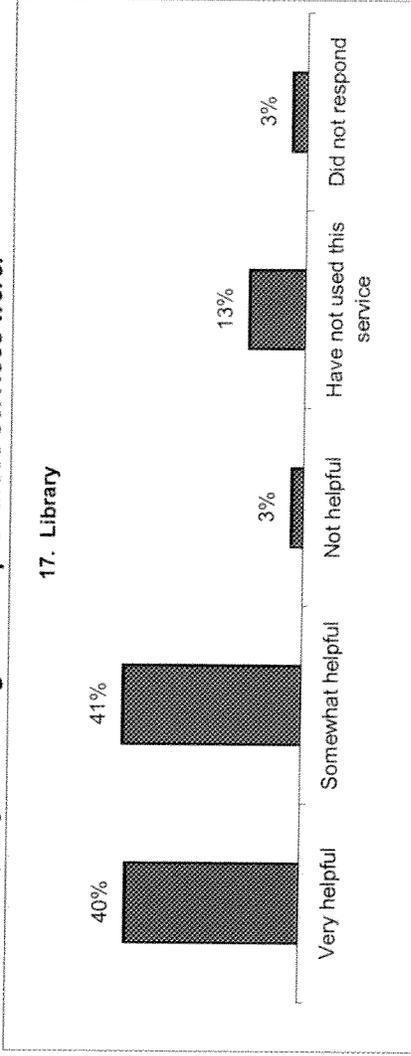
	Count	%
Strongly Disagree	29	3%
Disagree	27	3%
Neutral	164	19%
Agree	373	44%
Strongly Agree	240	28%
Did not respond	13	2%
Total	846	100%



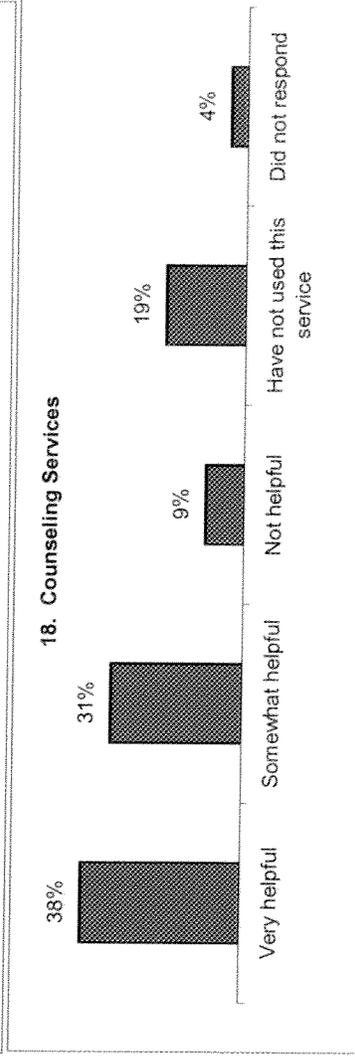
English Student Survey Results All Students

Please evaluate the services that you have used at Skyline College by indicating how helpful these services were.

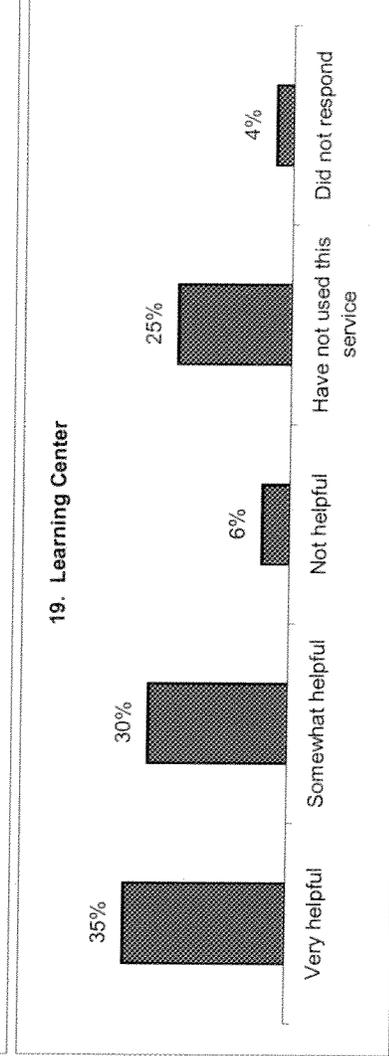
17. Library	Count	%
Very helpful	338	40%
Somewhat helpful	347	41%
Not helpful	23	3%
Have not used this service	109	13%
Did not respond	29	3%
Total	846	100%



