rogram Review - 2015-2016

Language Arts

Module:	Division Purpose

Question: Describe the purpose of the Discipline/Program/Service.

Answer: The purpose of English, ESL, Foreign Languages, and Communication Studies is to enable students to become effective communicators. English, ESL, and the study of foreign languages guide students to evolve into proficient readers, writers and speakers. Communication Studies teaches students to become confident and credible speakers in dyads, small groups, and in front of large audiences, and to refine their writing skills. All four disciplines focus on critical thinking, and all content is anchored in class texts with in-depth research required in most courses.

Foreign Languages are designed as an academic program for student to transfer to a four-year institution and receive a B.A. degree, and to fulfill language requirements for other divisions. a. American Sign Language - train hearing impaired individuals to communicate with others b. Arabic c. Chinese d. French e. Japanese f. Spanish.

The main objective in a foreign language is to teach the language based on real life situations so that students can speak with fluency. Also, assimilating the subtleties of the language, learning the idiomatic expressions, getting immersed in the culture, and develop understanding the traditions and customs of the countries where the target language is spoken helps to reach the main goal. In addition to the teaching of the language, WLAC gives the opportunity to their students to travel abroad to Spain in order to reinforce and to immerse in the culture. In Salamanca, Spain, students learn the history and literature of the country that originate the language that is spoken today in Latino America known as Castilian✎ Also, it is important to point out that we are engaging our students in eclectic teaching, varying types of methodologies that are as diverse asthe ethnic population of students. All of the above with the purpose to provide students with a comprehensive academic education containing practical and modern as well as traditional, historical views of all human cultures.

In order to provide "a transformative educational environment" and in cooperation with the current State mandated requirement (ADT) of moving students through the community college system expeditiously to transfer to a four year educational institution, WLAC Foreign Language is providing a comprehensive educational foundation in all the Languages taught in this college. We are endeavoring to give our students a current, up to date knowledge to secure employment within related industries ‐ primarily that of the teaching of the language, translating and interpreting.

Question: Describe how the stated purpose aligns with the college mission statement.

Answer: By enabling students to become effective communicators, the Language Arts Division provides a transformative educational experience and enriches students with the knowledge and skills needed to earn

certificates and degrees, to transfer, to build careers, and to pursue life‐long learning. The Language Arts Division provides quality instruction and fosters a diverse learning community dedicated to student success. A solid foundation in communication skills, both written and oral, empowers students to succeed.

Module:	Enrollment Trends
Question:	Describe the trends in Enrollment and FTES. Given the data, what are the implications for your division? If relevant, discuss each discipline separately.
Answer:	a. Language Arts courses are taught using a wide variety of modes of delivery. In our disciplines, these modes are represented: Classroom, ACT, Black Scholars, FACE, Hybrid, Online, Puente, Jumpstart, CAP and WEC. This shows the Language Arts faculty member▲ openness to trying new approaches and collaborating across the campus in different programs. Because of this diverse range of modes, Language Arts faculty members have engaged in a variety of discussions around the effectiveness of the different modes. We would like to engage in an in-depth analysis of our modes of delivery and the success rates to help us plan for future offerings, and to follow-up on this, we are requesting additional data or the Research and Planning Office.

b. The most noticeable enrollment trend in the English discipline is the decrease in the percentage of African-American students and the increase in the percentage Latino students. This is a college-wide trend that has the same implication for our division as for our college. There is also a higher percentage of Latino students in the division (45%) than in the college (43%).
With the increase in class sections in order to capture growth, including online late-start 8-week classes and the loss of a few adjuncts, the English discipline now must count on at least 30 adjuncts to teach many of its class sections, in addition to its full-time faculty, many of whom are re-assigned for college wide responsibilities, especially with regard to student success, SLO assessment andaccreditation. Enrollment is trending upward after a drop in F12 of 2225 to F13 2341 and F14 2298.
FTES is also slowly trending upward: F12 228, F13 239 and F14 235. Capturing growth funds is a strong focus for 2015-16.

c. In Communication Studies, there were 22 sections in 2010 (three less than the previous year), 19 in 2011, 20 in 2012, and 19 in 2013 and 2014. Average class size for on-campus classes slightly increased from approximately 41 students in 2013 to 44 in 2014, while class size in 2013 (35 students) and 2014 (34 students) slightly decreased in online classes.

d. Foreign Languages: Most of our disciplines show a high decline in class offerings while our average class size has incremented drastically, except Arabic and Japanese section count trends remain the same.

e. Chinese: Section count trends declined from 2 to 1 and class size average increased from 18 to 27 in 2012. FTEF trends in Fall 2008 were 0.67 and 0.33 in fall 2012. The Division is exploring the idea of an additional section of Chinese because the Spring 2014 enrollment in Mandarin was 39 students.

f. French: Section count trends declined from 5 to 3 in 2012 and average class size trends has increased from 30.8 to 37.3 and to 69.6 in 2011.

g. Spanish: It is interesting that section count trends during the same 4‐year period went down from 35 to 11 but average class size trends went up from 23.1 to 35.5 and 47.1 in 2010. These trends are

observed on on‐campus data (from 15 to 7 in 2012) as well as online (17 to 1 in 2011) and Act (4 to 1); Hybrid shows an increase (1 to 2) since first offered in 2010. Online classes get full two months before the college opens enrollment and students indicate they have to wait up to three consecutive semesters to enroll. Only 11 Spanish sections were offered in 2012 and only one of them was online compared to 35 in 2008 when 17 were online.

h. 60% of the ESL population was between 20-34 years old. Younger working/and or international students are the current majority of our demographic. Women make up over 2/3 of our student population. Our students tend to be transfer or CTE types of students.

i.We lose enrollment when we offer fewer sections. Enrollment is growing, but our sections are not consistently offered as we request. This was true of Spring 2014 and Spring 2015. In Spring 2016, we finally have a more restored schedule, but not fully restored based on repeated requests.

Question:	Given the data, describe the trend in section counts and average class size.
Answer:	There has been a lot of shifting in mode of instructional delivery in E.S.L. For example, in Fall 2011 all E.S.L. offerings shifted to hybrid and online classes. This may have an implication for curriculum and pedagogy. The number of sections decreased by 64%, but total enrollment only decreased by 28%. In Communication Studies, sections have decreased from 25 sections in 2009 down to 19 sections in 2013 and 2014. The number of English sections offered also declined steadily from 2009 (80) to 2014 (62). The number rose slightly in 2013 to 65 from 2012's 59, the department low over the last five years. However, English faculty members report turning away dozens of students from English 21, 28, 101 and 103 classes in recent years. Thus, it is clear the college needs to offer more sections of each. In the Language Arts division, average class sizes were 37.7 (2012), 36.0 (2013), 37.1 (2014); hybrid classes were 24.2 (2012), 23.4 (2013) and 23.4 (2014); and online classes were 32.0 (2012), 38.5 (2013) and 35.0 (2014). From 2013 to 2014, ESL enrollment has increased 6%.

Demand for classes in the English sequence continues to be high, so much so that class sections fill very soon after the registration period begins, with many students attempting to "crash" courses after the start of the semester, intersession or summer session. This trend will continue as English fulfills the requirement for general education, the ATD and IGETC.
Section counts in English vary, from a high of 75 in F10 to a low of 59 in F12. Fall 13 had 65 sections; F14 had 62.

