

Humanities Division

at Monterey Peninsula College

Program Review Self Study

Spring 2009

- Humanities Division Office
- English
- English & Study Skills Center
- English as a Second Language
- Humanities
- Linguistics
- Philosophy
- Reading Center
- Speech Communication/Communications
- World Languages

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Humanities Division Faculty/Staff Survey Results
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Humanities Division Overview

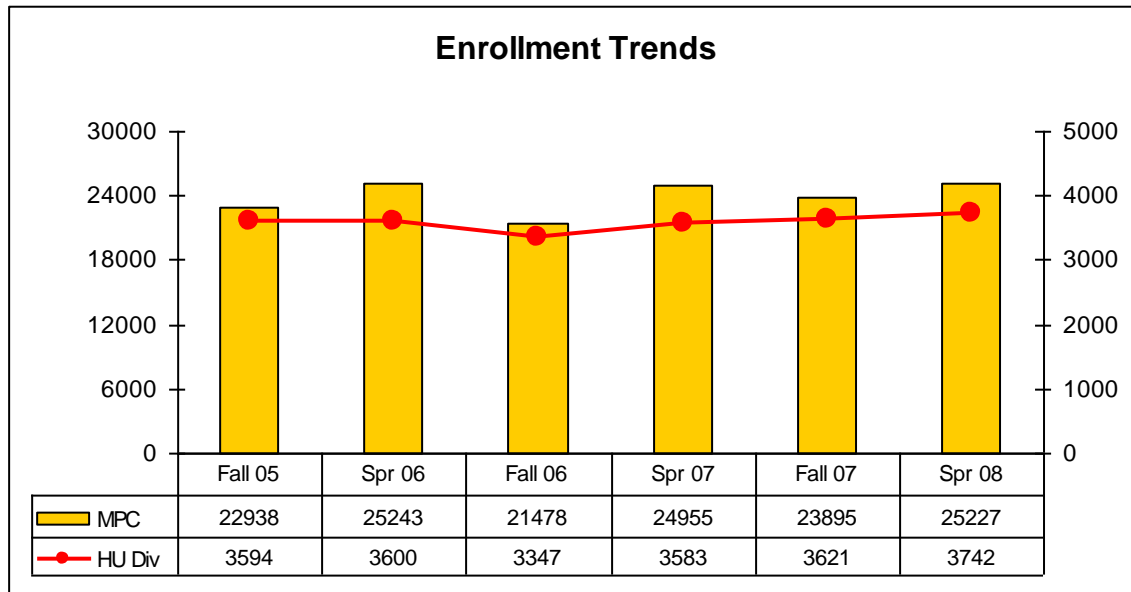
The Humanities Division of Monterey Peninsula College encompasses disciplines and academic skills that are foundational to the mission of the college. The division offers basic skills courses and support centers, general education and transfer courses, and a variety of lifelong learning courses and opportunities to its students and the community. The division's faculty and staff are committed to students regardless of their needs and goals.

- **Commitment to Basic Skills Students.** The English and ESL departments, along with the English and Study Skills Center, Reading Center, and ESL Lab, support the development of basic skills. Numerous classes are designed to help students improve their reading and writing, as well as their English language skills.
- **Commitment to Transfer Students.** The division's course offerings allow students to meet most of their general education goals. CSU general education requirements, areas A and C specifically, are typically met through courses offered through the Humanities Division. IGETC general education requirements, areas 1 and 3 specifically, are typically met through courses offered through this division. MPC general education requirements, areas A and C specifically, are typically met through this division's courses.
- **Commitment to Career Development.** Although none of the programs in this division is specifically a career-development program, many of the courses offered help students develop skills that are relevant to career goals. English, ESL, reading, and speech communication courses, for example, are often completed by students who wish to enhance their reading, writing, and communication skills for professional reasons.
- **Commitment to Lifelong Learning.** Given the nature of the programs under this division (English, ESL, humanities, linguistics, philosophy, speech communication, and world languages), this division is clearly committed to lifelong learning. English offers literature courses that often attract community members, humanities offers a course that articulates as a "Lifelong Understanding and Self-Development" CSU general education requirement; and speech communication courses often draw students who are interested in gaining new insights to enhance their professional and personal lives.

The Humanities Division's departments are committed to providing "excellence in instructional programs, facilities, and services to support the goals of students," as well as to support the educational needs and interests of students who do not have obvious goals. This commitment is reflected in the work that is done at all levels in this division.

The Division and Data: Lookin' Good

Enrollment data (including number of sections, number of students, and WSCH) indicate that the division's programs are, in most instances, increasing and decreasing in line with the college. The following chart reflects the division's enrollment in comparison to the college (excluding contract courses).



Enrollment trends indicate that the Humanities Division is responsible for approximately 15% of the college's total enrollments (excluding contract courses):

Enrollment Percentages (Div/MPC)

Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08
15.67%	14.26%	15.58%	14.36%	15.15%	14.83%

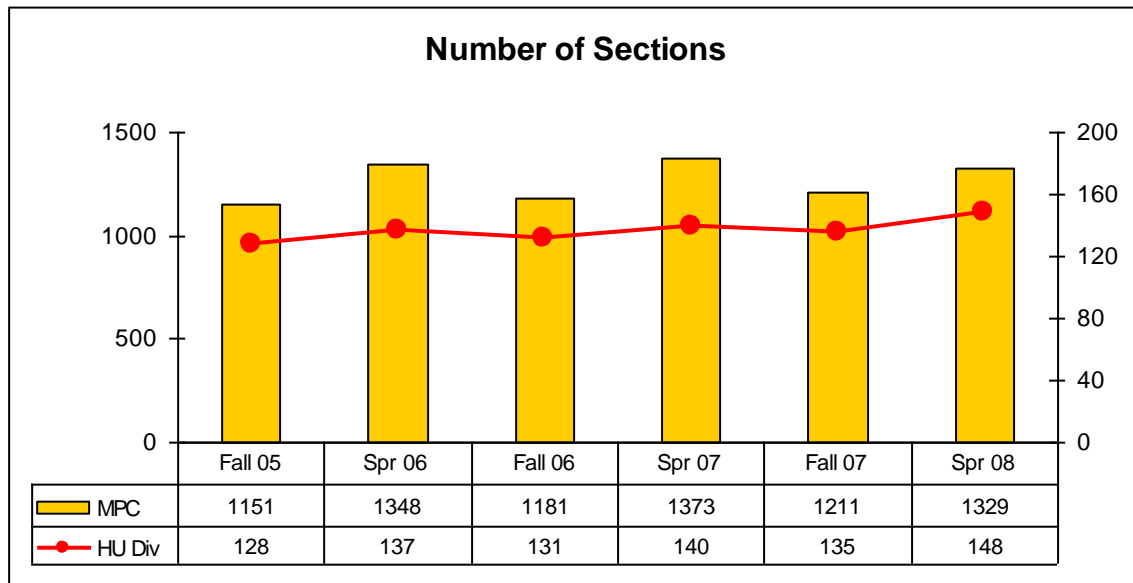
Another measurement to consider is WSCH (Weekly Student Contact Hours). This division is responsible for a significant number of WSCH in comparison to the rest of the college. According to data provided by the college's research office, the Humanities Division is responsible for approximately 22% of the college's total WSCH (excluding contracts):