18. Counseling Services	Count	%
Very helpful	318	38%
Somewhat helpful	261	31%
Not helpful	76	9%
Have not used this service	158	19%
Did not respond	33	4%
Total	846	100%



19. Learning Center	Count	%
Very helpful	299	35%
Somewhat helpful	256	30%
Not helpful	51	6%
Have not used this service	209	25%
Did not respond	31	4%
Total	846	100%

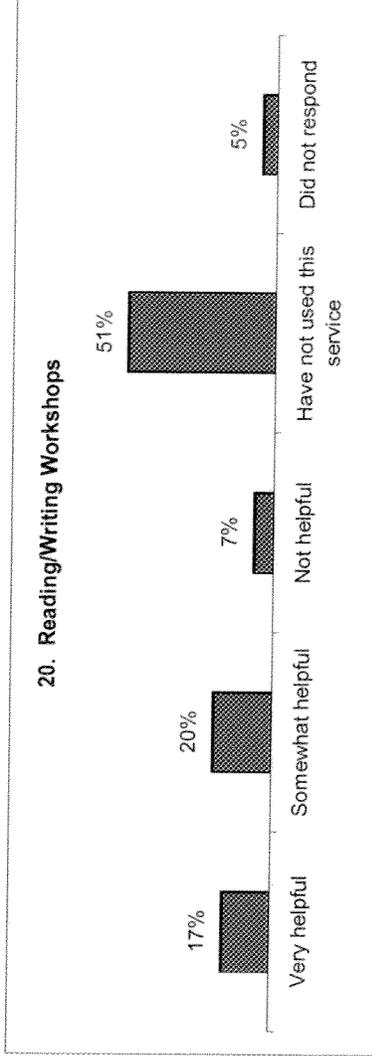


English Student Survey Results

All Students

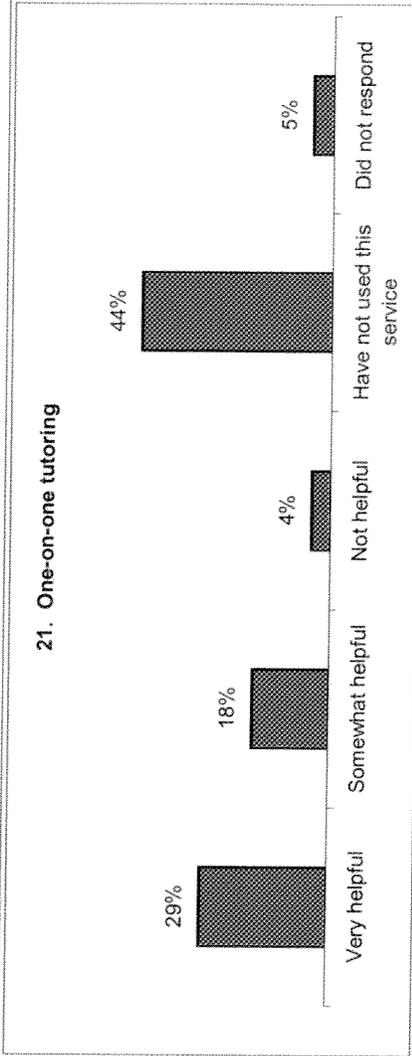
20. Reading/Writing Workshops

	Count	%
Very helpful	140	17%
Somewhat helpful	172	20%
Not helpful	57	7%
Have not used this service	435	51%
Did not respond	42	5%
Total	846	100%



