

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

English Discipline Moreno Valley College 2008-2011



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Web Resources:

<http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

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**COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW
ENGLISH DISCIPLINE
RIVERSIDE CITY COLLEGE
2008-2011**

A. Mission and Relationship to the College(s)

The Moreno Valley College English discipline lacks an articulated discipline-specific mission statement or philosophy, but the need for one has become evident, and we are beginning to take steps to develop one. Meanwhile, the English discipline at Moreno Valley College seeks to provide a balanced support for the three key missions of Moreno Valley College. English 1A and 1B, as well as our offerings in literature and linguistics, address “baccalaureate transfer.” Our basic writing courses—60A, 60B, and 50—address the “pre-collegiate curricula.” We address “professional and pre-professional” needs at the Ben Clark Training Center, where we offer a variety of courses and support services. We also fulfill the mission of the college with some hybrid and online offerings, reaching students who may not be able to commute to campus on a regular basis. Likewise, offering our courses at a variety of times allows us to more fully meet the needs of our students.

B. History

1. Progress on the Recommendations from the 2007 Program Review

Each bulleted 2007 recommendation is followed by a brief progress report. Note that these recommendations, made when we were still a campus of a one-college district, covered the entire district discipline. The progress responses to each, however, refer specifically to Moreno Valley.

- **Continue discussion on basic skills program**
 - coordinate workshops and reading groups for basic skills “best practices”
 - review the percentage of full-time faculty teaching English 60AB
 - use faculty resources (e.g. Developmental Education Committee members, faculty with BSI training)
 - increase supplemental instruction
 - integrate writing, reading, and ESL classes

2011 Progress:

We are doing well in all these areas except the last. See details in various sections below.

- **Increase focus on professional development**
 - designate time at each Discipline meeting (30 minutes minimum)
 - observe each other’s classrooms
 - review evaluation process

2011 Progress:

We are doing well on the first item. We haven't implemented the second. We have not systematically done the third, but overall the standards of improvement of instruction observations and reports have improved. One optional innovation in this area has been the use of pre-observation reflections that allow observed faculty to provide more information and guidance to reviewers.

- Increase and improve participation from discipline members
 - vary dates and times of discipline meetings; set calendar for semester
 - review course committees – members, workload

2011 Progress:

College discipline meetings are now routinely scheduled monthly on the Thursday after the department meeting, during college hour, so no full-time instructors have course conflicts. As a result, we usually have a quorum. Course committee assignments have broken down and need to be reestablished. The district discipline is working on a new approach to course committees.

- Maintain discipline identity, centrality, and common curriculum with movement into three colleges
 - create more social time
 - create Discipline website – discussion board
 - maintain constant dialogue between campuses

2011 Progress:

There's never enough social time, but at Moreno Valley we do have a fair amount of casual interaction. If there is a discipline website, it is probably not being consulted or maintained. The discipline facilitator at Moreno Valley began a blog on English pedagogy, but it is currently dormant. Dialogue between discipline facilitators is healthy. Interaction among the faculty as a whole among the colleges has probably fallen off in the last few years, with isolated exceptions.

- Continue focus on assessment and commitment to implementing findings and recommendations
 - build in time between projects for faculty to implement findings and recommendations
 - tie this to professional development with "experts" (course/project committee members presenting finds and describing some practical classroom strategies for improvement)

2011 Progress:

Moreno Valley has begun trying to tie the assessment process to meaningful professional development. See Section B2.

- Improve communication with part-time faculty
 - more workshops, orientations (WRC especially)
 - create Discipline website
 - continue mentoring program
 - use course committee members to make contact with new part-time faculty to introduce them to the CORS, etc.

2011 Progress:

Moreno Valley has improved communication with part-time faculty, through workshops, email communications, and through encouragement for part-time participation in discipline business. We need to continue working to improve in this area.

- Commit to hiring more diverse full-time faculty

2011 Progress:

This is not an area that the Moreno Valley discipline has explicitly addressed. It is something to consider in future hiring.

- Continue to review the role of discipline facilitator
 - what do we specifically expect the facilitator to do?

The role of the discipline facilitator has been worked out informally at Moreno Valley, especially in relation to the roles of the Communication Department chair and the WRC coordinator. But, unlike those assignments, the discipline facilitator is not compensated with either special project money or reassigned time, only in job satisfaction.

2. History:

Since our last Program Review, Moreno Valley gained college status (fall 2010), which has created new opportunities and new strains. Below are significant developments not covered in subsequent sections of this report.

Meetings and Discipline Organization:

The district discipline is still very much in the thick of working out the new three-college arrangement, learning to balance increased autonomy of the college disciplines with the coordination necessary for a common curriculum and placement process. Ree Amezquita was Moreno Valley's first discipline facilitator starting in 2009, and Dan Clark became discipline facilitator in fall 2010. The MVC English discipline has begun holding regular, monthly meetings, while the district English discipline has reduced its regular meetings to once a year. In between the annual plenary meetings, the English Discipline Facilitators function as the representatives and liaisons for each college. The facilitators have recognized the need for occasional ad hoc meetings, such as the one we had in early December, 2011 (attended by more than the three facilitators), to discuss concerns about placement and to plan for the February 2012 district discipline meeting. The position of District English Discipline Facilitator is now rotated yearly from college to college. The District Facilitator, in consultation with the other facilitators, chairs district discipline meetings and oversees communication and coordination across the district.

Discipline Mission and Philosophy:

We have begun to feel the lack of a discipline mission and philosophy, partly as a result among some faculty of growing dissatisfaction with the philosophy of our composition sequence as manifested in the CORs. Specifically, some faculty appealing to the professional literature and best practices, have begun to question the presumption that students develop writing skills

sequentially from sentence to paragraph to essay.