WSCH Data

	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08
MPC Total	71289	75131	69245	73976	74825	74064
Div Total	16395	16352	15664	16460	16875	16329
% Div/MPC	23%	22%	22%	22%	22%	22%

The number of sections this division schedules also tends to follow the trends of courses scheduled each semester. The number of sections offered appears to be greater in the

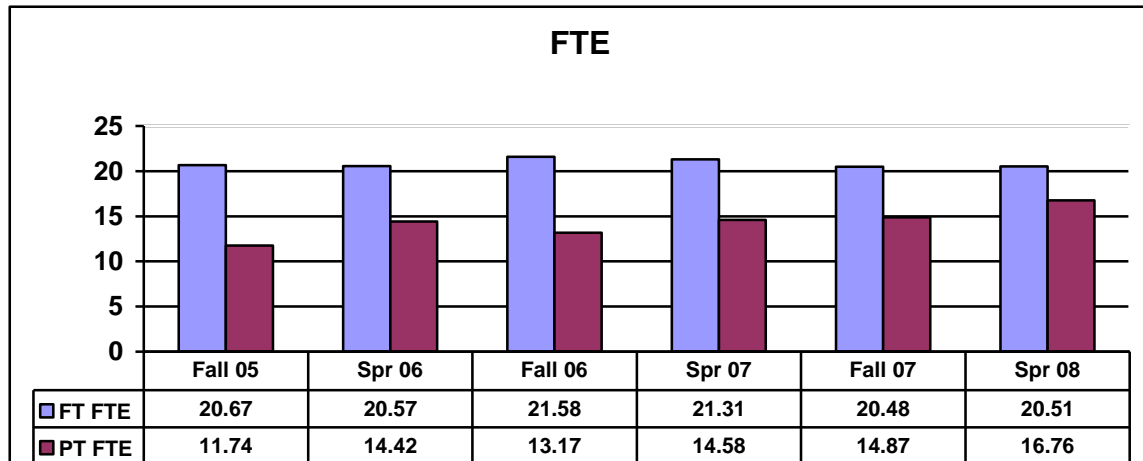
spring than in the fall, although this number may reflect both early spring and spring numbers:



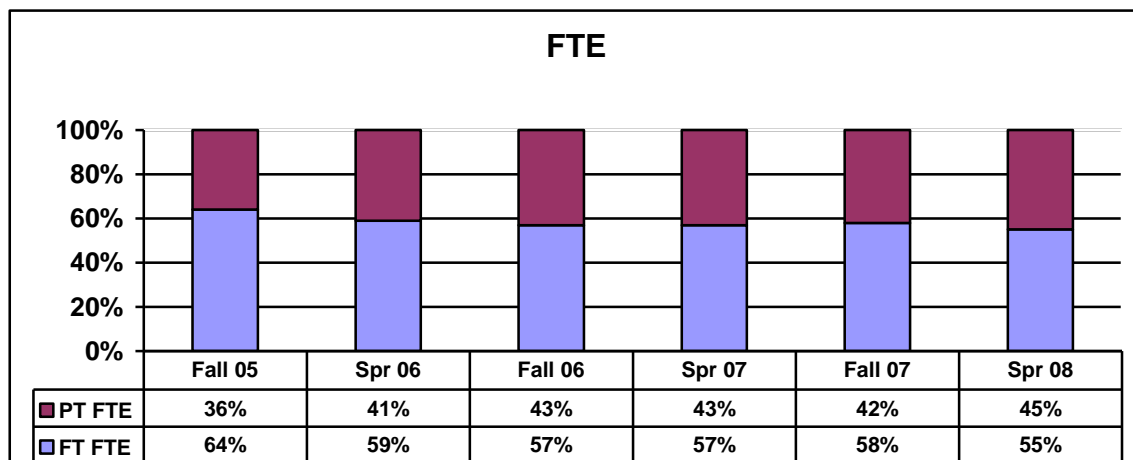
What is notable is that even though the division is responsible for approximately 15% of the college's enrollment and 22% of the college's WSCH, the division schedules only around 10 to 11% of the total number of sections offered at MPC:

Number of Sections – Percentages (Div/MPC)					
Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08
11%	10%	11%	10%	11%	11%

To further understand this division, it is useful to take a look at FTE figures, especially in respect to full-time and adjunct FTE. The following chart indicates the significance of adjunct faculty in almost all of the division's programs:



To further clarify the division's reliance on adjunct faculty, consider the FTE figures in respect to percentages:



Although the state recommends a 75% to 25% ratio (FT to PT FTE), the Humanities Division typically has about a 55% to 45% ratio (FT to PT FTE). We are obviously over the recommended ratio.