Module: Students and Student Success

Question:	Based on the demographic trends in enrollment, what are the implications for your Discipline/Program/ Service?
Answer:	The demographic trends across our division reflect the trends in the college as a whole. Just like last year, the most noticeable demographic trend in our division is the decrease in the percentage of African-American students and the increase in the percentage Latino students. This is a college-wide trend that has the same implication for our division as for our college. We need to make sure we are effectively serving those two historically underrepresented populations of students.

The significant increase in the Colleg❀ s Latino student population is a nationwide demographic trend. The college needs to study and learn from this trend to stem the serious decrease in its African American student population. The Colleg❀ s first question should be: Why is this underrepresented ethnic group becoming academically successful?

This decrease in the number of African American students at the College is of particular concern because substantially fewer Hispanic and black youth [are] dropping out of [high] school✎ Moreover, [t]he decline in the size of the Hispanic dropout population has been particularly noteworthy because i▼ s happened at

the same time that the Hispanic youth population is growin⁂ (Richard Fry, U.S. high school dropout rate reachesrecord low, driven by improvements among Hispanics, blacks⁊ Pew Research Center). It is also important to note that the growing success of Latino students is not limited to community colleges. [A]t one of the University of Californi⁂ s nine undergraduate campuses for the fall [of 2014]⁊ preliminary admission data show that admitted freshmen are: 36% Asian, 29% Latino, 27% Caucasian, and 4% African American ⁊ More Latino Than White Students Admitted To University Of California Schools⁊ CBS). How can the College help African American students to duplicate this success?

In E.S.L. the percentage of male students has increased, which is different from the college as a whole, which has remained stable. West has recently had a large influx of Middle Eastern and North African students from male dominated cultures many of whom enroll in E.S.L. classes. Asian students went from 22% to 32%, and Hispanic/Latino students went from 29% to 20%. International students from Asian countries is increasing. This also represents a change in the type of students taking ESL classes. Many of the Asian students coming to West place in the higher levels and are transfer-bound. In the E.S.L. discipline, the % of 20-24-year-old students increased from 14% in F13 to 33% in F14. The White population in ESL has steadily increased from 11% in F10 to 34% in F14.

The decrease in Hispanic/Latino students represents a change among the long-term resident students in the lower levels. Since recent Data Tracker statistics show that students in the lowest level (ESL 4A) have a much lower retention rate than that of students in higher levels, we feel that the ESL population at our school would be much better served by focusing on the higher levels of ESL and eliminating the lower level of ESL. E.S.L. enrollment peaked in 2011 but has declined since then. However, this enrollment is due to a decrease in the number of ESL sections offered. In 2011, there were 11 sections of ESL classes, and in 2013 there were only 7.

In Communication Studies, data indicate that the largest age-range demographic is students 20-24 years of age, and the percentages have increased. In 2013, 35% of students were in this age range, while the percentage increased to 40% in 2014. In regard to ethnicity, there was a slight decrease in African American students between 2013 (41%) and 2014 (40%). For Hispanic/Latino students, there was an upward trend between 2013 (33%) and 2014 (38%).

Foreign Languages: For French classes in 2014, 31% African Americanstudents, 5% Asian/Pacific Islander, 47% Hispanic/Latino, 2% unknown, and 15% white. For Spanish classes in 2014, 36% African American students, 4% Asian/Pacific Islander, 43% Hispanic/Latino, 6% unknown, and 11% white. For Arabic classes in 2014, 16% African American students, 16% Asian/Pacific Islander, 20% Hispanic/Latino, 11% unknown, and 38% white. For ASL classes in 2014, 39% African American students, 59% Hispanic/Latino, 2% unknown, and 0% white. For Chinese classes in 2014, 40% African American students, 5% American Indian, 20% Asian/Pacific Islander, 25% Hispanic/Latino, 0% unknown, and 10% white.

The demographic trends across our division reflect the trends in the college as a whole. Just like last year, the most noticeable demographic trend in our division is the decrease in the percentage of African-American students and the increase in the percentage Latino students. This is a college-wide trend that has the same implication for our division as for our college. We need to make sure we are effectively serving those two historically underrepresented populations of students.

The significant increase in the Colleg⁂ s Latino student population is a nationwide demographic trend. The

college needs to study and learn from this trend to stemthe serious decrease in its African American student population. The Colleg❋ s first question should be: Why is this underrepresented ethnic group becoming academically successful?

This decrease in the number of African American students at the College is of particular concern because substantially fewer Hispanic and black youth [are] dropping out of [high] school✎ Moreover, [t]he decline in the size of the Hispanic dropout population has been particularly noteworthy because i▼ s happened at the same time that the Hispanic youth population is growin❋ (Richard Fry, U.S. high school dropout rate reaches record low, driven by improvements among Hispanics, blacks⚘ Pew Research Center). It is also important to note that the growing success of Latinostudents is not limited to community colleges. [A]t one of the University of Californi❋ s nine undergraduate campuses for the fall [of 2014]⚘ preliminary admission data show that admitted freshmen are: 36% Asian, 29% Latino, 27% Caucasian, and 4% African American ✍ More Latino Than White Students Admitted To University Of California Schools⚘ CBS). How can the College help African American students to duplicate this success?

In E.S.L. the percentage of male students has increased, which is different from the college as a whole, which has remained stable. West has recently had a large influx of Middle Eastern and North African students from male dominated cultures many of whom enroll in E.S.L. classes. Asian students went from 22% to 32%, and Hispanic/Latino students went from 29% to 20%. International students from Asian countries is increasing. This also represents a change in the type of students taking ESL classes. Many of the Asian students coming to West place in the higher levels and are transfer-bound. In the E.S.L. discipline, the % of 20-24-year-old students increased from 14% in F13 to 33% in F14. The White population in ESL has steadily increased from 11% in F10 to 34% in F14.

The decrease in Hispanic/Latino students represents a change among the long-term resident students in the lower levels. Since recent Data Tracker statistics show that students in the lowest level (ESL 4A) have a much lower retention rate than that of students in higher levels, we feel that the ESL population atour school would be much better served by focusing on the higher levels of ESL and eliminating the lower level of ESL. E.S.L. enrollment peaked in 2011 but has declined since then. However, this enrollment is due to a decrease in the number of ESL sections offered. In 2011, there were 11 sections of ESL classes, and in 2013 there were only 7.

In Communication Studies, data indicate that the largest age-range demographic is students 20-24 years of age, and the percentages have increased. In 2013, 35%of students were in this age range, while the percentage increased to 40% in 2014. In regard to ethnicity, there was a slight decrease in African American students between 2013 (41%) and 2014 (40%). For Hispanic/Latino students, there was an upward trendbetween 2013 (33%) and 2014 (38%).

Foreign Languages: For French classes in 2014, 31% African American students, 5% Asian/Pacific Islander, 47% Hispanic/Latino, 2% unknown, and 15% white. For Spanish classes in 2014, 36% African American students, 4% Asian/Pacific Islander, 43% Hispanic/Latino, 6% unknown, and 11% white. For Arabic classes in 2014, 16% African American students, 16% Asian/Pacific Islander, 20% Hispanic/Latino, 11% unknown, and 38% white. For ASL classes in 2014, 39% African Americanstudents, 59% Hispanic/Latino, 2% unknown, and 0% white. For Chinese classes in 2014, 40% African American students, 5% American Indian, 20% Asian/Pacific Islander, 25% Hispanic/Latino, 0% unknown, and 10% white.

Question: Given the data, describe the trends in Success Rates and Retention Rates. What are the implications for the Discipline/Program/Service?