Placement:

In the fall of 2011, the district notified the relevant disciplines that Accuplacer would no longer be funded as of fall 2012. In response, the district English discipline has formed an ad hoc committee to address the future of placement in the district. The committee met once in December 2011 and has begun studying various options and scenarios.

Writing and Reading Center:

In the past three years, the Communication Department, in line with a district-wide trend, has increased the amount of guided instruction that takes place in the WRC. The WRC Coordinators—formerly Ree Amezcuita, now Jeff Rhyne—have spearheaded a move toward greater use of directed learning activities and other guided Writing Center assignments that require students to work independently and then consult with an instructor or tutor on duty in order to complete the assignment. We have supported this move with workshops for WRC faculty, notably the May 21, 2010, workshop, “Successfully Integrating the Writing and Reading Center into your Courses,” led by Ree Amezcuita and Deena Weitemeyer (Peer Tutor and Lab Aid), the November 5, 2010, “OWL Workshop,” led by Jeff Rhyne, and the Oct. 21, 2011, workshop, led by Jeff Rhyne, “Teaching Writing One-to-One.” The latter was a flex workshop open to all faculty. DLAs are available on the WRC website, and instructors are also encouraged to make their own, custom DLAs.

As a result of this campaign towards more instruction in the WRC, instructor and tutor consultations in the WRC have gone way up, to the point where, with two instructors on duty at all times, we are not keeping up with demand. Students are waiting longer, often over an hour, and often must leave without getting served. In Winter 2012, instructors consulted with approximately 1245 students on essays or Directed Learning Activities (DLAs). An additional 424 students’ names were crossed out on the log sheets on which the students sign in. There were, thus, roughly 1669 total student requests to meet with an instructor in the six-week winter session. We did observe that some students were signing in at both instructor desks at very busy times and, as a result, getting help.

When the WRC is busy, it is nearly impossible to know how many of the 424 crossed names did get access to another instructor at that time or at some other point in the day. Based on anecdotal evidence, we surmise that well over half of that number were unable to get the help they wanted at the time they had chosen to go to the WRC. Even assuming that over half of the students whose names were crossed out actually did get help, we were unable to serve roughly 15% of the total number of student requests for a consultation with a faculty member. Looking over the signup sheets, moreover, we notice that there are times when students wait as long as two hours to consult with an instructor. Again, although we try to keep track of time that a student signs in, very few students note the time they sign in, and it is often very difficult to determine exactly how long the student had to wait during high impact times.

Student tutors, trained through their successful completion of ENG 4, tutored another 204 students during the Winter 2012 term. Because of the successful transfer of a number of tutors, we could only offer limited hours in Fall 2012.

In Fall 2011 semester, based on a rough counting of the student sign-in sheets for consultations with instructors, there were roughly 7600 student requests for help on either DLA’s or essays.

There were roughly 4675 requests for help from lab aides (covering anything from help with MS word to printing problems. There also were an average of nearly 10 students per hour studying at the various study stations and tables in the WRC. We also held 37 workshops, which 414 students (some repeated) attended, an average of 11 students per workshop.

Partly as a result of this increased demand, as well as a shift in emphasis from the State Chancellor's Office, beginning in fall 2012 the Moreno Valley English Discipline may begin scheduling lab times for each course, just like Biology and Chemistry. The hope is that scheduled labs will help the space to run more like a lab for the composition students while also freeing up part of the WRC to become a true writing center, a support and resource for students and instructors across the curriculum. In anticipation of this shift to scheduled lab times, we asked all instructors to have students sign a contract indicating the one-hour a week each student would go to the lab to fulfill the assignments to be done in the lab.

The last three years have also seen the birth and growth of Moreno Valley's Online Writing Lab (OWL). We now offer eleven (11) hours of live instructor time in our OWL each week to serve students in our hybrid and online courses per semester. In Spring 2012, we are offering 10 hybrid and 2 fully online classes. During short terms, we are averaging roughly 6 hours a week of live instruction through the OWL for an average of 5 to 6 hybrid and online classes. The OWL also offers hybrid and online students asynchronous instructional help on essays, as well as a host of Directed Learning Activities.

We've also seen the growth in our attempts to make the WRC a place for all writers across the curriculum. In Fall 2011, sixty-one students signed up for ILA 800 to get extra help on their writing; this number was a 50% increase from Spring 2011 semester. To date, the highest number of students who signed up for ILA 800 was in Fall 2010. Unfortunately, because of miscommunication with students signing up for the ILA course, we only have records of students logins from Winter 2012 term. Insuring that students login for the ILA 800 course (if they are in fact using the lab) is a goal so that we can begin to learn more about when writers across the curriculum need assistance through the WRC.

Starting in April of 2011, the WRC now employs a permanent, part-time learning resource assistant, who has greatly improved the WRC's consistency and quality of service.

Faculty Development:

The discipline keeps looking for ways to increase faculty involvement and promote faculty development, especially among part-time instructors. The WRC Workshops were mentioned above. In addition, part-time instructors are encouraged (not required!) to attend and participate in discipline meetings. The minutes or reports on discipline meetings are now routinely (if sometimes tardily) sent to all MoVal English faculty. In the spring of 2011, the discipline facilitator organized a reading group which met three or four times to discuss specified readings on composition theory and pedagogy. Both part-time and full-time faculty participated. The rate of part-time participation remained relatively low (1 to 5 at a meeting). We hope to get the reading group up and running again for spring 2012. Finally, four part-time faculty, with funding from the Basic Skills Initiative, have attended assessment workshops, and six part-timers have completed course assessments in the last couple of years. If we want to increase significantly part-time faculty development and participation, we must incorporate paid faculty development obligations into the teaching contracts.

