I. Goals and Objectives

1. What are the department’s annual goals? How do they align with the college mission statement and the Santa Ana College Strategic Plan?

- Hire two new English faculty
- Implementation of the Writing Sample
- Implement English N50 articulation/assessment component
- Revise English N50 curriculum
- Search for funding mechanism to expand the Writing Center
- Mediate the Writing Center
- Create a more efficient system to develop Writing Center lesson plans
- Develop Writing Center curriculum for summer, fall, spring
- Assess impact of Writing Center requirement on students
- Hire graduate interns to work in the Writing Center
- Enhance student success in English N60/061 and EMLS 112
- Assessment of SLOs in N60/061 and EMLS 112
- Develop more hybrid on-line English courses
- Refine on-line teaching practices
- Acquire more mediated classrooms
- On-going training of adjunct faculty
- Continue communication with SCC English department and the CEC non-credit ESL department
- Improve articulation with high schools

The English/ESL department goals correlate with the college’s mission statement and strategic plan in the following ways:
A) The department has established learning outcomes in terms of the students’ communication skills in writing. This semester we are assessing student learning outcomes for English N60, 061 and EMLS 112, the courses leading up to English 101.
B) The Writing Sample assessment instrument is in the planning stages and will be implemented in 2008-2009. The Writing Sample, which is a key indicator of students’ writing skills, will only be given to students who place into English N50. The results will enable the students to be placed into the English track and course level that will best address the academic needs of that student, thereby laying a foundation that the student can build on in order to be successful at the college level.
C) When we obtain funding to expand the Writing Center, we will be able to serve the academic needs of students in other disciplines, who have already completed their English courses. By discussing and getting feedback on their papers from faculty in the Writing Center, students are
required to think critically about their ideas and how they can more effectively express them.

D) In an effort to enhance cultural diversity, we chose to use novels in the Writing Center that are about the lives of immigrants. In the fall, the students read an autobiography about an immigrant from Mexico, while in the spring the students read about an immigrant from Afghanistan. Through these novels, the students gain insight into other cultures and the differences between one culture and another.

E) In order to address the needs of one segment of our diverse student population, we are offering on-line courses in English 061 and 101.

2. What progress has been made toward the department’s goals in the last four years? What causes can be identified? E.g., population/demographics; industry; technology; lack of resources

We have met most of our goals that don’t require significant funding. Over the last four years, we have revised all the English/ESL courses to include SLOs, we have added on-line courses, and we have improved the efficiency of the reading/writing program in the Writing Center. By making the Writing Center a component of the English N60, 061, and EMLS 112 courses, we expect to see our students’ reading and writing fluency improve. We have also obtained Title V funding for the implementation of a writing sample placement instrument.

The goals that we haven’t met are due to a lack of funding resources: hiring new faculty, mediation of classrooms, the expansion and mediation of the Writing Center, and improving articulation with high schools.

4. What are the proposed goals for next year?

- Hire new English faculty
- Implementation of the Writing Sample
- Implement English N50 articulation/assessment component (which is tied to the Writing Sample)
- Search for funding mechanism to expand and mediate the Writing Center
- Hire graduate interns to work in the Writing Center
- Develop Writing Center curriculum for Fall 2008 and Spring 2009
- Assess impact of the Writing Center requirement on students
- Enhance student success in English N60/061 and EMLS 112 (through the Writing Center requirement)
- Assessment of SLOs in other English courses
- Develop more hybrid on-line English courses
- Refine on-line teaching practices
• Acquire more mediated classrooms
• On-going training of adjunct faculty
• Continue communication with SCC English department and the CEC non-credit ESL department
• Improve articulation with high schools (through Basic Skills funding)

II. Student and Program Success

4. What are the strengths of the program? What improvements does it need?

Probably the major strength of the program is a group of dedicated, highly creative faculty who work together well. The department is always working on ways to improve our program. When SCC decided to add a one-hour per week requirement in the Writing Center for students enrolled in N60, 061, and EMLS 112, SAC had to follow suit because of the common district curriculum. Hampered by space restrictions and very little time to implement this new requirement, the department nonetheless was able to meet the challenge. It also discovered that although this requirement was initially imposed on it, the new requirement has enhanced student learning and has led to dialogue about and development of more creative and effective teaching and learning strategies.

The improvements that are needed are perhaps no different at SAC than at most other colleges. The department needs more funding to hire more full-time faculty, to implement training for the large number of adjunct, to expand the Writing Center to accommodate students in other disciplines.

5. What are faculty’s perceptions of the success of the program?

As stated above, the success of the department is primarily due to its members. The department meets monthly, and it socializes together on a fairly regular basis. Department meetings are not stuffy affairs; there is a free and passionate exchange of ideas, and there is honesty to this exchange. The faculty are always interested in improving the program whether it be brainstorming plans to increase the number of English majors, finding a funding mechanism that will support an expansion of the Writing Center or allow for all students to be placed in writing classes based on a holistically-scored writing test rather than on a multiple-choice grammar and reading test, or improving articulation with the local high schools.

III. Curriculum, Pedagogy and Innovation
12. Describe the use of technology, e.g. computer labs, increased use of Blackboard, hybrid or online courses, etc. How does the use of these tools enhance learning?

The department has expanded the number of hybrid class offerings in the last year. It now offers English 061, 101, 102, and 103 as hybrids, and there are plans to offer a World Literature class completely on-line and EMLS as a hybrid in the next year. Whether this format enhances learning is unknown at this time. The department realizes that today’s students expect access to learning in a variety of formats, yet anecdotal evidence reveals that many students mistakenly believe that on-line and hybrid classes will not require the same amount of rigor as in traditional classes. On-line instructors believe the opposite. Therefore, the department is forming an on-line/hybrid committee to develop preparation checklists for both students and instructors that will exceed those required by the college.

14. What grants has the program been involved with? How has this changed the program?

IV. Assessment of Conclusions and Recommendations

17. Please summarize findings of direct SLO assessment. How has this informed future plans for the program?

19. What issues have emerged that require interdisciplinary dialogue and possible inclusion in overall college planning?