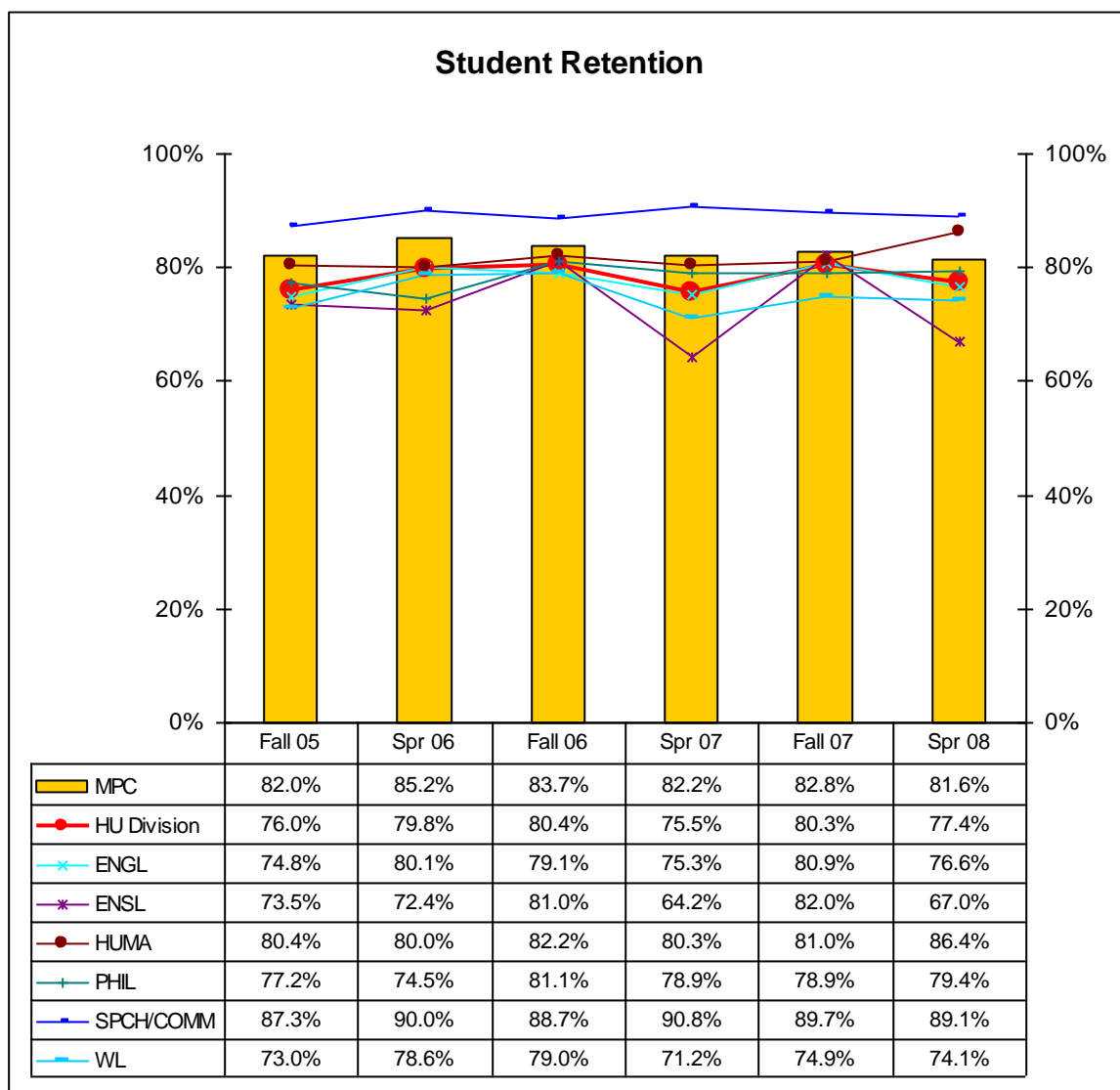
Retention rates fluctuate from program to program and from level to level. It appears that retention rates for the division are lower than the rates of the college with the exception of SPCH/COMM. The reasons for these lower rates are unclear; we surmise the following:

- (1) Many students enroll in our classes to meet basic skills requirements. These students are not academically prepared for the rigor of college-level classes, and they often lack the discipline required to complete their courses.
- (2) Other students enroll in our classes to meet general education requirements rather than to pursue personal goals. Thus, unless they have identified and are committed to an educational path, they may be less likely to remain committed to

their courses. Such students often are testing the waters to see if college is something they wish to pursue.

- (3) Many ESL students enroll in 400-level courses rather than 300-level courses whenever possible to minimize costs. 400-level courses are not included in retention rates, as only credit courses are counted. If the number of students enrolled in 300-level is small (1-3), the departure of one student can skew retention rates

Another noticeable fluctuation in rates relates to ENSL; students are more likely to be retained in the fall than in the spring. At this point in time we're not sure why this is the case. The following chart compares the retention rates of the division and its departments to those of the college:



The Division and Students: A Positive Rapport

The Humanities Division serves students through a variety of means. The division office staff answers questions about placement exams, courses, departments, instructors, services, buildings, and processes; labs and centers provide instructional support to encourage students in their academic endeavors; and faculty offer instruction that reflects current pedagogy and expertise. Each semester, students convey appreciation for their instructors through the evaluation process. Examples of comments received include:

- “[This instructor] is the reason I came back to MPC to continue my ... language study. She is a far better instructor than any available at CSUMB.”
- “[The instructor] is very approachable, makes all students feel comfortable and welcomes our questions. She’s such an ideal person to teach a speech class. I was dreading this course for 3 years and surprisingly, I am beginning to enjoy it and do very well.”
- “He is a great teacher. He is great at keeping us interested. I love coming to class and seeing where the discussion takes us.”
- “She knows what she is teaching. She is really good in grammar and helps us with our problems. She spends plenty of time on going over our essays so that we clearly understand them.”
- “[This instructor’s] biggest strength is clearly her love of the subject—she is an absolutely outstanding teacher—among the very best!”
- “He is extremely knowledgeable, and I have complete respect for him. He quotes many authors and provides examples. He has knowledge in other areas, such as philosophy, history, and film. One of the best instructors I’ve had.”

The Humanities Division Book Grant awards continue to offer a venue for celebrating student achievement and furthering a positive rapport between students and teachers. Each fall faculty in the division contribute to the book grant fund as well as nominate students who have demonstrated commitment to their coursework. Each spring students receive accolades, certificates, and stipends for books during an awards ceremony. This event is one of the highlights of the year, because it allows faculty and students to recognize student achievement.

Faculty, staff and students do not always enjoy a perfect rapport, but there are few complaints and many words of appreciation. Complaints typically involve concerns about grading policies and procedures, and most are resolved at the faculty and department levels.