Answer: English retention in on-ground classes has not changed noticeably over the last five years . Online class retention has fluctuated between 76% and 81%. As an on-going goal, English faculty members continue to explore and implement strategies to increase retention and success rates.

Retention in ESL courses is 92% and has consistently been 90% or higher for the past four years. From Fall 2013 to Fall 2014, we had a 13% drop in success rate. We are not overly concerned with this drop and attribute it to stricter enforcement of SLOs and adherence to a more rigorous academic curriculum as determined by the two full-time ESL faculty members.

In Communication Studies, the retention rate for on-campus classes increased from 75% in 2013 to 86% in 2014, while retention slightly decreased in online classes from 87% in 2013 to 83% in 2014. Overall, successful course completion slightly increased from 60% in 2013 to 62% in 2014. We note that although section counts remained the same at 19 sections for 2013 and 2014, average class size increased slightly for on-campus classes (41 vs 44 students per class). Enrollment across the discipline also increased from 716 students in 2013 to 741 in 2015. In sum, retention is robust and average class size has increased. While these are positives, large classes may be negatively impacting overall student success.

Foreign Languages' Success Rates:

Retention rates for American Sign Language fell from 86% in Fall 2013 to 67% in Fall 2014.

For Chinese, retention rates changed from 83% in Fall 2013 to 75% in Fall 2014.

For Arabic, retention rates increased from 79% in Fall 2013 to 84% in Fall 2014.

French retention rates increased from 63% in Fall 2013 to 76% in Fall 2014.

Spanish retention rates increased from 67% inFall 2013 to 78% in Fall 2014. To sustain this increase, the discipline is
asking for a probationary, full-time faculty position.

Japanese retention rates increased from 68% in Fall 2013 to 73% in Fall 2014.

Our divisio■ s retention rate of 81% is nearly equivalent with the colleg❊ s overall rate of 82%. English retention rate is 80%, ESL is consistently at or above 90%. The retention rate in ASL dipped from staying at or above 78% down to 67% in Fall 2014. Over the last five years the retention rate in French has fluctuated between 89% and 63%. Last year it was at 76%. Spanish had its highest retention rate in Fall of 2014 at 78% up from 67% in Fall of 2013. Retention was on a steady decline in Communication Studies from 88% in Fall 2010 down to 80% in Fall 2013, but was back up to 84% in Fall of 2014.

Since experts in the community college student success community know of tried and true methods of retaining students, we should be sharing those among our division colleagues to cut down on this fluctuation in retention. Each disciplin❊ s goal should be to stay at or above the college average.

The colleg❊ s success rate has stayed steady at 62/63% for the last five years. Our divisio■ s rate has fluctuated between 56% and 61%. The Fall 2014 success rate was 60% up from Fall 2013 at 56%.

The Arabic success rates have dramatically fluctuated between 19% and 81% over the last five years. Fall

2014 was one of the better years at 76%. The faculty members should look at this data and consider what was different during the years with the highest success rates from the years with the lowest success rates.

The ASL success rates have fluctuated pretty dramatically as well between 60% in Fall 2013 and 43% in Fall 2014. Faculty should consider what changed between those two years.

Success rates in Speech/Communication Studies declined steadily from Fall 2010 and Fall 2013 from 69% to 60%. It increased to 62% in Fall 2014. Communication Studies faculty members should analyze this trend.

The success rate in E.S.L. fell from 86% in Fall 2013 to 73% in Fall 2014, which is still the highest in the division and higher than the college-wide success rate.

The English success rate continues to hover around 60%. The success rate in theACT classes is an abysmal 22%. The discipline faculty should take a closer look at English being taught in the ACT program. Puente classes have the highest success rate, staying between 69% and 86% over the last five years.

French success rates havedramatically fluctuated over the last five years between 65% in Fall 2010 and 45% in Fall 2014, and success rates in Japanese have fluctuated similarly between 65% in Fall 2011 and 45% in Fall 2014.

Success rates in Spanish are consistently highest in face-to-face classes, 66% in Fall 2014 compared with 44% for online classes, 47% for hybrid classes, and 56% for ACT classes. Overall success rates have stayed relatively stable between 47% and 56%, lower than the overall college rates. Spanish faculty members should review this data and consider what can be done to increase online and hybrid success rates.

Question: Compare the successful course completion rates of the Discipline(s) in the Division over time and with the college average.
If the rate of any of the Discipline(s) is lower that the college average, what factors contribute to the low rate(s)? What strategies, current or planned, address this?
If the rate is higher than the college average, what factors contribute to the higher rates?

Answer:

Overall retention rates for the entire college were 82% in Fall 2013 and 82% in Fall 2014.
The English discipline success rates are remarkably consistent: F12 80%; F13 79% and F14 80%. The English discipline faculty participate in professional learning opportunities as well as key committees such as the Academic Senate, the
Curriculum Committee, SLO assessment and Student Success in order to research data on proven strategies/innovations to help students learn more effectively.

Foreign Languages:Arabic retention rates exceed the college average by 2%, and the other foreign languages are all within 6%

of the average, with the exception of American Sign Language, which has seen a drop from Fall 2013 to

Fall 2014. Foreign language instructors would like to restore the language lab component to their courses in order to increase the class retention rates.

Overall retention rates for the entire college were 82% in Fall 2013 and 82% in Fall 2014.

Foreign Languages: Arabic retention rates exceed the college average by 2%, and the other foreign languages are all within 6%

of the average, with the exception of American Sign Language, which has seen a drop from Fall 2013 to Fall 2014. Foreign language instructors would like to restore the language lab component to their courses in order to increase the class retention rates.

Retention rates in English classes have increased 1% from Fall 2013 (79%) to Fall 2014 (80%). Successful course completion rates by ethnicity in Fall 2014 is African American/Black at 53%; Hispanic/Latino at 67%; Asian/Pacific Islander at 67% and white at 74%. The discipline continues its efforts to close these equity gaps.

Communication Studies retention rates exceeded the college average in both Fall 2013 and Fall2014.

Overall college success rate is 63%.

Communication Studies' successful course completion slightly increased from 60% in 2013 to 62% in 2014.

English successful course completion rate has increased 5% from Fall 2013 (55%) to Fall 2014 (60%) and is 3% lower than the college-wide rate. The discipline implemented a pilot acceleration project in Fall 2014 to move students from English 21 directly to English 101 and address this low successful course completion rate in English, creating a newaccelerated course English 100, first offered Spring 2016.

Question:	Compare the equity gap in the successful course completion rate(s) in the Discipline(s) over time and with the equity gap of the college over-all. If the equity gap is higher than the college average, what factors contribute to the large gap? What strategies, current or planned, will address this? If the equity gap is lower, what factors contribute to the smaller gap?
Answer:	The college overall successful course completion rates are:

F11	F12	F13	F14
64%	64%	62%	63%

In English, during the same time period, the successful completion rates are for:

F11	F12	F13	F14

Af Am/Black	53%	52%	48%	53%
Asian/Pac Isl	66%	72%	77%	67%
Hispanic/Latino	64%	59%	56%	61%
white	76%	68%	65%	74%

The successful completion rates for Af Am/Black is for F14 10% below the college and for Hispanic/Latino 61% is 2% below.

An ongoing goal in English is to continue to explore and implement strategies to increase success rates and to close these equity gaps. One such effort has been the training of faculty to teach the accelerated English 21, which has also led to the creation of English100, approved through the college's curriculum process and implemented in Spring 2016. This is designed to close the identified exit points for many English 21 students and increase the number who move successfully through the English sequence of classes. The discipline intends to ask for a probationary, tenure-track English position in this program review.