Hiring:

In fall 2010, only 20 percent of the discipline’s teaching load was covered by full-time instructors, about half the rate of the other colleges—38 percent at Norco and 44 percent at Riverside (Fact Books 2011). This means we have more faculty obligations piled on a few instructors, such as improvement of instruction assignments and other committee work.

Despite repeated efforts, we have not been able to keep the number of full-time English instructors up to the seven we had before Dr. Briggs left for Ben Clark in the summer of 2007. For two years running we had one-year temps. We finally hired a tenure-track instructor in the fall of 2009, only to have him resign after one year. We then hired another tenure-track instructor, Michael Schwartz, in the fall of 2011. However, Susan Ingham retired after spring 2011, so we are back down to six full-time instructors.

We need more full-time instructors if we are to fulfill our missions and improve our program while maintaining the highest standards as teachers.

C. Data Analysis and Environmental Scan

Retention and Success Rates:

Based on the data provided, retention and success rates for English classes at Moreno Valley were fairly consistent between 2000 and 2009, with overall retention always between 85 and 90 percent, and overall success between 65 and 70 percent. These rates are in line with the averages for MVC as a whole.

However, for students placing into the beginning of our composition sequence, attrition from course to course compounds. In a report covering students who began the sequence in 2002, 15.4 percent of students who started at 60A completed 1A. A more recent report (See Appendix A) shows that persistence has declined even further. Of the students who started Eng 60A in the 2005-6 school year (fall through summer) only 9.8 percent eventually passed Eng 1A. This 90 percent attrition rate is all the more alarming because starting in 2009 Eng 1A became the required composition course for an associate degree.

There is not a big enough sample of the fast-track courses to quickly establish whether they have consistently higher rates of retention and success. The rates vary widely from section to section. However, the fast-track sequences may yield higher rates of persistence, since the students who pass the 60A fast-track move seamlessly into 60B, in the same semester. The discipline needs to embark on a more careful comparative analysis of persistence, completion, and success rates in our pre-transfer sequences. And we should consider creating some sort of guaranteed enrollment approach for students moving from 60A to 60B even in the traditional semester-long sections.

Enrollment Efficiency:

Looking just at the enrollment efficiencies for fall English courses, we reached a peak in fall 2008 and then dropped off in 2009 and 2010:

	MOVAL	DISTRICT	RIV	NOR
<u>fall</u>	474	523		

<u>2005</u>				
<u>fall</u> <u>2006</u>	522	521		
<u>fall</u> <u>2007</u>	502	531		
<u>fall</u> <u>2008</u>	528	563	569	606
<u>fall</u> <u>2009</u>	510	587		
<u>fall</u> <u>2010</u>	493	546	552	595

(Source: Section Statistics 2010-11)

Our average efficiencies are usually lower than the state funding mark of 525. This is to be expected, since most of our courses have a cap of 30, which is not quite high enough to achieve the 525 mark. (The exception is Eng 1B, whose cap of 35 would yield an efficiency of between 591 and 604.) Our average efficiencies are also consistently lower than the average for English across the district. Consider the following breakdown for fall 2010

Breakdown of Composition Efficiencies, Fall 2010

<u>Course</u>	<u>Efficiency at cap</u>	<u>MV</u>	<u>Riv</u>	<u>Nor</u>
60A	506-517 (30 cap)	522	540	561
60B	506-517 (30 cap)	552	543	679
50	506-517 (30 cap)	494	524	565
1A	506-517 (30 cap)	473	559	563
1B	591-604 (35 cap)	445	634	653
other sections*	506-517 (30 cap)	314	521	497

*Percent of sections that are "other": MV, 11 percent; Riv, 15 percent; Nor, 6 percent.

(Sources: Section Statistics 2010-11; Scheduling Grid Guidelines)

Numbers either much higher or much lower than the efficiency at cap can be a cause for concern. Course efficiencies higher than cap mean courses are filling over cap. Course caps were established by the discipline itself and reflect a belief that effective teaching and reasonable workloads in composition classes can only be maintained if we limit class sizes. Only Eng 60B came in slightly over cap, so overfilling courses does not seem to be a problem at Moreno Valley.

All the rest of our courses averaged efficiencies below cap. Eng 60A and Eng 50 came in fairly close to cap, so may not be a cause for concern. But the transfer level composition courses and, above all, our specialty courses came in at well below the cap efficiency. More recent data should be consulted as soon as it becomes available (eg. fall 2011).

While reviewing our offerings and enrollment procedures, we should keep in clear view the mission and goals of our discipline. Enrollment efficiency, as measured by the state, is important, but does not measure the breadth or depth of student learning. The Moreno Valley

English discipline remains committed to providing a solid offering of transfer-level literature courses. The literature courses have been developing stronger enrollments over the last few years, drawing students to Moreno Valley who might not otherwise have considered coming here, and opening new intellectual vistas for students who were already here. Likewise, some courses with very low enrollments, such as English 4, Tutor Training, are vital components of our program. It is not so surprising that our efficiency for the “other sections” is lower than at Riverside and Norco. We offer proportionally more specialty classes than Norco; and Riverside is able to maintain higher enrollments in specialty classes, owing to its larger population, established reputation, and its demographic.

Enrollment Management:

We continue to schedule courses at all available times— mornings, afternoons, evenings, and Fridays. Starting in the fall of 2010, Saturday classes were eliminated throughout the district. In fall 2010, at the request of the district administration, we eliminated our 7 a.m. classes. These classes, which met for one hour. four days a week, were very popular. In spring 2010, 15 percent of our courses were before 8 a.m., with a fill rate of 112 percent (Section Statistics 2010-2011).