Faculty and Staff Satisfaction

To complete the program review process, the Humanities Division created a satisfaction survey to be completed by faculty and staff. 58 members of the division responded, and the results were, for the most part, positive. Highlights are as follows:

- 85% of the faculty and staff are fairly or very satisfied with the technology available.

- 91% are fairly or very satisfied with technology support.
- 88% believe they have adequate supplies to do their jobs.
- Approximately 97% are comfortable requesting information or assistance from the division office staff.
- 89% usually or absolutely feel valued as an employee of this division. When asked, “What would help you to feel absolutely valued in this division?” most respondents referred to pay and adjunct status issues. Examples include:
 - “It is a joy to work with the people in this division. My status is, however, precarious. The level of education, experience, and professionalism that this job requires should be adequately compensated. It is not. I get up every morning feeling stifled by MPC.”
 - “To have recognition for my particular expertise and long term service to MPC, perhaps a permanent part time status.”
 - “Adjunct faculty being considered more than just temporary necessities. That’s not easy of course since adjuncts are officially ‘temporary part-time.’ Open and regular communication to adjuncts re: decisions that directly impact their job.”

The survey indicated that a few steps could be taken to improve faculty and staff satisfaction:

- Improve lighting, temperature, cleanliness and furniture in rooms
- Clarify procedures, especially in respect to turning in final grades (two comments indicated that MPC needs an electronic Add/Drop and Final Grade Submission process).
- Provide information about student services (approximately 45% of all respondents indicated they were unfamiliar with the Business Skills Center, Cooperative Work Experience, and the Job Center).
- Provide further support to adjunct faculty. Adjunct faculty need more office space, paid faculty office hours, and college and course information.

Challenges and Goals

The Humanities Division boasts excellent full- and part-time faculty as well as classified staff. Its classrooms are adequate (though there is room for improvement!), and its programs are, for the most part, strong. Nonetheless, the division faces numerous challenges:

- The number of full-time faculty cannot meet program needs.
- Qualified adjunct faculty are—during the best of times—difficult to find, and when they are found, express dismay at their rate of pay.
- Full-time faculty are becoming increasingly less interested in taking on the responsibilities and title of department chair, especially as the responsibilities of department chair seem to increase each year.
- World Language full-time faculty have, by contract, a workload inequity. Instead of the campus 15 TLU workload, World Language faculty have a standard teaching load

of 16 lecture hours. Also, World Language faculty are not assigned an extra TLU for 4 preparations like all other full-time faculty.

- Space is a rare commodity; faculty must jockey for position to locate just a few square feet of workspace. A few faculty in this division use office space provided by other divisions.
- Space is poorly arranged in the bottom floor of the library. ESSC staff spend much of their time redirecting students.
- Learning labs are scrambling to ensure they have faculty oversight in keeping with Title V regulations.

Given these challenges, the Humanities Division anticipates fulfillment of the following goals during the next five years:

- **Improve curriculum.** Add, delete, and update course outlines to reflect program and student needs. Changes will include developing more online courses and possibly changing how the World Language lab functions.
- **Provide workload equity for all full-time faculty.** Work with the faculty union and administration to ensure World Language faculty enjoy the same workload and benefits as all other faculty.
- **Develop programs.** The English Department is working to develop its guest authors program, as well as its literature program. A Great Books program will take wing in Fall 2009, which should help to build the literature program. Linguistics, a new program, will continue its development.
- **Schedule enough courses to meet student need.** We can only do this if we have an adequate number of full-time and adjunct faculty.
- **Hire new faculty.** New full-time faculty positions will be requested in English (Reading/Basic Skills and Composition), ESL, Philosophy, Speech Communication, and World Languages. The division will also continue to seek out qualified adjunct faculty to teach in a number of departments, including English (Reading/Basic Skills and Composition), ESL, Speech Communication, and World Languages.
- **Increase support for adjunct faculty.** Provide adequate work space; appropriate orientation relative to college procedures and processes, department expectations, and course guidelines; and other means to convey value and support to part-time faculty.
- **Determine a process to select department chairs for all departments.** Currently three departments are without chairs: ESL, Humanities, and World Languages.
- **Improve facilities.** Humanities rooms clearly need better lighting and perhaps better temperature control. Some rooms need more functional furniture. The learning centers on the first floor of the library need to review their use of space, as students are often confused by the space's configuration and the lack of signage. The division also needs more faculty office space, as well as division office space. We're a bit crowded over here!
- **Increase learning center/lab personnel budgets to meet increasing student need.** The increase of basic skills (reading) students has significantly impacted the Reading Center. The Reading Center must increase its budget to meet the demand of students enrolled in ENGL 322, 302, and 112.

- **Increase instructional materials budgets to purchase much needed DVDs and other multimedia for instructional purposes, as well as placement tests.** ESL, Speech Communication, Humanities, World Languages and English are especially needy at this point in time.
- **Participate in the design and implementation of a marketing plan.** The division would like to continue working with the Public Information Office to further develop brochures and other marketing tools to inform prospective students about the division's programs and services.
- **Further develop course offerings at the Education Center at Marina.** The division's Education Center courses have been fairly well received. Courses in English, Speech Communication, Philosophy, a conversational Spanish course and a few ESL courses have shown promising enrollments. The division expects enrollments will grow as the community becomes more aware of MPC's presence in Marina.
- **Ensure that all learning labs/centers have faculty oversight.** The Reading Center and World Languages Lab will continue to develop plans to ensure that faculty are in line of sight during all open hours.
- **Participate in collaborative efforts to strengthen student success.** The Humanities Division is committed to working with other programs and services through the Basic Skills Initiative and other college-wide efforts.

Respectfully submitted,

Diane Boynton
Humanities Division Chair

Humanities Division Office Self Study

Part I: Preamble

The Humanities Division Office provides a wide range of services to support the outstanding faculty and staff of the Humanities Division. The Division Office is responsible for coordinating the scheduling of courses, providing clerical support to approximately 60 full- and part-time faculty members, facilitating problem-solving between and with students and faculty, communicating information to the division on a timely basis, and coordinating hiring and evaluation committees to ensure the highest quality of instruction.