Equity Gap

Communication Studies: Between 2010 and 2012, the disciplin※ s equity gap in terms of successful course completion rate (success rate) was similar to that of the college. In the last two years, the high-low equity gap increased. In 2013, the equity gap in Communication Studies between African-Americans and Asians/Pacific Islanders was 31. In 2014, the equity gap was 35, and it reflected the difference in the success rates of the same two groups.

The high-low equity gap is based on the highest vs. lowest performing groups. In 2013, the equity gaps in both Communication Studies and the college compared the same groups, African-Americans vs. Asians/Pacific Islanders. In contrast, the 2014 equity gap in Communication Studies was the gap between African-Americans vs. Asians/Pacific Islanders, while the gap on the college level was based on the equity gap between African-American vs. White students. Over the last five years, the smallest group, Asians/Pacific Islanders, have had a high success rate on the college level (e.g., 77% in 2013 and 75% in 2014). The same group has had an even higher rate of success in Communication Studies (e.g., 81% in 2013 and 87% in 2014). While the reason for the high success rate of this group in Communication Studies is unclear, it may be that some Asians/Pacific Islanders who do not speak English as a first language do not enroll in communication studiesclasses. If they were to do so, and in greater numbers, it may impact their overall success rate in the discipline. Here, self-selection may play a role.

While some groups have a higher success rate than others, African American students consistently have a low success rate in the discipline and at the college level. This is a significant issue. We are currently discussing student success issues in our division meetings. The full-time Communication Studies faculty member, Linda Alexander, has attendedseveral presentations/workshops on culturally responsive teaching at the District and here at West. She also engages in dialogue with faculty who are working in this area. Participation in these information-gathering opportunities will enrich discipline-based dialogue on pedagogical strategies.

Question: Given the data, describe the trends in Degrees and Certificates awarded. What are the implications for your Discipline/Program/Service?
What does the Division do to encourage Certificate and Degree completion?

Answer:

In the last five years our division has awarded a total of 35 degrees. Obviously, the role of our division is less to award our own degrees and more to offer students the courses they need to graduate and transfer. English awarded the most degreesat 24 fluctuating between 2 and 11 degrees per year.

With this data in mind, the division might consider what is the value of offering an AA degree in English and/or speech and whether it is more beneficial to the students for us to focus on offering general education classes and encourage students to earn AA degrees in Liberal Arts. Discipline faculty should engage with the articulation officer and transfer counselor to discuss the practical value of the English AA to students.

Foreign Languages:French and Spanish programs offer AA degrees and data shows that four Spanish students are successfully receiving their degrees in 2012&2013, and increment over previous years; French has awarded only one AA degree in 2011&;2012. The restoration of French 3, 4 and Conversational French would allow more students to complete the French AA degree.

The Spanish Department is in the process of changing its AA degree requirements to make it compatible with the Transfer Model Curriculum (TMC) Degree implemented statewide. We are adding Spanish 004 to our AA degree requirements and updating Spanish 001, 002, and 003 course outlines this semester. Conversational Spanish 008 needs to be increased to 3 units or develop Elementary and/or Intermediate Conversational Spanish courses. It is also required the addition of at least two new courses: Spanish Composition and Introduction to Spanish/Hispanic/Latin/American Literature, three units each.

Module:	Staffing Trends
Question:	Describe the trends in FTEF. What are the implications for your program?
Answer:	The Language Arts Division has been able to hire one English instructor for the past two academic years. One of our regular English adjunct faculty members, and one of our Communication Studies instructors, were recently hired full-time at sister colleges. With the focus on growing enrollment and a good number of full-time English faculty re-assigned for college-wide responsibilities, the discipline intends to ask for a probationary, tenure-track position this year, especially as we focus on success goals related to the Educational Master Plan. Classroom enrollment trends:

 F11   F12   F13   F14
1298 1304   1404   1448   Indicating a growth of 150 from the low in F11 to F14.

Online Enrollment Trends
F11   F12   F13   F14
760   715   666   737   After dipping to 666 in F13, the online enrollment is trending upward again.

FTES Trends
F11   F12   F13   F14
240   228   239   235   Focusing on enrollment growth implies that this trend will once again increase.

Section Count Trends
F11   F12   F13   F14
 64   59   65   62   Most recently, English has added a number of late-start classes in order to accommodate

the students unable to add for the semester because sections were over

acceptable seat

limits.

We continue to see core composition sections filling immediately after registration begins, leaving many students trying to "crash" sections, thus resulting in long waiting lists once classes begin.

Percentage of full-time to part-time faculty ratio.
While there are 10 full-time English faculty members, a good number are on re-assigned time for critical college responsibilitieslike accreditation, SLO assessments, student success committee, College Council, the Academic Senate, Professional Learning. To teach the increasing number of class sections, the discipline must rely on no less than 30 adjuncts.

Recent division realignment by the college president brought the Foreign Language faculty to join our division. As we learn more about their needs and the data on their programs and classes, we may also ask for additional faculty for their disciplines.

ESL faculty need to establish an adjunct instructor pool for future classes. These instructors must be Etudes trained. Letters should be sent to former adjunct instructors requesting they be taken off the seniority list if no longer interested in teaching an hourly assignment at West in order to streamline the process of staffing open ESL classes.

Spanish lost a full-time faculty member with the retirement of N. Jacinto in spring 2015. This leaves one full-time faculty member. Spanish is requesting a probationary, tenure-track position in this program review.

Question:	Are staffing levels adequate to fulfill the purpose of the Discipline/Program/Service? Explain.
Answer:	With so many full-time faculty on reassignment for college duties, we have been able to hire many adjunct faculty. In fact, this fall semester, the English discipline now must rely on as as many as 30 adjuncts who teach a large swatch of classes. However, it has been getting challenging to staff all classes, especially classes added mid-semester to meet enrollment demands. For these reasons, the English discipline is requesting a probationary, full-time faculty position.
Question:	elease/reassigned time.Describe the Reassigned and Release time assigned to faculty in the division. Include the faculty name, amount of release/reassigned time, length of time the assignment will last (one semester, one year, if it's renewable, etc.), and the purpose of the r
Answer:	Kimberly Manner is released at 1.0 for Accreditation and still teaches one English class. Professor Nancy Sander has a .5 overload for Fall 2015 and reassigned time of .5 for Spring 2016. She is coordinating Reading Apprenticeship and the West One Boo✹ project. Professor Sander is also doing an hourly overload per week in Fall 2015 to write for Accreditation. Holly Bailey-Hofmann is released at .2 for Academic Senate and teaches 4 English classes. Clare Norris is reassigned at .6 (Academic Senate,ATD Faculty Coordinator) and teaches 2 English classes. Frances Leonard is released at .8 and teaches one English class. Luis Cordova is released at .9 and still teaches 3 English classes.

Module:	Functions and Services, Academic Divisions
Question:	List the functions and services provided by the Office / Program / Service.
Answer:	
Question:	What are the emerging trends in technology that affect the program?