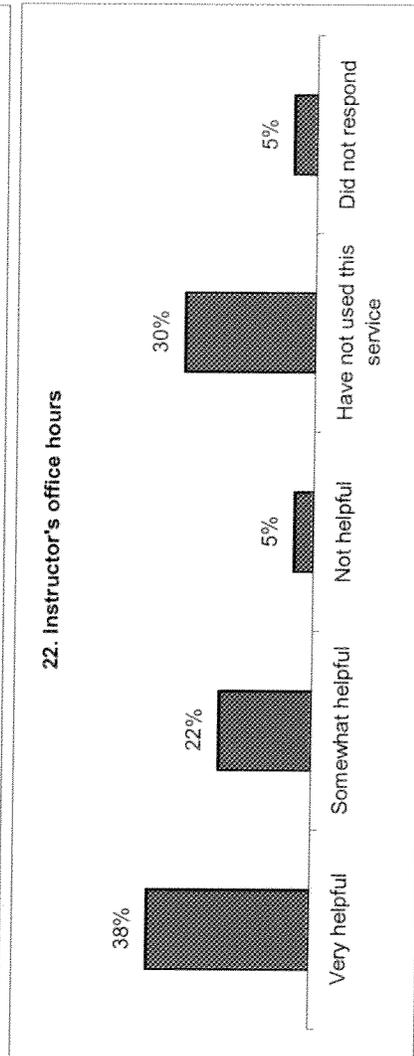
21. One-on-one tutoring

	Count	%
Very helpful	249	29%
Somewhat helpful	150	18%
Not helpful	36	4%
Have not used this service	371	44%
Did not respond	40	5%
Total	846	100%



22. instructor's office hours

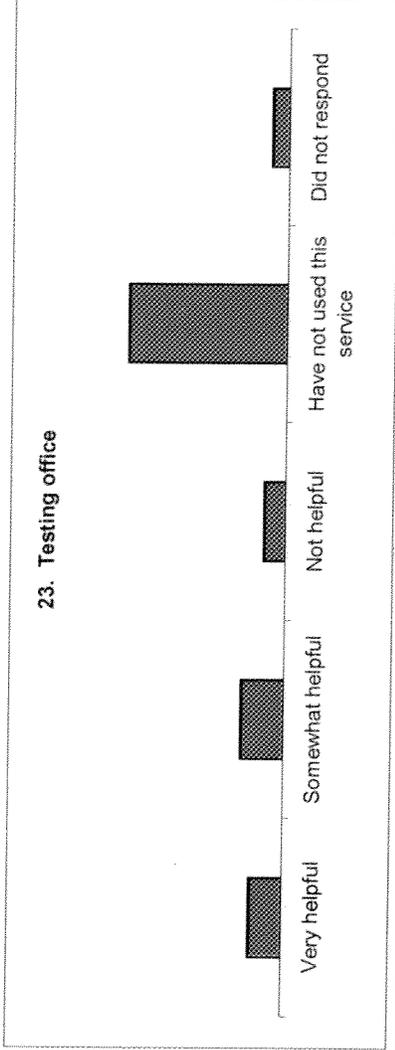
	Count	%
Very helpful	322	38%
Somewhat helpful	183	22%
Not helpful	38	5%
Have not used this service	257	30%
Did not respond	46	5%
Total	846	100%