The departments in the Humanities Division include English, English as a Second Language, Humanities, Linguistics, Philosophy, Speech Communication, and World Languages. The Division also encompasses labs and centers that support student success. These include the English and Study Skills Center, the ESL Center, the Reading Center, and the World Languages Lab.

The Humanities Division Office includes one Humanities Division faculty acting as division chair, a division office manager (DOM), and an administrative assistant.

Classified staff members are supervised by the division chair and with the department chairs plan the division's goals and share resources. Working hours are staggered by the DOM and administrative assistant to ensure the office is open from 7:45 am until 7:00 pm Mondays through Thursdays and from 7:45 am until 4:30 pm on Fridays. The division chair is also available early on a daily basis to respond to faculty needs or answer students' questions.

The Humanities Division Office effectively communicates information to faculty, responds to student inquiries and concerns, and manages problems in a timely manner. The staff members of this office work as a team to ensure that the Humanities division faculty and staff members are well supported.

Given its various roles, the division office supports the mission of the college: "Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community."

The Humanities Division Office has experienced few areas of concern. The area of most recent concern relates to supporting the office and the World Languages lab when staff members have been absent due to illness or personal need.

Part II: Analysis

Program Information

- 1. Present and discuss the quantifiable factors pertinent to your department/program by semester over the last three years.**

The Humanities Division Office provides support to the departments and programs within the division.

- 2. Describe progress made in identifying learning outcomes for the program and steps taken to collect evidence of student learning that address the outcomes specified.**

The Humanities Division Office provides guidance to the departments in identifying learning outcomes and assists in the steps necessary to collect evidence and address outcomes.

- 3. If your program is an occupational program, additionally present data.**

The Humanities Division Office is not an occupational program.

- 4. Describe the current scope and sequence of the program's course offerings.**

The Humanities Division Office is not a program with course offerings.

- 5. Describe the scheduling of your courses or services as they apply to your program or service.**

The Humanities Division Office provides services to faculty, staff and students. During the fall and spring semesters, the office is staffed Monday through Thursday from 7:45 a.m. to 7:00 p.m. and on Friday from 7:45 a.m. to 4:15 p.m. During the Early Spring and Summer sessions, the office is staffed from 7:45 am to 4:15 pm daily. These hours allow the office to serve students, faculty, and staff from early morning to evening.

- 6. Describe your faculty and staff in terms of their diversity, past and recent education/training, and workload.**

The Division Office Chair, Diane Boynton, has a Master of Arts degree in Speech Communication from the University of Washington, and a Bachelor of Arts degree in Speech from California State University, Chico. She has also completed coursework relevant to computer technology (e.g. Advanced Microsoft Word, Illustrator, Photoshop, and Page Layout). Diane has participated on a number of campus committees. Currently she is a member of the Academic Affairs Advisory Group (AAAG), the Facilities Planning Committee, and the Student Learning Outcomes subcommittee. Diane acted as

co-editor of the Accreditation Midterm Report and has been asked to continue the role of co-editor for the college's Accreditation Self Study.

Diane teaches one section of Speech Communication (usually SPCH 3), and is responsible for the following duties (taken from the *Monterey Peninsula College Division Chair Handbook*):

- Convey, as objectively as possible, the interests of the Division to the Administration
- Convey, as objectively as possible, the concerns of the Administration and other Divisions to (the) Division
- Facilitate communication among staff assigned to the Division
- Oversee divisional activities on a daily basis.

Diane focuses much of her attention on the task of communicating information and concerns. She speaks frequently with the Dean of Instruction, Liberal Arts to ensure that problems and potential problems are recognized and hopefully solved in timely and creative ways. She tries to publish a bimonthly newsletter to apprise Humanities faculty of upcoming events, division needs, teaching ideas, and institutional issues, and she facilitates a division meeting once a month.

Diane coordinates division staffing, hiring and evaluation efforts. She also works with department chairs to ensure that their department instructional staffing, equipment, and facilities needs are recognized, and—if possible—met.

The Division Office Manager, Michele Brock, has an Associate in Science degree from Monterey Peninsula College. Michele has worked for MPC since 1997, first as a Clerical Assistant II for EOPS and then as a Division Office Manager for Parks and Recreation program before coming to the Humanities Division as a DOM.

Michele is responsible for the smooth functioning and competent operation of the Humanities division. She assists in the coordination of the division's activities and provides office, secretarial, technical and administrative service and information to the faculty, staff and students of the division. She provides direction to the division's Administrative Assistant. Michele coordinates and schedules classes for school sessions, as well as assigns classrooms for both full time and adjunct faculty members. She monitors various budgets in the Division and prepares budget transfers and cash reimbursements documents as needed. Michele also coordinates and conducts student evaluations of instructors every semester.

The Administrative Assistant, Rosa Arroyo, has an Associate of Arts degree from Monterey Peninsula College. Rosa performs a wide variety of clerical and operational activities with limited supervision for the Humanities division. She acts as a source of information for students, faculty, staff and the public regarding the division's programs, policies and procedures, and processes administrative details not requiring the immediate attention of the division chair. Rosa maintains files on matters in progress; monitors

material deadlines; receives and routes mail; processes copying requests; checks forms and other materials for accuracy, completeness and conformity with established standards; and analyzes situations carefully and correctly while adopting an effective course of action. She prepares a variety of documents including office/instructor handouts and tests.

7. Describe your faculty and staff's satisfaction with the program including its ability to meet students' needs.

Faculty and staff are fairly satisfied with the support provided by the division office. In response to a faculty and staff satisfaction survey, approximately 97% of the 58 respondents indicated they were comfortable requesting information or assistance from the division chair, office manager, and administrative assistant. When asked, "Is there anything else you would like to communicate about your level of satisfaction with your program or this division?" respondents made comments related to the division office:

- "I really enjoy teaching at MPC. In the division, Diane does a great job of conveying information to and from the faculty and values our opinions."
- "All members of Humanities have been super to me, professionally and personally. I find all open to ideas, to answering questions, to sharing expertise, and Michele has been fantastic in procuring any 'things' or answers to a diverse myriad of my needs on a turn-around basis."
- "This division and this department are extremely fortunate to have their current chairs. I am not sure what would happen should either of them step down. The workload for division and department chairs, as for all faculty, has increased so much that it takes extraordinarily committed and altruistic individuals to even undertake these positions."