We continue to offer a variety of formats. In the face-to-face mode, we offer one-day a week classes (mostly evenings and Friday morning) and two-day-a-week classes. We have also established three sets of back-to-back 8-week fast-track 60A/60Bs—one set in the morning, one in the afternoon, and one in the evening.

Online and Hybrid Offerings

Our hybrid and online offerings have held about steady for the past four years. Compare the following:

<u>Fall 2008</u>	<u>Fall 2011</u>
<u>Eng 50</u> : 6 hybrid	<u>Eng 50A</u> : 5 hybrid
<u>Eng 1A</u> : 2 online and 3 hybrid	<u>Eng 1A</u> : 2 online and 2 Hybrid
<u>Eng 1B</u> : 1 online and 1 hybrid	<u>Eng 1B</u> : 1 online and 1 hybrid

A quick review of the section statistics suggests that retention and success rates for our online and hybrid are only slightly below the average for all our courses.

The big news in enrollment has been first the spike, then the drastic cutback in total sections. As the following table shows, sections spiked in 2008-09, as we responded to demand. But then the budget crisis hit, and we were forced to cut our offerings sharply, to levels below the earlier years. Our 2010-11 sections were about 83 percent of our 2008-09 offerings and about 92 percent of our 2007-08 offerings.

Section Counts

<u>year</u>	<u>fall</u>	<u>winter</u>	<u>spring</u>	<u>summer</u>	<u>Total</u>
05-06	74	24	64	18	180
06-07	75	24	69	19	187
07-08	75	24	72	17	188
08-09	81	23	83	21	208
09-10	65	24	72	15	176
10-11	70	18	73	11	172
11-12	58	18	63		

(Source: Section Statistics 2010-11)

This cutback in sections, at the very time when demand is increasing, has created a severe bottleneck in students' progress through the composition series. A look at the section statistics for fall 2011 shows that virtually all composition courses were over cap at census and had large waiting lists (mostly over 20). This bottleneck is probably reducing student persistence and success. We have begun to look at some possible solutions to this problem, including the Eng 80 accelerated course and the possibility of more fast-track 60A/Bs. We should also review the enrollment process and consider, for example, giving enrollment precedence to students who have just completed a prerequisite course. We should of course also start adding sections back.

Overall Performance:

We can consider four categories of performance: efficiency, mission, learning, and meeting demand. The discipline should seek to improve efficiencies where it is possible to do so without jeopardizing either learning or the college's missions. The most important area of performance—learning—does not necessarily show up in the data, though the assessment reports provide some direct evidence of learning. As indicated in the history section above, we are committed to ongoing professional development for all our faculty, and seek to constantly improve ourselves as teachers. We seek to integrate professional development activities with the required course assessment processes.

Our biggest challenge is the high rate of attrition in the composition sequence, especially among those students who start at the most basic level. This problem has probably become more acute as a result of the cutback in sections. Students are less likely to persist through the sequence if they cannot enroll in the next class. The current situation wastes student potential and is a deeply inefficient use of our resources and personnel. We are beginning to address the challenge through curricular initiatives, such as Eng 80 (see Section D). We also need to look at more creative approaches to enrollment management. The budget crisis may have opened our eyes to the inefficiency of the status quo and sparked a round of productive reflection and innovation. Nonetheless, we need to insist that no more sections be cut; to the contrary, it is vital to the success of the school and our students that we begin growing our section offerings again.

D. Programs and Curriculum

CORS:

All English courses across the district have been revised to (1) show, for transferable courses, how the course SLOs link to the Gen Ed SLOs and (2) provide sample assignments. The district discipline still needs to do a content review for prerequisites, co-requisites, and advisories.

Curriculum and Course Offerings:

Starting in 2008, in anticipation of college status, the Moreno Valley discipline reduced the number of literature courses in our catalog and put the courses we do offer on a rotation, so that with one or two exceptions, every English course in our catalog is scheduled to be offered at least once every two years. The establishment of a rotation has actually increased the number and variety of transfer-level literature courses we offer. We are in a good position, therefore, to begin offering English as a major for the AA degree. (See Appendix B).

Working with colleagues from Norco, and in consultation with Riverside colleagues, we have developed a new course, Eng 80, Preparatory Composition, which seems to be moving towards approval. This is an open-entry, 6-unit accelerated basic skills course. Students who pass the course will move directly into Eng 1A. Norco has already begun piloting a version of this course, and if it gets through the curriculum process, Moreno Valley plans to start piloting the course in fall 2012. Following principles of the statewide acceleration movement, the course is designed to address the problem of high rates of attrition in our current 3-semester pre-transfer composition sequence.

E. Student Learning Outcomes Assessment

Since 2010, we have completed assessments for all of our mainstream composition classes [*honors excluded?*] and a number of our other courses. In the next year or two we should aim to complete at least one assessment for every course we offer, while continuing to re-assess the other courses.

Assessed since 2010:

- 60A
- 60B
- 50
- 1A
- 1B
- 4 Tutor Training
- 14 American Lit I
- 16 Intro to Language
- 23 Bible as Literature
- 30 Children's Literature
- 40 World Lit. I

Not assessed since 2010:

- 1AH
- 1BH 6 Brit Lit I
- 7 Brit Lit. II
- 9 Shakespeare
- 15 American Lit. II
- 11 Creative Writing
- 20 African American Lit.
- 25 Latino Lit.
- 35 Images of Women in Lit.
- 90B Research Methods
- 85 Writing Clinic

Our current assessment approach is to have individual instructors assess an aspect of a specific SLO and prepare a report that generally follows the template provided in Appendix B. Beginning in spring 2011, we have dedicated the last discipline meeting of the semester to sharing and discussing the assessment reports. The discussion is then summarized in a meeting report and disseminated to all discipline faculty. The goal is to make the assessment process integral to professional development—a means to discovering, sharing, and applying best classroom practices.