Answer:	Most division instructors, both full-time and adjunct, use the in-room tech to enhance their classes. This has been observed firsthand by the peers who evaluate instructors in our division. Online instructors also use the Digital Design Studio resourcesto create videos for their Etudes shells.
Question:	Describe the technological advances that have been implemented to improve and streamline the Discipline/Program/Service.
Answer:	Linda Alexander, the full-time Communication Studies faculty member, has implemented the use of programs such as Google Hangout and Zoom for synchronous student presentations in online classes. In addition, video tutorials continue to be available to students in online and on-campus classes. ESL is implementing voice thread in Etudes. Professor Nancy Sander has a one-year license to integrate voice and video among students. All ESL classes are hybrid or online. Cohorts/Teams are set up in ESL 6A towork online in chat groups separate from the general chat. The ESL program depends on the Digital Design Studio for videos for online instructional use. Associate Professor Karen Quitschau is a participant in the Flipped Classroom FIG. Karen Quitschau, ESL instructor, taught a Tech Fair presentation on JITT teaching that uses technology to aid instructors on customizing class content.

Module: Survey Results

Question:	Describe the results of relevant surveys (point-of-service surveys, student surveys, staff surveys).
Answer:	
Question:	Discuss the implications of the survey results for the program.
Answer:	

Module: Curriculum

Question:	I assistance that may be needed to resolve the problem.Missing course outlines of record: Refer to the report of courses with missing CORs, which is posted at the link in the Instructions section. Please describe the steps the division has taken or plans to take to correct the problem. Describe the additiona
Answer:	 ESL 8 has been archived because the class does not exist at West. E.S.L. 8 is the course on record (Note the periods). All ESL classes are up to date, and Distance Learning Addenda have been added to all ESL courses. E.S.L. transfer status for 5A, 6A and 8 will be in the future West catalog. The periods in E.S.L. are critical. Also, transfer status for E.S.L. courses is articulated as electives. (Foreign Language elective) ESL students can transfer up to 8 units of E.S.L. to CSU and UC, but ESL faculty at West continue to need clarity with this from administration. Some students who are placed into remedial English 21 and 28 classes should be advised to take E.S.L. instead. There are many benefits of this, including transferability of units, retentionof financial aid, and customized instruction in language acquisition. All course outlines in the Language Arts division are up-to-date. Linda Alexander, the full-time faculty member in Communications Studies, updated all CORs and they have all been approved as of Spring 2014. Communication Studies courses that are part of the regular rotation are: 101, 104, 121, 151 and 111.
Question:	Out-of-date course outlines of record: Refer to the report of courses with CORs that are out-of-date. Please describe the steps the division has taken or plans to take to correct the problem.

Answer:

Question: How does the department determine that classes are taught consistently with the official course outline of record?

Answer:

Question: Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed program length?
If yes, describe the rationale upon which the sequence is based.
If no, what is the plan for alleviating these problems?Explain.

Answer:

In English, required courses are scheduled in appropriate sequence to permit students to complete the program in the prescribed program length. What is impacting the program are the drastic cuts in class sections offered, thus squeezing more students into fewer sections, increasing the average class size and limiting access for students who do not register early. English faculty members report turning away dozens of students from English 21, 28, 101 and 103 classes every semester. Unfortunately, thereis no system in place to keep track of these students or notify them of open classes or space in other sections. This, no doubt, delays students in their progress to degree attainment. According to the Basic Skills Cohort Tracker, only 22% of students who take English 21 at West successfully complete English 101. English faculty members have been exploring ways to increase this rate of sequence completion. Three English instructors are currently participating in the California Acceleration Project and piloting an accelerated model where students enrolled in English 21 have the opportunity to complete a redesigned English 21 and progress directly into English 101, thus completing the English sequence much more efficiently. To gauge the success of this pilot, we will need to track this initial cohort of students very closely for the next few years. Ultimately, these instructors plan to introduce a new course designed with new curriculum and the purpose of preparing students who assess into English 21 to move subsequently into English 101.

ESL also has an appropriate sequence, but this sequence has been truncated as a result of some class section cancellations. The ESL program is a sequenced program. The ESL program has also been offering innovative scheduling by pairing ESL courses with G.E. transfer courses. These pairings enable students to successfully complete content courses while they work on their English language skills. However, these pairings cannot happen if classes are cut. Students must have the option of a paired section or a non‐paired section. Early studies indicate that at least 70% of the ESL students successfully complete the content course. It is imperative that the full array of ESL courses is offered semester to semester. Random cancellations affect student success and students ability to matriculate in a timely manner. For English language learners, developmental/remedial English classes are not the appropriate avenue in which to achieve these results.

Question: How does your division assure the relevance, appropriateness and currency of each of its programs?
Cite each program (degree/certificate program or meaningful grouping of courses)
and the student data and environmental scan data that support the assertions.

Answer:

For each discipline in Language Arts, the faculty assure the relevance, appropriateness and currency of each of its programs in these ways: Updating course outlines of record; Working closely with the articulation officer on courses for the ADTs with Cal State universities; Under the leadership of Clare Norris, addressing the English disciplin※ s concerns with the Re-Imaging English 21 meetings and discussions, starting with looking at data-driven innovations such as the ACE Program (Academy for College Excellence), Acceleration, Habits of Mind. The group is also looking closely at English 20A and English 67. Ideas and approaches generated may be considered for inclusion in this program review. With Nanc⅂ s continued re-assigned time, Reading Apprenticeship FIG (Faculty Interest Group) faculty are learning and applying techniques and strategies to enhance student▲ reading confidence and competence. In Fall 2015, E.S.L. faculty are involved with the OneBook FIG. The hybrid E.S.L. 8 is participating inthe campus-wide OneBook FIG and Karen Quitschau has hosted two campus-wide OneBook FIG group discussions.E.S.L. faculty are also collaborating with the Digital Design Studio, Distance Learning, and the Flipped Classroom FIG to offer enhanced modalities for hybrid and online courses. ESL has paired a number of their courses with content courses such as Art History, Personal Development and Communication Studies. This collaboration ties language acquisition to the reading and writing assignments of these content courses; Updating the list of readings selected for the sequence of courses; Discussion and dialogue about

SLO assessments; ESL successful course completion rates have fallen from 86% to 73%; however, this is not cause for concern. We attribute the decrease to recently instituted SLOs (resulting from the SLO assessment process) and adherence to a more rigorous academic curriculum.

English was 56% in F08 and 58% in F12. We notice a high of 61% in F11. Speech (Communication Studies) was 62% in F08 and 64% in F12. This compares to the overall college rate of successful course completion of 62% in F08 to 63% F12.

Question:	ybrid classes? How can the outreach, online and hybrid classes be improved?What outreach, online and hybrid classes has your department offered? How many courses are offered via Distance Education, and for how many has a COR addendum for DE been prepared? What are the benefits and problems associated with outreach, online and h

Answer:

Many core courses in English and E.S.L. and many Communication Studies courses are offered online. Some courses are hybrid, and most core courses are web‐enhanced with Etudes shells.

English: On-Campus Classes: From the period of 2009 to 2013,the number of on-campus English classes declined from 46 to 36. English offerings show a general pattern of decreased number of classes. There were 50 sections in 2008, 46 in 2009, and 31 in 2012. In 2013, there was a slight increase such that 36 sections were offered. English: Online Classes: The number of online English offerings has also decreased over time. In 2009, there were 26 sections. In 2012, the number decreased to 22, and there were 21 offerings in 2013. English: Hybrid Classes: In 2008 and 2010, no hybrid English classes were offered. One section was offered in fall 2011, none in fall 2012, and two were offered in fall 2013. English: Outreach Classes: Sections were offered through ACT, Puente, FACE, WEC, UMOJA and Black Scholars programs. In2008, English offered three ACT classes, three in fall 2012 and fall 2013. There were four FACE classes in 2009 vs. none in 2013. Puente offered one class in 2008, 2009, 2012, and 2013. WEC offered one class in 2009 but none in 2013. . The UMOJA Program began in 2010 with four sections of English and offered two sections of English in 2012. There were two Black Scholars English classes in 2013.