A few faculty complained about technology support, supplies, and equipment. Additionally, frustration with gaining or having information was expressed by one or two persons. In response to these issues, the division office plans to provide informational binders to new faculty.

8. Discuss the adequacy of your staffing, supplies, equipment, and facilities to meet your program goals. Also discuss any trends/changes in these areas that are pertinent to your program.

The staffing of the Humanities Division Office is appropriate for the needs of the division when there are no absences and the staff is not unduly stressed by scheduling and other arduous tasks. Supplies are adequate though in short supply; the office staff manages by encouraging faculty to use paper sparingly (place assignments on instructional websites, create packets for students that can be copied and sold through the bookstore, copy handouts at the print shop, etc.) and to use supplies on an as-needed basis.

Facilities are adequate at best. Space is severely limited; the division chairperson's office is small, and the division office is compact and tightly furnished with desks and file

cabinets. Currently the Humanities Division Office is used to store a growing video and DVD collection, and space is in short supply.

The furniture is dated, but it functions appropriately. We are pleased we have an on-site conference room that is relatively neat and appropriate for a group no larger than twenty.

9. Explain how external factors (e.g. state budget, local economy, local job market, Fort Ord expansion, changes in technology) are influencing your program or have affected your program in the past, and describe any measures that have been taken to respond to these factors.

The new Education Center at Marina has impacted scheduling to a degree. Better coordination between all planning parties would help to make this task less arduous. Enrollments have increased during the last two semesters; classroom use has become challenging, but not impossible. Departments continue to add classes.

Student Information

1. What are students' programmatic expectations and goals? How does the program respond to those expectations and goals?

Students expect to receive information and direction when they step into the division office. In most cases, students receive what they need and more. At the beginning of each semester, students seeking open classes are offered a handout that lists the names of open classes, as well as the times and dates of the classes. Students also receive information regarding how to register, how to contact their instructors, and what to do if they are having academic or personal issues. The division office also provides add codes to students who wish to enroll in courses with fairly low enrollments. Doing so helps faculty who need students and students who need classes!

**2. Discuss the indicators of student satisfaction pertinent to your program.
Examples:**

a. How do you measure student satisfaction?

Student satisfaction is measured by the behavior of those who enter and leave the division office. Many students come with questions or concerns, and the office staff members respond accordingly.

b. What did you learn from those measures?

Students appear to be well satisfied with the division office; few leave appearing frustrated, and many return again and again!

c. How does your program deal with complaints?

Formal grievance procedures are established by the college. These move from the department chair, to division chair, to the dean or VP of student affairs, to a college-level grievance council. The division office members apprise students of the procedures and seek to manage the complaints at the department or division level.

d. What changes did you implement in response to the student complaints and/or satisfaction measures? If no changes, why not?

On one or two occasions the division chair has requested that faculty clarify how grades are earned on course syllabi, as some students complain about vague statements.

3. How well do students appear to be progressing through the program/department?

Students do not progress through the Humanities Division Office!

4. Discuss what your program is doing to promote student access, success, and equity. Identify any barriers to these.

This Office does an extremely good job of demonstrating an interest in student access, success, and equity. Students who are interested in English placement or challenge exams are informed of process, as well as times and places. Students who appear lost or unsure of their needs are approached; office staff members often ask such students if they can be of service.

When staff members are apprised that a class will be cancelled either for short or long periods of time, they call students to communicate this information. By so doing, these staff members convey to students that they and their time are valued.

External Relations

1. Identify any program or service that is similar to yours within the college and/or in neighboring institutions or agencies and describe the impacts of that similarity.

Obviously there are a number of other Division offices on campus. Each office provides support for its division faculty and staff. Our uniqueness stems primarily from the number of faculty and staff served; presently there are over 60 division members.

2. Describe how your program coordinates with other programs on campus and how successful you feel you are in these efforts.

This office works well with the Dean of Instruction as well as with the other division offices. The Humanities DOM often requests room use through the Business DOM as well as the PIO Assistant, and students appear well served through these means.

3. Describe and evaluate the support that your program receives from other college programs or service areas:

- **Instructional Technology (IT):** IT responds quickly to requests made by the division office. We appreciate the work that IT accomplishes.
- **Human Resources (HR):** HR also responds quickly to assist us with personnel-related issues. Hiring processes are handled well, and ads are placed when requested.
- **Facilities:** When the division office requests assistance from Facilities, there is an almost immediate response to such needs as overflowing toilets, problems with heating, issues related to elevators, and all other health and safety issues. Painting requests are more slowly considered, but given the challenges faced by Facilities, we are pleased with Facilities' services.
- **Public Information Office:** Our relationship with the Public Information Office is positive. Jeanette Haxton has done a fine job of working with this office to create brochures, as well as to work on scheduling and room issues with the office manager.

4. Describe your program's involvement with the community at large through

- a. activities involving recruitment and articulation,**
- b. partnership with educational institutions**
- c. collaboration or partnerships with businesses, government, or private agencies.**

The division office is not involved with the community through these specific elements.

Part III: Summary

1. In reviewing your data and responses, what do you see as your program's greatest strengths? Greatest weaknesses?

The Division Office's greatest strengths are its personnel; its rapport with students, faculty, and staff both in and out of this division; and its willingness to be responsive to college need. Its greatest weaknesses relate to the number of tasks expected of it; the division encompasses so many departments and staff that the division is often unable to follow timelines as consistently as desired.

2. What do you see as your program's greatest challenges during the next five years? Greatest opportunities?

The Division Office's greatest challenge will be to continue to meet the needs of faculty and students in the largest division on campus in a timely, productive manner

while completing reports and reviewing Student Learning Outcomes and assessments on a consistent basis. The workload continues to increase as staffing remains stagnant. It is becoming untenable. The greatest opportunities continue to be the meeting of needs. This office is committed to discovering new ways to support and encourage faculty, while reducing extraneous work whenever possible.

Part IV: Recommendations/Goals

1. Identify the goals that were identified in the last program review and describe whether they were attained or not. If not, why not?