Perhaps the biggest challenge to the assessment process is getting part-time instructors involved. Through BSI grant money we have been able to pay part-time instructors \$50 for training and \$50 for doing an assessment, and this has helped. Overall, four part-time instructors have participated in assessment workshops and six have completed course assessments. But only one part-time instructor, who teaches journalism, has participated in the share-out meetings. So if the point of assessment is to improve instruction and learning (and it's hard to see what other legitimate purpose it could have), then we have a long way to go. One approach would be to require paid assessments from instructors as part of their TA. Another would be to perform broad-based assessment projects that are distributed to all instructors of a given course. Again, in all cases the challenge is follow-through: sharing the results so as to develop and apply best practices.

F. Collaboration with Other Units Including Instructional, Student Services, or Administrative Units (Internal)

The Communication Department:

The Moreno Valley English Discipline works with the other disciplines in the Communication Department—Reading, Speech, ESL, and Journalism. We communicate in department meetings of course. English, Reading, and ESL all help with instruction in the Writing and Reading Center, and the whole department is involved in the formulation of WRC policy. However, we need to collaborate more closely, especially with regard to curriculum and pedagogy. For instance, Olga Dumer, who teaches ESL and Linguistics, recently gave a presentation at a department meeting showing that ESL 55 is used by some students as a pathway into Eng 50. Many of us in English were unaware of this. Meanwhile, the development of the new Eng 80 accelerated course raised concerns and objections among some of our colleagues in Reading, both here and at the other colleges. These episodes highlighted the broader need for the Communication Department to do a comprehensive, collaborative review of our curricula, and to work towards greater complementarity and integration in our offerings. Likewise, we should take steps to share

pedagogies. Each of the disciplines has distinctive theoretical and pedagogical traditions and cultures, and we would all profit from sharing these approaches and outlooks. We all teach the English language, in one way or another, and we probably ought to be operating almost as a single large discipline, with subspecialties.

Club and Student Activities:

For several years until her retirement in spring of 2011, Susan Ingham was faculty advisor for the student poetry club. Jeff Rhyne is the co- advisor (with journalism adjunct professor Joe Vargo) of the Newspaper Club, and he is advisor of the Soccer Club.

Puente:

The Puente Program has been active at the Moreno Valley Campus since 2001. It provides an integrated and supportive environment to a cohort of students at the community college. The program focuses on academic and community leadership encouraging students to transfer to four-year colleges and universities. Students enrolled in the Puente Program at Moreno Valley College, do so on a first-come first-serve basis. They become part of a learning community that consists of students, an English Instructor, a Guidance Counselor, and a mentor. Students in the program take an intensive two-course English sequence coupled with guidance courses each semester and work closely with a mentor from the existing professional community. Puente has a joint curriculum and tailors content and delivery methods to the needs of the students. The instructors and counselors work as a team in recruitment, counseling, and family- and community-outreach. Each year students also participate in cultural and social activities that serve to increase awareness and sensitivity to the community they are a part of. Puente is open to all students.

Learning Communities:

Since 2008 the discipline has participated in several learning communities, with mixed success. (See the list below.) Because of the close cooperation they require between the participating faculty, and because of enrollment and scheduling challenges they pose, learning community combinations are difficult to sustain over many semesters. They tend to come and go. It's a bit of a mystery why enrolling students into learning communities must continue to be so troublesome, drawing heavily on the time of IDSes, chairs and assistant chairs, and the participating faculty. If the school wants learning communities to be routine, it needs to institutionalize clear, easy enrollment procedures. Otherwise, it remains an open question whether offering learning communities is an efficient use of school resources and time. We may want to consider other more efficient ways of achieving some of the goals of learning communities. For example, faculty from different disciplines might develop coordinated curricula, and students could be encouraged, but not required, to take both courses.

Learning Communities with English involvement since fall 2008:

- Eng 1A and Guidance 45: Fall 08
- Eng 50 and History 7: Fall 08
- Eng 50 and Reading 83: Fall 08, Spg 09, Fall 09, Spg 10
- Eng 50 and Library 1: Fall 09, Spg 10
- Eng 50 and Fire Technology 1: Spg 10, Fall 10, Spg 11
- Jumpstart Summer Program (English, Reading, Math, Counseling): 2010, 2011

Ben Clark Training Center:

Since 2008 we have worked with the Ben Clark Training Center to offer a variety of composition courses as well as composition components of courses in the Administration of Justice (ADJ)

and Fire Technology (FIT) programs:

- English 50 and Fire Technology 1 Learning Communities (same as above): Spg10, Fall 10, Spg 11
- Eng 50 Fast Track: Fall 08, Spg 09, Fall 09
- Eng 50 with an emphasis on Fire Technology topics: Fall 11
- Eng 60A1 and 4 modules (part of Ben Clark Pre-Academy): Fall 11
- Online Writing Lab (OWL) access to non-online students at Ben Clark (Eng 50/FIT 1 Learning Community, Fall 10, Spg 11; Pre-Academy, Fall 11)
- Instructor Recommendations for the Report Writing “supplemental instruction” segment of the Law Enforcement Basic Academy. (The Report Writing segment in the Academy is a 54-hour course taught by ADJ faculty; supplemental instructors reinforce instruction in specific areas.)
- Onsite Writing and Reading Center Instructor: We have scheduled an English instructor to provide WRC-like hours twice a week for BCTC English students for the last 4 semesters so that they can fulfill their lab requirement without the burden of traveling to other colleges.

