Responses to Program Review: Questions for Department Chairs

1. Please highlight any changes since you submitted your unit assessment (e.g. enrollment trends of the units as of Fall 08).

**Spring 2010 Enrollments 2/28/2010**

<table>
<thead>
<tr>
<th># of Sections</th>
<th>EnrollmentMax</th>
<th>Actual Enrollment</th>
<th>2/28/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>38</td>
<td>1,520</td>
<td>1,661</td>
</tr>
<tr>
<td>Speech</td>
<td>16</td>
<td>617</td>
<td>647</td>
</tr>
</tbody>
</table>

* Cooperative Education sections have been removed from this data

Waiting Lists of 40 and more students per section testify to the fact that we are not satisfying the demand for English 28, 101, 102 & Speech 101.

The enrollment limits are set at 40, which is way beyond what is acceptable in language/communication courses. Instructors are feeling the pressure to allow students to enroll beyond the 40 limit in order to facilitate students who under deadlines to graduate and transfer.

2. What do you see as the strengths of each of your units?

**Strengths:**

- English and Speech: Focus and completion of set goals
- Implementation of curriculum improvements as a result of SLO assessment
- Increase in student success as a result of ongoing curriculum improvement & faculty focus on facilitating success through increased awareness of the Rosenthal Effect and the implementation of technology to support student success
- Honor's Program Project Development: English & Speech Guidelines
- Development of a Department Policy
- Increase accessibility to English 101 through the implementation of two online sections.
- Development/Updating of English and Speech Websites
- Planning for new interdisciplinary majors which address the needs of students and changing times.
- Validation of English/Speech Program Objectives

What do you see as the challenges?

**English and Speech:**

- The lack of sections to meet student need at all levels.
- Class size is way above what is conducive to effective instruction, teacher-student interaction and the correction of essays.
3. How does your unit planning support the mission of the college?
   It aligns with:
   LAMC ED Plan Goal
   • #1: .Improve .... **Retention and Success**
   • #2.1 Improve the offerings of the college in response to student and community needs.
     • #2.2 Improve the management and coordination of course scheduling &
     • #2.3 Increase instructional efficiency.
   • # 2.6 Ensure that all course outlines have been updated every six years
   • # 3 The College will assess and modify educational programs, disciplines and courses to validate
     student learning and maintain appropriate academic standards.
   • LACCD Strategic Plan:
     • #1. Access: Expand Educational Opportunity & Access

4. What are your visions for changes, revisions and growth?
   We have maximized the effectiveness of instruction and the number of students that we
   serve. We have strengthened support given to students in the pre-English 101 series. We
   have increased our upper level English offerings and are in the process of reactivating the
   English degree. Speech has basically been limited to the offering of Speech 101. We are
   investigating the institution of interdisciplinary majors such as "Journalism and Media
   Communications."

   In summary, within our own means, we have provided the best service possible to our
   students. Without the support of the college, through the addition of sections, the
   decrease in class size, the financial support of Journalism, we can make no further
   progress towards growth.

5. What resources are needed to support as well as to build the programs in your
   Department?
   • Facilities? English and Speech classes with student computer stations for writing
     exercises and research. A Journalism Laboratory
   • FTEF? The addition of one Speech and one Journalism instructor.
   • Staff? Technicians to oversee English/Speech computer equipped classrooms.
   • Technology? Site licenses for the programs that we use. Printers and laptops for
     instructors, camcorders and tripods for Speech, Speech DVDs, Advertising for
     reactivated English degree, storage cabinet for Speech, Equipment for Journalism
     Laboratory, increase in printing budget, increase in supply budget: all items
delineated in the submitted budget.
   • Other?

6. What is the status of SLO assessments in your department?
   All SLOs are in place. All courses have been assessed (with exception of Journalism
   courses and upper level English classes that have not been offered). Curriculum has been
   changed as a result of that assessment and student success has been enhanced due to
   curriculum changes. We are seeing that the general level of writing has greatly improved
   at the upper levels of English.

7. What is the status of the course outlines of record and course updates in your department?
   All courses are updated. New courses have been approved are in the process of approval.
8. What progress has been made towards the recommendations made by EPC following your 08-09 program review presentation?

Recommendations:
- Examine the impact and develop a plan for the impending change of the graduation requirement to English 101 effective Fall 09. Include the impact this will have on vocational programs. The EPC is willing to assist in the process should assistance be requested.
- Provide data for determining the effect of the co-requisite of Dev Com 36A with English 21.
- Continue to look at issues of student success and retention in all sections.
- Compare SLO’s and assessments for equivalent courses: ESL 6 and English 21, and ESL 8 and English 28.
- Requests for student cap reductions should be supported by student success indicators.
- Study the impact of the MyWritingLab as a substitute for the common final as a means of determining mastery of basic skills.
- Support request for new 60% Journalism position with data of current enrollments in journalism, projected enrollments, and budget impact.

Update:

1. On the impact of English 101 graduation requirement:
   We are requesting Maury Pearl's assistance in accessing data. Again, we request that the college allow for an increase in sections in accordance with need.

   Data was collected last fall and results were presented at Curriculum. As a result, Dev. Com 36A is no longer either a co-requisite nor prerequisite for English 21.

3. Continue to look at student success and retention in all sections.
   Status: ongoing in terms of data analysis and curriculum development.

4. Compare SLOs and assessments for equivalent courses. This was actually done from the inception of the ESL and English SLOs and relevant course outlines.
   Need to be done: Validation of ESL 8 as a prerequisite for English 101.

5. Student cap reductions: Allow us to pilot sections with reduced student numbers so that we can gather data to see the effect of reduced numbers on student success.

6. MyWriting Lab is not a substitute for a common final. Multiple measures such as portfolios final essays and exams determine mastery.

7. Data was given to the Hiring Prioritization Committee in support of a Journalism hire.
Response to the Validation Teams Unit Assessment Response:

4. Student success:
At one time we assessed students by means of a first day diagnostic. We were told to stop because students once placed and enrolled cannot be sent to a different level. There is some sort of ed. code violation here. We were told that it is prejudicial to counsel students into another course once they have been placed. In terms of practicality, it is nearly impossible to place students in other sections once the semester began.

5. Student Success:
Clarification of the sequence needs to be made:
SLOs were implemented (Fall 2007 Spring 2008)
SLOs were assessed and validated through a rather lengthy and laborious process in which all faculty participated (Spring 2008 and Fall 2008). Essays were gathered,. Instructors met in group to discuss criteria for assessment, and SLOs were assessed. Based on that assessment, curriculum changes were made.
The last round of analysis was in terms of the number of students who passed the course (not Pearson results). The purpose of the study was to validate the curriculum changes made.

Journalism:

To avoid confusion please change "...journalism as part of media studies" to state that "...an interdisciplinary major is being considered which would unite journalism and media to reflect the needs of the current market."