Goals identified in the last program review are as follows:

2003-2004 Program Review Goals	Attained?
1. Enhance support for adjunct faculty. Provide adequate work space; lockers for instructional materials; and appropriate orientation relative to college procedures and processes, department expectations, and course guidelines.	Not completely. The division currently provides one office space for all adjunct faculty in this division. Faculty receive orientation through the Office of Academic Affairs as well as through the department chairs. The division chair also seeks to provide information through email and the Humanities Communiqué.
2. Provide appropriate marketing support to Humanities Division programs by facilitating the design, publication, and dissemination of informational brochures, booklets, flyers and handouts.	Not completely. We have created informational brochures, booklets, flyers, and handouts. However, marketing support is still not everything it could be, though it has improved significantly. Program brochures designed by the Public Information Office have been appreciated.
3. Enlarge the division office to (a) provide more working space for the Humanities Division staff and those who use the Humanities Division Conference Room, and (2) create more secured storage space to house the Division's growing video and DVD collection.	No. We continue to deal with space issues.

2. **Specify clearly in this section your program goals for the next five years, your plans to achieve them, the responsible person, and a timeline for completion.**
3. **Prioritize your goals and plans, listing the highest priority first.**

4. Prioritize, within and between categories, requests for faculty, staff, supplies, equipment, and facilities. Describe how those requests are linked to your program.

The division office goals (**non-dependent budget items**) are as follows:

Goal	Plan	Responsible Person(s)	Timeline
Ensure that faculty are well prepared to teach assigned courses.	Create binders for each new faculty member to include general information, forms, course outlines, sample syllabi.	Michele Brock, Rosa Arroyo	Fall 2009
Increase or improve space utilization in division office.	Participate in planning for SS renovation.	Diane Boynton, Michele Brock	Fall 2010
Monitor needs of adjunct faculty.	Encourage adjunct to provide feedback through conversation and written survey.	Diane Boynton	Fall 2010
Enhance marketing efforts.	Work with PIO to create an effective marketing plan.	Diane Boynton, Jeanette Haxton	Fall 2009

English Department Self Study

Part I: Preamble

MPC's English Department is one of the largest departments, if not the largest department, on campus. It will offer 78 sections of English classes in the Spring, 2009, term, and more than 80 sections in Fall 2009. This is an increase of more than 30 sections, or a 60% increase, in the five years since the last self study.

As the program providing the college's instruction in writing, research, information competency, critical thinking, and literature, the English Department develops crucial communication and expression skills for all students, allowing them to succeed in other MPC courses that require writing, analysis, and research components. The range of our courses and the variety of our program offerings allow us to serve students with multiple needs and learning styles, thus allowing students who might not find initial success in a history or philosophy class to increase their skills and confidence before they take those classes.

Outstanding characteristics of our department include a strong, creative, and dedicated faculty who often work in collaborative and ingenious ways to engage and educate students, and our willingness to respond to student interests and needs by expanding our literature courses as well as our basic skills offerings. In addition to basic reading and writing skills instruction on three levels, the department offers on-campus and on-line literature classes and creative writing classes for both transfer-level credit and personal enrichment.

The most outstanding characteristic of our program, however, is that whether they are teaching remedial skills, transfer-level composition classes, literature classes, or creative writing classes, our instructors set high standards and enable their students to meet them. One student in a remedial-level course wrote, in an end-of-semester evaluation, "This semester has been very challenging. It has been my first experience in college and in learning to adapt to the new style the professors have. My first impression as I walked into class was that the instructor seemed very strict, but I had heard many good things about her. I was definitely looking forward to being in that class. As time progressed I became well aware of her teaching style, and I enjoyed going to her class. The best time came when we started reading the novel. The book really got me motivated; it wasn't an ordinary book, but it became my favorite book. I liked writing the essays about it because I knew what I was writing about. I learned many new techniques, for example, not to write in first person, what the steps were for an academic essay, and how to write a thesis statement. As time passed I discovered I had become better at writing essays. This has been one of the first English classes that I have liked because I felt that I became more interactive. I learned that I had to speak out more in order to become involved; usually I am shy in my classrooms."

Thus the MPC English Department **implements the philosophy, goals and objectives of the college** by offering a wide range of basic skills courses "that enable learners with

varied education needs to succeed at college-level work,” to quote the college’s mission statement. It also offers a broad base of composition, literature and creative writing classes that “allow learners to explore potential interests and abilities to develop habits of critical inquiry, analysis, and evaluation.” It offers an Associate in Arts degree in English, and this transfer program is “equivalent in content and rigor to lower division programs in four-year colleges and universities.” Our literature and creative writing programs also offer “a variety of lifelong learning opportunities.” Many students enroll in these programs to further enhance their understanding and appreciation of literature and/or explore or improve their creative writing skills. The department’s work with the Guest Authors Program implements the college’s objective to offer “readers and lecturers...for the benefit of the greater community.” Further, the English Department supports the college’s commitments to providing “a learner-centered environment that values diversity of students” in its wide range of offerings as noted above. This includes “innovative curriculum development and instruction.”

As for institutional goals, the English Department is a leader in implementing four of the seven objectives. We excel in “promoting academic excellence and critical thinking across all fields and disciplines” in that most students learn their critical thinking skills in English classes. We “foster a climate that promotes diversity throughout the institution,” as evidenced in the demographic information in this document and in our careful review of applications for faculty positions, currently creative writing, to encourage the hiring of diverse applicants if at all possible. Our adjunct faculty includes Middle Eastern, Asian, and Latino instructors. The English Department, with its comprehensive basic skills program, is one of MPC’s key “pathways to success that address the diverse, holistic needs of all MPC students.” See the section describing changes in the basic skills program and the section on working with other offices on campus for a description of this “pathway.” The English Department has also been ready and willing to provide classes at the Marina Education Center, and to work with the appropriate dean to schedule these classes.

Recent and historical areas of concern with the program are twofold: the need for more full-time, tenure-track instructors and for decent salaries for the faculty members we do have.