Open Meetings and Workshops:

We have invited other members of the Communication Department to participate in the end-of-semester assessment share outs. Journalism and ESL instructors have participated in these sessions. The discipline sponsored a Flex workshop on Oct. 21, 2011, that was open to all faculty: “Teaching Writing One-to-One,” led by Jeff Rhyne, WRC Coordinator.

Writing Across the Curriculum:

In addition to the learning communities and workshop listed above, the WRC offers ILA 800. Any instructor can direct a student to sign up for ILA 100, which gives the student access to one-on-one instruction with faculty in the WRC. While some instructors have taken advantage of this avenue, its use could be promoted and expanded. More generally, we currently lack a coherent strategy for promoting and supporting writing across the curriculum, and this is an area we need to pursue in the future, perhaps in conjunction with a reconfiguration of the Writing and Reading Center as we shift to scheduled composition labs.

G. Outreach Activities

Course Fair:

For several years, the English discipline sponsored and held campus course fairs to promote our literature and specialty classes. But a couple of years ago we realized that virtually none of the students who signed interest sheets at the course fairs ended up in our classes. So we have abandoned that effort at on-campus outreach. This was also about the time that attendance in our specialty classes began to grow, owing largely to the budget crunch and the reduction in course

offerings both here and at nearby four-year institutions. Some faculty independently create fliers to promote our courses, and post these around campus or in the WRC.

Faculty and Staff Poetry Reading:

For several years now the discipline has sponsored a poetry reading for faculty and staff, held each spring during national poetry month. All Moreno Valley faculty and staff are invited to read, their own work or the work of others. Anybody may attend to listen. The event has been successful, drawing participation outside of the discipline, from both faculty and staff.

Puente:

The Puente Program at the Moreno Valley Campus has experienced positive growth: A rotating team was established in 2004 with the hiring of an additional Guidance Counselor and English Instructor. Our visits to universities and colleges have increased: a trip to universities in Northern California has become an annual event since 2007. The Puente Program at Moreno Valley has taken students to UC Berkley, UC Davis, Stanford, San Francisco State University, and Santa Barbara and moved well beyond the Inland Empire boundaries. The Moreno Valley Puente has successfully reached out to the community in hosting program events: Coffee Depot for a Poetry Reading, Jose's Mexican Restaurant to host a Mentor breakfast. In the fall 2010 semester Puente cohort students were introduced to successful writers and political individuals in the community: Victor Villasenor at UCLA and Luis Rodriguez at UCR.

H. Long Term Major Resource Planning

Part-time Pay and Benefits:

Part-time English instructors are an exploited underclass. They are compensated too poorly to be expected to commit the necessary time and energy to do a professional job. Yet most of them do great work despite the trying conditions. Our continued reliance on a disposable army of underpaid part-time faculty gives the lie to our college mission and our professed commitment to learning. Assessment projects and program reviews are meaningless if 80 percent of our course load is taught by instructors who are struggling to survive. If we are not a self-serving bureaucratic machine, we need to revolutionize the way we do business. If we want professionals to do a good job, we need to pay them. The simplest and most efficient way to improve the quality of education is to provide teachers with professional compensation for their work.

Part-time Office Space:

The lack of dedicated office space for part-time instructors continues to be a scandal and an affront to the professionals who teach most of our students, a systematic oppression of both faculty and the students they teach. Unlike everybody else who works here, they don't even have a secure place to leave their stuff and sit themselves down. Creating part-time office space should be one of the highest priorities of our strategic planning. We can then require part-time instructors to keep paid office hours.

WRC:

The Writing and Reading Center is often at capacity and if we are to grow, we need a larger WRC.

I. Summary:

The following goals and objectives are ordered roughly in order of their importance to student learning and success.

1. Part-time Support and Participation:

Advocate for improved part-time pay and benefits., pay for faculty development in part-time contracts, part-time office space and paid office hours. Continue to invite part-time faculty participation in all aspects of the discipline's work and to communicate discipline business routinely to all English instructors.

Support needed:

For real progress in this area, the district needs to revolutionize its priorities, toward support for the fundamental conditions of teaching and learning. The resources expended satisfying state and accreditation requirements may be some of the biggest obstacles to a simple focus on teaching and learning. The faculty association would probably also need to shift to an increased focus on support for improvement of part-time pay and working conditions.

2. Hiring:

Hire at least two more full-time instructors in the next three years. Fulfilling all the other goals and objectives in this list is contingent on having sufficient full-time faculty.

Support Needed:

The college needs to budget for these hires.

3. Mission and Philosophy:

Develop a mission statement and a discipline philosophy, subject to regular review.

4. Faculty Development:

Expand our offering of workshops and restart the reading group. Promote in-depth improvement-of-instruction evaluations, including pre-observation reflections and in-person, post-observations interviews.

5. Curricular Review:

With the district discipline—and in the context of a discipline-wide reflection on pedagogy and best practices in the teaching of composition—systematically review our composition sequence, including a content review for prerequisites, co- requisites, and advisories.

6. Integration of all English Skills Disciplines:

In conjunction with our colleagues in the Communication Department, undertake a systematic comparative review of our course offerings in an effort to make our offerings more complementary, integrated, and efficient. Share pedagogies.

7. Persistence and Success:

Begin pilot offerings of English 80 in fall 2012. Do a comparative study of persistence and success in all our composition offerings, comparing the traditional track, the fast tracks, Eng 80, and any other curricular tracks that we develop.