English Student Survey Results All Students

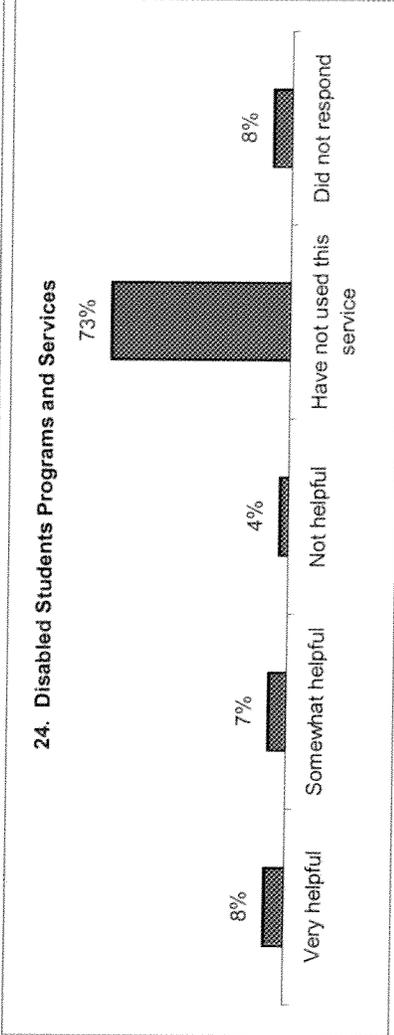
23. Testing Office

	Count	%
Very helpful	102	12%
Somewhat helpful	132	16%
Not helpful	66	8%
Have not used this service	494	58%
Did not respond	52	6%
Total	846	100%



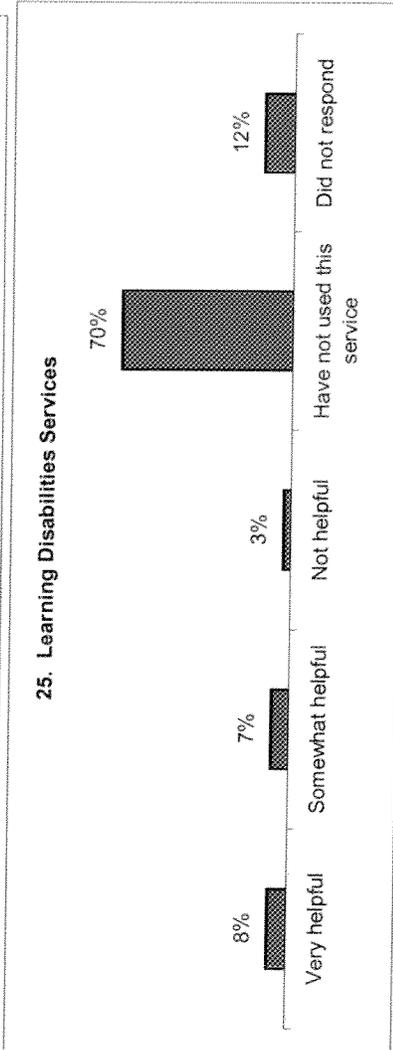
24. Disabled Students Programs and Services

	Count	%
Very helpful	69	8%
Somewhat helpful	62	7%
Not helpful	30	4%
Have not used this service	621	73%
Did not respond	64	8%
Total	846	100%



25. Learning Disabilities Services

	Count	%
Very helpful	66	8%
Somewhat helpful	61	7%
Not helpful	25	3%
Have not used this service	590	70%
Did not respond	104	12%
Total	846	100%





Program Review Course Outline & Prerequisite Checklist

Discipline: English

Semester: Fall 2007

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well in **advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

COURSE OUTLINE & PREREQUISITE CHECKLIST

1	2	3	4		5	6	7
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated
			CS U	UC & CSU			
English 100	Composition	April 2007	X	X	X	Writing prerequisite: ENGL 836 or ENGL 846, or ESOL 400 with a grade of C or better, or eligibility for ENGL 100 on approved college placement tests; Reading prerequisite: READ 836 with a grade of C or better, or ENGL 846 with a grade of C or better, or ESOL 400 with a grade of C or better, or eligibility for 400-level reading courses on approved college reading placement test	X
English 104	Applied English Skills for Cultural Production	January 2007	X		X	Recommended: Eligibility for ENGL 836 or equivalent	X
English 105	Intensive Composition	April 2007	X	X	X	<i>Writing prerequisite: ENGL 836 or ENGL 846, or ESOL 400 with a grade of C or better, or eligibility for ENGL 100 on approved college placement tests; Reading prerequisite: READ 836 with a grade of C or better, or ENGL 846 with a grade of C or better, or ESOL 400 with a grade of C or better, or eligibility for 400-level reading courses on approved college reading placement test</i>	X
English 110	Composition, Literature and Critical Thinking	April 2007	X	X	X	Prerequisite: ENGL 100 or 105 with a grade of C or better	X
English 161	Creative Writing I	April 2007	X	X	X	Prerequisite: Eligibility for ENGL 100 or ENGL 105, or equivalent	X
English 162	Creative Writing II	April 2007	X	X	X	Prerequisite: Completion of English 161	X
English 165	Critical Thinking and Advanced Composition	April 2007	X	X	X	Prerequisite: ENGL 100 or 105 with a grade of C or better	X
English 166	Women on Writing	April 2007	X	X	X	None	n/a
English 650	English Supplement for TRIO Students	April 2007				None	n/a
English 826	Basic Writing Skills	April 2007				Recommended: Eligibility for READ 826 and ENGL 826 by appropriate scores on college placement tests; Corequisite: READ 826 if indicated by college reading placement test	X
English 836	Writing Development	April 2007			X	Writing prerequisite: Completion of ENGL 826 or ESOL 840 or 841/842 with a grade of C or better, or appropriate scores on approved	X