All E.S.L. classes are either hybrid or online. In Fall of 2013, there were 6 hybrid classes and one online class. ESL did not offer courses in outreach programs. Communication Studies: On-Campus Classes: There were 17 on-campus sections in 2008, 14 sections in 2009, nine in 2012, and 9 in 2013. For ACT, one section was offered in 2008, two in 2009, one in 2010,none in 2011, one in 2012 and none in 2013. For Black Scholars, one class has been offered in the years 2010 through 2013. For Jumpstart, there was one class offered in 2008 and 2009, but none in subsequent years. Examination of the Successful Course Completion Rate by Discipline reveals that ESL continues to experience high Successful Course Completion Rates. It held steady at 77% from 2009-2011, experienced a slight decrease in Fall 2012, and reached 86% in 2013. The success rate of hybrid classes in fall 2013 (90%) is higher than that of online courses in fall 2013 (74%) and this disparity needs to addressed. In English, the success rate of hybrid classes in fall 2013 (62%) is higher than that of online courses in fall 2013 (52%) because there are only two hybrid English sections in fall 2013, and the rest are ESL hybrid sections which have a high success rate. Therefore, the 80% success does not make a fair comparison to the online success rates. Across the college, student success rates in online courses are now nearly equivalent to the success rates in classroom courses. Online, outreach, and hybrid classes serve the needs of students whose needs are not met by traditional classroom courses. Working adults, military personnel, caregivers, and shiftworkers can attend and succeed in college. In addition, the availability of open access course materials (readings, for example) makes attending college more affordable for students for whom textbook prices can be prohibitive. With the recent expansion of online offerings at West, though, come problems caused by the growth. The primary challenge has been the ability of an understaffed Distance Education office to process add requests in a timely fashion. Through planning and collaboration with Admissionsand Records, the Distance Education office has addressed these issues.

Communication Studies courses are offered in on-campus, online, and hybrid formats. Many on-campus classes are web-enhanced. DE COR addenda are on file for classes offered in an online format. Since Fall 2014, Linda Alexander has been participating in a CSU pilot study whose purpose is to have CSU accept Communication Studies 151 Online (Small Group Communication) in CSU GE-Breadth Area A1 (Oral Communication). Previously agreed upon procedures are in place and must be adhered to. CSU has asked for feedback in meetings with their representatives and other community college faculty in Communication

Studies. Linda is pursuing this course of action so students can use the class for more than GE transfer units, thereby increasing the value of the class.

Question:	Describe any long term changes or additions to the curriculum that you are exploring, planning or developing. Changes that you plan to initiate in the coming year should be reflected in the Planning Section.
Answer:	

Instructors currently participating in the California Acceleration Project plan to introduce a new course designed with new curriculum and the purpose of preparing students who assess into English 21 to move subsequently into English 101. English faculty members will be discussing other curricular changes that will help students progress through our English sequence. ESL has paired a number of their courses with content courses such as Art History, Personal Development and Communication Studies. This collaboration ties language acquisition to the reading and writing assignments of these content courses.

Question:	List new or changed degrees and certificates that have been approved by the Curriculum Committee during the previous year, or are in the planning stages.

Program Name	Award Type	Curr Comm Action	Date of CC of Action	Type of CC Action

Module: Student Learning Outcomes

Question:	Describe how course SLOs were assessed and how faculty were involved in the process in the prior year.
Answer:	English faculty members assessed English 21, 28, 94, 102, 103. 205, and 239 in fall 2014 following the approved division calendar. A high 91% of our faculty participated and completed their assessments, and 100% completed phase 2 in spring 2015. Additional SLOs were developed for English 28.

Communication Studies: Linda Alexander worked with the SLO Committee to put an SLO calendar in place that shows phases for assessment. In Fall 2014, Communication Studies was in Phase 1 of the calendar. At the beginning of Fall 2014, Linda sent SLO information to the adjuncts (e.g., the exact SLOs for each course, assignments tied to each SLO, deadline for assessment submissions, procedures to assess SLOs and submit forms, and the link to the Communication Studies site that she created for the adjuncts). Reminders about SLO obligations were sent out during the semester and there was one-on-one communication between a few of the adjuncts and Linda. In Spring 2015, faculty dialogue took place in the disciplin☀ s shell (site). At the end of the semester, adjuncts were reminded of the deadline to submit Phase 2 of the SLO form. As new adjuncts come on board, they are provided with an overview of their SLO obligations and given access to the Communication Studies shell (site).

ESL faculty members are in the process of assessing the SL☀ s in all classes, and we are at various stages of the cycle. One class, ESL 8, has completed all four phases for SLO #1, and is currently in Phase 2 of SLO #2. On the other end of the spectrum is ESL 5B, which is undergoing its first SLO assessment. That is due to the fact that the course has not been offered for several years. ESL faculty also must add a second SLO to ESL 5B. It is the only class that does not have a second SLO. ESL faculty have found the SLO assessment process quite challenging at times, but we greatly appreciate the numerous SLO workshops that are offered every semester to help make the process easier to complete. As we get more adept at the process, we findthat the dialog it inspires has helped to identify the necessary strategies and interventions that can improve the percentage of students who can successfully meet or exceed the course SL☀ s. These interventions include Reading Apprenticeship, Flipped Classroom, and JiTT (Just in Time Teaching) strategies.

Foreign Languages: SLOs were created and assessed for all FL courses in the department. The FL faculty

members are working on the third cycle of implementing/revising SL✵ S. Rubrics were created and implemented during the assessment process. FL faculty members were involved since the beginning of this development and have met/contacted the SLO Program Director on various occasions or by e‐ mails. Several instructors of Foreign Language attended the SL✵ S workshops offered during the previous semesters and have also turned in their Assessment tool forms.

ESL faculty members are in the process of assessing the SL✵ s in all classes, and we are at various stages of the cycle. One class, ESL 8, has completed all four phases for SLO #1, and is currently in Phase 2 of SLO #2. On the other end of the spectrum is ESL 5B, which is undergoing its first SLO assessment. That is due to the fact that the course has not been offered for several years. ESL faculty also must add a second SLO to ESL 5B. It is the only class that does not have a second SLO. ESL faculty have found the SLO assessment process quite challenging at times, but we greatly appreciate the numerous SLO workshops that are offered every semester to help make the process easier to complete. As we get more adept at the process, we find that the dialog it inspires has helped to identify the necessary strategies and interventions that can improve the percentage of students who can successfully meet or exceed the course SL✵ s. These interventions include Reading Apprenticeship, Flipped Classroom, and JiTT (Just in Time Teaching) strategies.

Many of the courses of foreign language being offered have been single sections with each one of the instructors assess the SLO. Courses with multiple sections had also been assigned to the instructors to assess those courses.

Foreign Languages: SL✷ S were created and assessed for all FL courses in the department. The FL faculty members are working on the third cycle of implementing/revising SL✷ S. Rubrics were created and implemented during the assessment process. FL faculty members were involved since the beginning of this development and have met/contacted the SLO Program Director on various occasions or by e‐ mails.