Support Needed:

We will need help in gathering and assessing the data.

8. Enrollment Management:

Review all of our offerings in an effort to optimize efficiency while fulfilling our missions. “Efficiency” here is meant both narrowly— number of students in a classroom—and more broadly as the most efficient use of resources for a maximum of learning and success. Look for ways of reducing the enrollment bottleneck in the composition sequence, so as to reduce attrition and improve persistence and success.

Support Needed:

We will need data support, and also we will need to work closely with admissions and records. For example, we should look into giving students who pass a composition course precedence in the next semester for enrolling in the next course.

9. Composition Lab:

Implement scheduled lab hours for composition courses. In the context of curricular review, review the lab hour requirement and establish a sound pedagogical basis for required labs. Conduct training and outreach to faculty to help them adjust their syllabi to the changes. Assess the Online Writing Lab and develop accordingly.

Support Needed:

We will need the college—especially the office of the Dean of Instruction--to make sure we can schedule rooms for these labs.

10. Course Assessment:

Regularize the course assessment process, with clear timetables, rotations, guidelines, rubrics, support, and follow through. Continue to integrate course assessment with faculty development.

Support Needed:

The Assessment Committee can help us.

11. Placement:

Work with the district discipline to establish a workable, funded district- wide placement process.

Support Needed:

In a January 2012 meeting of discipline representatives with district and college administration, it was agreed that the district will continue funding Accuplacer into the 2012-13 school year, while we wait for the anticipated establishment of a statewide placement instrument. In the meantime, the discipline is expected to work with the administration to develop alternative placement paths—such EAP and SAT scores—to reduce the costs incurred by Accuplacer.

12. Writing and Reading Center and Writing Across the Curriculum:

Shift the focus of the WRC to a center for reading and writing across the curriculum. Work with other disciplines to develop an integrated strategic plan for college learning centers.

Support Needed:

Support of learning centers on campus should be a priority in the college's strategic plan.

13. Discipline-specific Assignments:

Assess the discipline work that needs to be done--eg. course committees--and develop fair and effective distribution of the work among the full-time faculty.

J. Recommendations to the Program Review Committee

(none at this time)

Appendix A

Progression through English (ENG 60A – ENG 1B), 2005-2010 Moreno Valley College

Jaime Rodriguez
Specialist, Institutional Research

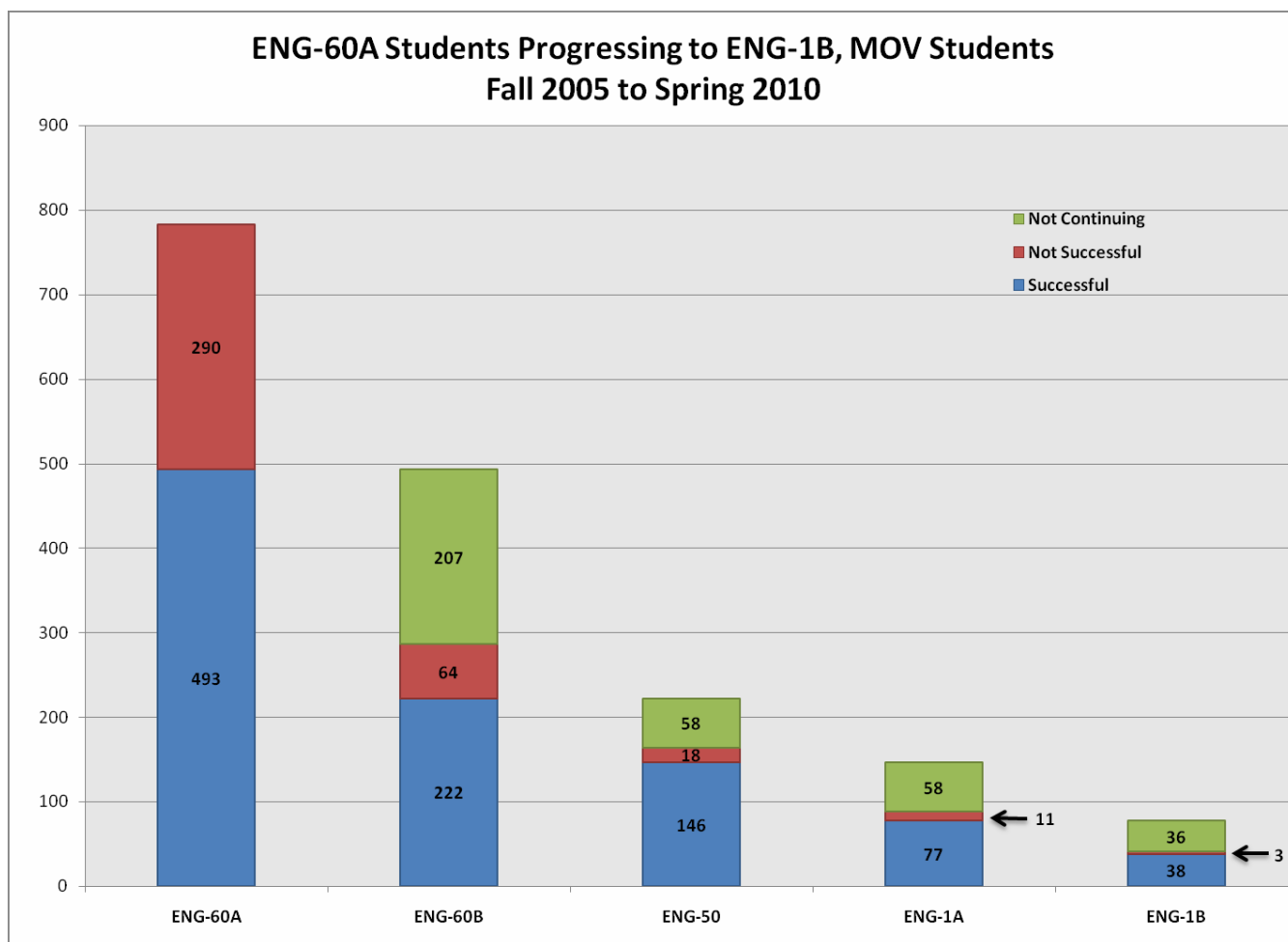
For this report, students starting in ENG-60A were tracked through ENG-1B. Students enrolled in ENG-60A between Fall 2005 and Summer 2006 were identified as either succeeding¹ or not succeeding² in the course. Successful students in ENG-60A³ were then tracked to see if they had enrolled in ENG-60B through Spring 2010 and if so, whether they were successful or not. Students who were successful in ENG-60B were tracked to see if they had enrolled in ENG-50 through Spring 2010 and if so, whether they were successful or not. Students who were successful in ENG-50 were tracked to see if they had enrolled in ENG-1A through Spring 2010 and if so, whether they were successful or not. Finally, students who were successful in ENG-1A were tracked to see if they had enrolled in ENG-1B through Spring 2010 and if so, whether they were successful or not.