COURSE OUTLINE & PREREQUISITE CHECKLIST

1	2	3	4		5	6	7
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated
			CS U	UC & CSU			
						college placement test and other measures as necessary. Reading prerequisite: READ 826 with Credit or a grade of C or better, or eligibility for READ 836 on approved college reading placement test, or other measures as necessary.	
English 846	Reading and Writing Connections	March 2007			X	Writing prerequisite: Completion of ENGL 826 or ESOL 840 or ESOL 841/842 with a grade of C or better, or eligibility for ENGL 836, ENGL 846 or ESOL 400 on approved college placement test and other measures as necessary. Reading prerequisite: Completion of READ 826, ESOL 840 or ESOL 841/842 with Credit or a grade of C or better, or eligibility for READ 836, ENGL 846 or ESOL 400 on approved reading placement test, or other measures as necessary.	
English 875	English Grammar	April 2007				None	n/a
Literature 101	Contemporary Literature	April 2007	X	X	X	Prerequisite: ENGL 100 or 105, or equivalent.	X
Literature 111	Short Story	April 2007	X	X	X	Prerequisite: ENGL 100 or 105, or equivalent.	X
Literature 113	Introduction to the Novel	April 2007	X	X	X	Prerequisite: ENGL 100 or 105, or equivalent.	X
Literature 116	Introduction to World Literature	April 2007	X	X	X	Prerequisite: ENGL 100 or 105, or equivalent.	X
Literature 151	Shakespeare	November 2005	X	X	X	Prerequisite: ENGL 100 or 105, or equivalent	X
Literature 166	Women on Writing	April 2007	X	X	X	None	n/a
Literature 191	Children's Literature	April 2007	X		X	Recommended: Eligibility for ESOL 400, or ENGL 836, or ENGL 846, or equivalent.	X
Literature 225	Mirrors of Today: Contemporary Poetry	April 2007	X	X	X	Prerequisite: ENGL 100 or 105, or equivalent	X
Literature 251	Women in Literature	April 2007	X	X	X	Prerequisite: ENGL 100 or 105, or equivalent	X
Literature 265	Asian American Literature	April 2007	X	X	X	Prerequisite: ENGL 100 or 105, or equivalent	X
Literature 266	Black Literature	April 2007	X	X	X	Prerequisite: ENGL 100 or 105, or equivalent	X
Literature	Filipino American Literature	April 2007	X	X	X	Prerequisite: ENGL 100 or 105, or equivalent	X

COURSE OUTLINE & PREREQUISITE CHECKLIST

1	2	3	4		5	6	7
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated
			CS U	UC & CSU			

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signatures

Rachel Bell
Rachel Bell

James Bowsher
James Bowsher

Dennis Eadus
Dennis Eadus

Liza Erpelo
Liza Erpelo

Kathleen Feinblum
Kathleen Feinblum

Nina Floro
Nina Floro

Katharine Harer
Katharine Harer

Lucia Lachmayr
Lucia Lachmayr

Betty Lindgren-Young
Betty Lindgren-Young

Linda Vogel
Linda Vogel

Jeff Westfall
Jeff Westfall

Karen Wong
Karen Wong

Date Submitted: October 1, 2007

Division Dean: Connie Beringer

(Additional faculty signature lines may be added to this form as needed.)