Question:	Based on course SLO assessments in the prior year, what changes to the course were implemented? List the changes to each course that were made based on SLO assessments.
Answer:	Based on course SLO assessment, English faculty made the following notable recommendations to implement:

1)   English 103: Students who failed to achieve the SLO did not participate actively in the class discussion or achieve high scores on the quiz. I realize that students need to be adequately equipped to achieve an SLO embedded in an assignment, so instructors need to fulfill four basic student needs. First, students need practice achieving the SLO. Second, they need a model assignment that shows them how to complete the SLO. Third, they need very detailed direction▲ with example▲ that instruct them how to complete the assignment. Fourth, instructors need to be available to answer student▲ questions as they complete the assignment.

2)   English 28: I have become aware that instructors may place students in positions of unnecessary stress--because of complicated assignment directions as well as high-stakes assignments that impact a student's class grade significantly. In pursuit of SLO #2 (Eng 28), "to [teach students to] quote, paraphrase and summarize college-level texts effectively in written compositions, I understand that students learn best when they do not feel pressured to learn materials quickly or suffer the dire consequence of a low grade. For this reason, I understand that I need to teach students how to quote and paraphrase texts by spending more time reading texts with students, making sure that they understood what they read--and that they use their own pertinent life experiences to interpret texts, as an aid in understanding texts. I don't need to subject students to rigorous tests and quizzes that elevate their stress; instead, I can provide numerous models of quoted and paraphrased passages, and most importantly, with students in the classroom, I can develop passages in essays in which we quote and paraphrase sources. This method of teaching seems to be very effective, as students become interested in what they read and can relate what they read to their own lives. For example, I gave English 28 students this statistic from the 2013 The Nation's Report Card, sponsored by the Secretary of Education through the National Assessment for Educational Progress: only 38% of high schools seniors are ready for college-level reading. The students and I discussed this statistic, their own development as readers at home and in school--and how and why students needs to develop strong reading skills. Involving students in discussions of texts, and working with them to quote and paraphrase texts, seems to result in increased student mastery of SLO #2--rather than subjecting students to quizzes and tests. Students' mastery of SLO #2 is revealed in the essays they produce, not in quizzes and tests.

Communication Studies: After a robust Phase 2 dialogue in our shell (site) this past spring, it was decided not to make major changes. However, it was noted that just having dialogue was productive in terms of sharing ideas and strategies.

Foreign Languages is in its second SLO assessment cyclewith the implementation of rubrics. All course SLOs were completed and approved with one specific change at level one courses. Feedback from students and faculty members has also been critical for the development and progress of our program. Foreign Languages instructors are also discussing the idea of restoring the language labs in order to help students meet student learning outcomes.

It has been noticed that using implicit methods in the lectures has enhanced the studen▼ s ability to use the language in real life situations and has created more confidence in using the target language. Students seem to participate more actively when the material is relevant to real life situations, instead of just doing drilling. Drilling seems to raise the anxietyof the students and discourage them from voluntary participation. With the implicit methods the students have engaged in pair work activities, creating dialogues and interacting in the class with the instructor and with others members easily than by justanswering the textbook limited vocabulary with short answers. Even though the implicit method is used the most to improve the four skills such as: listening, understanding, reading and writing though the entire semester, the students also use the grammar in small essays, compositions and homework. The communicative

Approach style of teaching makes students retain the information for a long period of time than the traditional drilling and memorizing method.

Question: Based on any of the following assessment methods:
    a. course SLO assessment;
    b. analysis of course sequencing;
    c. indirect assessment indicators such as state exams or employer surveys;
    d. student success data such as retention, successrates, degrees/certificates awarded
what changes to the program are planned or being implemented?

Answer: Course sequencing is being adjusted to streamline programs. This also applies to degrees and certificates.

Faculty are scheduled to meet regularly to assess and meaningfully alter programs where SLOs are needed. SLOs are discussed at most division meetings, as minutes will demonstrate. New faculty are apprised of their responsibility to assess SLOs, and in our divisio■ s instructor evaluation process, all syllabi are examined for updated SLOs.

ESL faculty requested a change to the Spring 2015 schedule. We proposed eliminating ESL 4A and restoring the online sections of ESL 8 and ESL 6. This request was made due to the consistently low level of enrollment in ESL 4A in recent years and the increase in number of students at the higher level. The low persistence rate of ESL 4A students and the high persistence rate of higher level ESL classes facilitated the change.

Foreign Languages: Course sequencing is being adjusted to streamline programs. Right now it consists of Spanish 1, Spanish 2, Spanish 3, Spanish 4, History Class. This also applies to degrees and certificates.

Based on course SLO assessment, English faculty made the following notable recommendations:
1)   Students who failed to achieve the SLO did not participate actively in the class discussion or achieve high scores on the quiz. I realize that students need to be adequately equipped to achieve an SLO embedded in an assignment, so instructors need to fulfill four basic student needs. First, students need practice achieving the SLO. Second, they need a model assignment that shows them how to complete the SLO. Third, they need very detailed direction▲ with example▲ that instruct them how to complete the assignment. Fourth, instructors need to be available to answer student▲ questionsas they complete the assignment.
2)   I have become aware that instructors may place students in positions of unnecessary stress--because of complicated assignment directions as well as high-stakes assignments that impact a student's class grade significantly. In pursuit of SLO #2 (Eng 28), "to [teach students to] quote, paraphrase and summarize college-level texts effectively in written compositions, I understand that students learn best when they do not feel pressured to learn materials quickly or suffer the dire consequence of a low grade. For this reason, I understand that I need to teach students how to quote and paraphrase texts by spending more time reading texts with students, making sure that they understood what they read--and that they use their own pertinent life experiences to interpret texts, as an aid in understanding texts. I don't need to subject students to rigorous tests and quizzes that elevate their stress; instead, I can provide numerous models of quoted and paraphrased passages, and most importantly, with students in the classroom, I can develop passages in essays in which we quote and paraphrase sources. This method of teaching seems to be very effective, as students become interested in what they read and can relate what they read to their own lives. For example, I gave English 28 students this statistic from the 2013 The Nation's Report Card, sponsored by the Secretary of Education through the National Assessment for Educational Progress: only 38% of high schools seniors are ready for college-level reading. The students and I discussed this statistic, their own development as readers at home and in school--and how and why students needs to develop strong reading skills. Involving students in discussions of texts, and workingwith them to quote and paraphrase texts, seems to result in increased student mastery of SLO #2--rather than subjecting students to quizzes and tests. Students' mastery of SLO #2 is revealed in the essays they produce, not in quizzes and tests.

Question: Will these planned changes based on Program SLO assessment necessitate a resource request?

Answer: We request additional SLO facilitators and coordinators to provide the collection of a data. This would also help to encourage faculty into submitting SLO data or reports in a timely manner.

Question:	How has faculty dialogue regarding assessment results and improvement plans been conducted and documented?
Answer:	Faculty have met and discussed course outcomes and retention data. These meetings have been documented in division meeting minutes and on the SLO Assessment Tool Forms from the previous year. The Division also keeps an active Etudes shell for the purposeof sharing SLO assessment results.

To form strong learning circles with fruitful dialogue and documentation, Language Arts faculty participated in SLO assessment workshops, developed course captains for all core courses, and documented what works and does not work collaboratively on page 2 of the assessment tool.

Module: Departmental Engagement

Question:	What interdepartmental collaboration has your Discipline/Program/Service been involved in during the past six years?
Answer:	Several division instructors:

-serve on tenure committees of, and are mentors to, faculty from other divisions.

-are active in the annual student poster showcase, where they judge posters

  alongside other discipline faculty.