Chancellor's office enrollment files were used to produce the chart and develop this report.

¹ Grade of A, B, C, or P

² Grade of D, F, NP or W

³ For students successful in ENG-60A, it could have been based on their first or last attempt of the course



This chart indicates that during the period of Fall 2005 – Summer 2006, 783 MOV students attempted ENG-60A. Of these students, 493 (63.0 percent) passed the course. Of the number of students who passed ENG-60A, 286 (58.0 percent) attempted the next highest level course, ENG-60B. Of these students, 222 (77.6 percent) passed that course. Of the number of students who passed ENG-60B, 164 (73.9 percent) attempted the next highest level course, ENG-50. Of these students, 146 (89.0 percent) passed that course. Of the number of students who passed ENG-50, 88 (60.3 percent) attempted the next highest level course, ENG-1A. Of these students, 77 (87.5 percent) passed that course. Of the number of students who passed ENG-1A, 41 (53.2 percent) attempted the next highest level course, ENG-1B. Of these students, 38 (92.7 percent) passed that course.

Of the original 783 students who started in ENG-60A, 77 (9.8 percent) successfully completed ENG-1A (required for an associate degree) and 38 (4.9 percent) successfully completed ENG-1B during the 5 years under examination.

The chart also shows the number of students who were successful in the previous English course but did not take the subsequent English course. Of the 493 students who successfully passed ENG-60A, 207 (42.0 percent) did not enroll in ENG-60B. Of the 222 students who successfully passed ENG-60B, 58 (26.1 percent) did not enroll in ENG-50. Of the 146 students who successfully passed ENG-50, 58 (39.7 percent) did not enroll in ENG-1A. Of the 77 students who successfully passed ENG-1A, 38 (49.6 percent) did not enroll in ENG-1B.

Appendix B: English Specialty Course Rotation

Moreno Valley College English Discipline Literature and Specialty Rotation, Approved Dec. 4, 2008

<u>Fall</u>	<u>Spring</u>
<p>1. {Brit Lit I (Eng 6): even years Instructor:</p> <p style="padding-left: 40px;">Brit Lit II (Eng 7): odd years Instructor: }</p>	<p>1. {Multicultural American Lit I (Eng 14): Odd years Instructor:</p> <p style="padding-left: 40px;">Multicultural American Lit II (Eng 15): Even years Instructor: }</p>
<p>2. {Intro to Shakespeare (Eng 9): odd years Instructor:</p> <p style="padding-left: 40px;">Children’s Lit (Eng 30): even years Instructor: }</p>	<p>2. {World Lit. I (Eng 40): even years Instructor:</p> <p style="padding-left: 40px;">World Lit. II (Eng 41): odd years Instructor: }</p>
<p>3. Intro to Film Studies FST1/Hum 36) Instructor:</p>	<p>3. Intro to Language (Eng 16): Instructor:</p>
<p>4. Tutoring (Eng 4) Instructor:</p>	<p>4. Creative Writing (Eng 11): fiction emphasis in odd years? poetry emphasis in even years? Instructor: }</p>
<p>5. {Bible as Literature (Eng/Hum 23) Images of Women in Lit (Eng 35): even years Instructor: }</p>	<p>5. {African-American Lit: even years Instructor:</p> <p style="padding-left: 40px;">Latino Literature of the U.S. (Eng 25): odd years (change to fall?) Instructor: }</p>
<p>6. Research Methods (Eng 90B) Instructor:</p>	<p>6. Research Methods (Eng 90B) Instructor:</p>
<p>7. Writing Clinic (Eng 85):</p>	<p>7. Writing Clinic (Eng 85)</p>
<p>8. Special Studies (Eng 10): I think we could get away with keeping this in even if we don’t offer it regularly. It’s useful for study abroad, among other things.</p>	

APPENDIX C

Moreno Valley College Student Learning Outcome Assessment Report

1. What Section(s) did you assess?
2. Which SLO from the course Outline of Record (COR) does this project assess?
3. Why did you choose that SLO?
4. What specific topic does this project focus on?
5. Describe your inquiry strategy, including scoring criteria and timeline: What were the results?
6. What modifications to the curriculum were made?
7. Describe your re-inquiry strategy, including timeline and results: Have you shared this project with your colleagues?
8. What future assessment plans do you have?