-participate in the OneBook FIG

-participate in the Reading Apprenticeship FIG

-are active in Academic Senate

-participate in Flipped Classroom FIG

In addition:

Holly Bailey-Hofmann developed and teaches a Science Writing class in the S-STEM program at the request of the Science Division.

Clare Norris worked with divisions all over campus to coordinate the Fall Kickoff 2015.

The English discipline full-time faculty are particularly active in interdepartmental collaboration, whether though the Academic Senate, SLO assessments, the Student Success Committee, Professional Learning as well as accreditation, the College Council and the piloting of acceleration efforts through English 100. Such dedication by English full-time faculty necessitates the hiring of another probationary, full-time position.

Question:	What has your Division/ Department/ Program done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?
Answer:	Rachel D. Williams is involved in the Annual Believe Walk (for Inland Women Fighting Cancer), the City of Los Angele▲ 32nd Annual Turkey Dinner Give Away. She maintains connections with the Los Angeles Philharmonic, the Segerstom Center for the Performing Arts, the Dorothy Chandler Pavilion, Eso Won Books and Jackson Limousines.

Over the years Prof. Williams has organized many community events with local, renowned literary figures, including poets, filmmakers, fine artists, sculptors, vocalists, musicians, and dancers. The most recent was held Spring 2015 at Southwest College and entitled, The Arts, Sciences, and Human Rights: Sudan/ Darfur⚘ featuring the refugee survivors of genocide and rape.

Module: Professional Development

Question:	In order to keep current with new developments in your field, are there areas of unmet professional development needs among faculty in this program? If yes, please describe.
Answer:	In our division many of our faculty members take advantage of professional development opportunities on an ongoing basis. We have identified a number of unmet needs. For example, our division and the college would benefit from more training for division and committee chairs; more time for pedagogical training to help faculty develop their instructional skills; more time for training in the 6 Success Factors that Support Student Achievement study from the RP Grou☐ s research; more time to follow up on Professional Development Day talks; and more training for adjunct faculty members on SLOs, instruction, classroom management, Culturally Responsive Training, etc.
Question:	For each regular full-time faculty member in your program, provide the committees in which each person is active, and list the 2 most significant professional development activities engaged in over the last 2 years. Activities may include workshop and conference attendance, courses taken, FTLA, Leadership Institute, etc. Committee roles may include chair, secretary, member, etc.

1 Faculty Name	4 First Prof Dev Activity	5 Year First PD Activity	6 Second Prof Dev Activity	7 Year Second PD Activity	
Linda Alexander	Distance Ed, AtD	Cochair DE, Cochair ATD	Project Match Volunteer, Etudes Summits, FIGS, Tech Fair		
Holly Bailey-Hofmann is the Vice President of the Academic Senate at West. She chairs the EPSC committee and the Academic Rank committee, and sits on College Council. Fall 2014 and Spring 2015 she was also the chair of the Technology Master Plan Committee					
Katherine Boutry co-chairs the Resource Development Committee and sits on the Transfer Committee and Academic Rank committees. She also acts as the Editor in Chief of the International Student Program monthly newsletter WIN, and is chair of one tenure rev					
Luis Cordova is the SLO coordinator at West and holds numerous workshops for faculty to help them complete their SLO assessments. He is also the Senate Treasurer, participates on the Accreditation Steering Committee, EPSC Committee, Curriculum Committee,					
Josefina Culton is an advisor for both AGS and the International Students Club, and serves on the Technology Committee. Fall 2015 she has begun serving on a tenure review committee.	Tech Committee, AGS	Member	Tenure Review Committee		

Suzanne Floyd participates on the District Technology Policies and Procedures Committee (TPPC) that oversees the new SIS implementation as well as Measure J updates. TPPC will also be discussing the Online Education Initiative (OEI) implementation going f
Fran Leonard is Chair of Language Arts, the College Council Chair, serves on Divisional Council, is a Senator-at-Large for Academic Senate, a P.I.E. Committee resource, a Budget Committee member, a Project Match Steering Committee member, the Leadership R
Nuala Lincke-Ivic is the Language Arts representative to the Curriculum Committee. She is participating in the CAP Institute, a training program on accelerated pedagogy that meets three times over a seven-month period, from June 2015 to January 2016. She
Kimberly Manner is the Faculty Professional Development Coordinator. She chairs the Professional Growth Committee and the Professional Learning Subcommittee. She currently serves on two tenure review committees, and is mentoring a new faculty member. In
Clare Norris is the Secretary for Academic Senate, the co-chair of the Student Success Committee/ATD Core Team, and serves on the ATD Data Team. She attends District Student Success-related events and meetings, and she attended the Achieving the Dream DRE

Margot Michels participated in the ad-hoc Senate election committee convened Fall 2014, and became Etudes certified in Spring 2015.	Election Committee for Senate	Member	Became Etudes Certified		
Karen Quitschau serves as chair of Luis Cordov❀ s tenure review committee. She presented a Tech Fair session September 2015 called JITT ✍ Just in Time Teachin❀). She participates in the Flipped Classroom FIG, the OneBook FIG, the Reading Apprenticeship F					
Nancy Sander is on the Distance Education committee, the ESL District Discipline Committee, the Student Equity Committee, and is a writer for Accreditation. She participates in the OneBook FIG, the Flipped Classroom FIG, and chairs the Reading Apprentices					
Leslie Tejada is a new tenure-track faculty member for English. She is participating in the CAP Institute, a training program on accelerated pedagogy that meets three times over a seven-month period, from June 2015 to January 2016. She attended CAP Instit					
Rachel Williams presented a paper on Toni Morriso■ s novels as well as chairing and co-chairing of sessions at an academic conference in 2015 and has served as a co-advisor to Alpha Gamma Sigma Honor Society for the past few years.	AGS Advisor		Gave pape		

Module: Facilities

Question: List and describe any current facilities challenges (e.g., location, quantity, quality) affecting your division/ department's ability to achieve its goals and meet instructional needs.

Answer:

Question: Specify the division/ department's short term goals (1 year) for facilities improvement and functionality.

Answer:

Question:	Specify the division/ department's long term goals (2-6 years) for facilities improvement and functionality.
Answer:	

Module: CTE Programs

Question:	Does this Division offer any CTE programs? IF THE ANSWER IS 'NO' SKIP THE SECTION ABOUT CTE PROGRAMS, AND GO ON TO THE PLANNING SECTIONS.
Answer:	

Question:	Review labor market demand. How does your program meet labor market demand? Cite specific examples and sources.
Answer:	

Question:	Advisory Board Membership. List the member name, company name, title and CTE program for each member.
Answer:	

Question:	Advisory Board Meetings. List the following information for each meeting held in the last year:

AB Name	Dates	Number Attendees	Minutes

Question:	What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?
Answer:	

Question:	Describe and assess the evidence of students' attainment of intended learning outcomes, as measured by the employment and completion success of its students. [Ed Code 78016(a)(3)]
Answer:	

Question:	Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?
Answer:	

Question:	Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. The most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultation.
Answer:	

Question:	Describe how you have assessed the appropriate improvements in student achievement and learning that have occurred as a result of the improved program practice.
Answer:	

Question:	Based on survey results, provide a brief analysis of employer satisfaction with program graduates.
Answer:	

Question:	Provide a brief analysis of student performance on licensure or board exams on first attempt for each program in the Division.
Answer:	

Module: Completion

Question:	Division Chair/ Program Manager: Fill out your name and date of final approval, save, and submit the program review.

Answer:

Question: List the people who participated in this Program Review.

Name	Role