First, the English Department relies heavily on adjuncts. In the spring, 2009, semester, 32 of our 78 class sections, or a whopping 41% of our classes, will be taught by adjuncts. Fully half of those classes, 16 sections, are basic-skills classes. The department has instituted a formal adjunct interview process, including a teaching demonstration in front of an interview panel, which is something it did not have under the previous department chair. Thus our rigorous adjunct evaluation process does not result in the loss of adjuncts on the basis of performance, as it often did in the past. However, the nature of the Monterey Peninsula, with its high cost of living and its large transient military population, means that our adjunct roster is constantly changing. The Modern Language Association’s Class Size and Workload Revision Committee argues, “Since integrity of commitment and continuity of effort are essential to ensure quality teaching, every effort should be made to fill department needs with full-time appointments” (A Checklist and

Guide for Reviewing Departments of English, MLA, 1985). The department has requested two more full-time, tenure-track positions, one in reading and one in composition. This semester we will request another composition/basic skills (ENGL 301, ENGL 111, ENGL 1A, ENGL 2) instructor. The above-mentioned increase in the number of sections we offer, the increase in enrollment as a result of the budget problems at UC and CSU campuses, and the serious need for qualified reading instructors make these three positions necessary.

Second, one of the “recommendations” at the end of this document is that the English Department faculty “enjoy salaries commensurate with the quality of our faculty and our curriculum, and with the cost of living here so that we can maintain overall excellence.” Last spring, the top candidate for our tenure-track position in creative writing turned down our job offer for the sole reason that he could not afford to sell his home in the Central Valley and buy another home in this area. Our second-choice candidate turned us down to take a job in Ohio. We are currently conducting another search to fill this position, which means that our creative writing classes will have been taught by an adjunct for two full academic years. Thus despite the beauty of this area, the excellence of our programs, and the quality of our work environment, it is impossible to recruit and retain qualified people, including the three new positions we are requesting, without adequate salaries.

Part II: Analysis

Curriculum Review

Currency of Documents Pertaining To Your Program: All English Department course outlines were reviewed in the summer and early fall of 2008. The revised course outlines have been submitted to the Dean and are moving through the Curriculum Advisory Committee process.

Program Information

The English Department offers courses that support the CSU, IGETC, and MPC General Education requirements as described in the following chart:

Course	CSU GE	IGETC	MPC GE
ENGL 1A	A2	1A	A1
ENGL 1B	C2	3	C
ENGL 2	A3	1B	A2
ENGL 10	C2	3	C
ENGL 11	C2	3	C
ENGL 15	C2	3	C
ENGL 17	C2	3	C
ENGL 18	C2	3	C
ENGL 22	C2	3	C
ENGL 24	C2	3	C
ENGL 38	C2	3	C
ENGL 40	C2	3	C
ENGL 42	C2	3	C
ENGL 43	C2	3	
ENGL 44	C2	3	C
ENGL 45	C2	3	C
ENGL 46	C2	3	C
ENGL 47	C2	3	C
ENGL 49	C2	3	C

State-Mandated Plans: The state mandates that we allow students to challenge their English Placement Test results. The current challenge exam procedure is coordinated with Counseling, Matriculation, and the Assessment Office. Students who wish to challenge their placement scores receive counseling and a brochure prepared by the English Department explaining the courses in which they have been placed. If they decide to continue with the challenge, they fill out forms stating which course or courses they wish to challenge and sign up for a date to take the exam. The Department Chair oversees the challenge exams, which are offered prior to the fall, spring, and summer

terms (no courses requiring English Placement results are offered during Early Spring). Four English Department faculty members assess the challenge exams (two writing instructors assess the writing exams and two reading instructors assess the reading exams); if they do not agree, the Department Chair steps in and assesses. Challenge results are posted within three working days after the challenges are administered.

Documents for College Use: The department produces no documents that are used outside the department or the Assessment Center (see above). Thanks to our Humanities Division Chair, Diane Boynton, each department within the Humanities Division has a glossy brochure outlining the department's programs that can be generally distributed on- and off-campus.

Quantifiable Factors

English Department enrollment and number of sections offered are shown below. Fall 2008 and Spring and Fall 2009 have seen increases of one and two sections of ENGL 1A, 2, and 111.

English Department Enrollment and Number of Sections, Fall 2005-Spring 2008

	Fall 2005		Spring 2006		Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Sect	Enr	Sect	Enr	Sect	Enr	Sect	Enr	Sect	Enr	Sect	Enr
ENGL 1A*	12	326	12	344	12	347	13	358	13	344	13	388
ENGL 1B	2	52	3	76	3	46	3	84	3	90	3	96
ENGL 2	7	204	7	204	8	183	7	176	8	221	7	200
ENGL 10	X	X	1	16	1	13	X	X	1	13	X	X
ENGL 17	X	X	1	13	X	X	1	16	X	X	1	16
ENGL 22	1	15	X	X	X	X	X	X	X	X	1	17
ENGL 24	X	X	X	X	X	X	X	X	X	X	X	X
ENGL 31	1	24	X	X	X	X	X	X	1	18	X	X
ENGL 32	X	X	1	20	X	X	1	16	X	X	1	17
ENGL 38	1	20	1	15	X	X	1	14	X	X	1	20

ENGL 40	1	27	2	47	X	X	2	42	1	16	2	48
ENGL 44	X	X	X	X	1	19	X	X	1	35	X	X
ENGL 45	X	X	X	X	X	X	1	24	X	X	1	24
ENGL 46	X	X	X	X	X	X	X	X	X	X	X	X
ENGL 47	X	X	1	12	X	X	X	X	X	X	X	X
ENGL 49	X	X	X	X	X	X	X	X	X	X	X	X
ENGL 111	10	322	9	265	10	313	10	293	12	361	11	315
ENGL 112	1	34	1	26	1	30	1	29	1	30	1	32
ENGL 113	X	X	X	X	X	X	X	X	X	X	X	X
ENGL 120	X	X	1	11	X	X	1	11	X	X	X	X
ENGL 231	1	17	1	21	X	X	1	19	X	X	1	16
ENGL 301	9	254	8	179	10	256	8	196	9	255	8	198
ENGL 302	4	112	4	104	4	104	4	89	5	131	4	98
ENGL 321	2	37	1	23	2	33	1	20	2	39	2	29
ENGL 322	2	40	2	26	2	43	2	40	2	52	2	38
TOTAL	54	1,484	56	1,402	54	1,387	57	1,427	59	1,605	59	1,552
AVG		27.5		25.0		25.7		25.0		27.2		26.3
WSCH		5,844		5,220		5,072		5,470		5,854		5,896

**ENGL 1A does not include sections offered through ENSL department and taught by May or Butcher.*

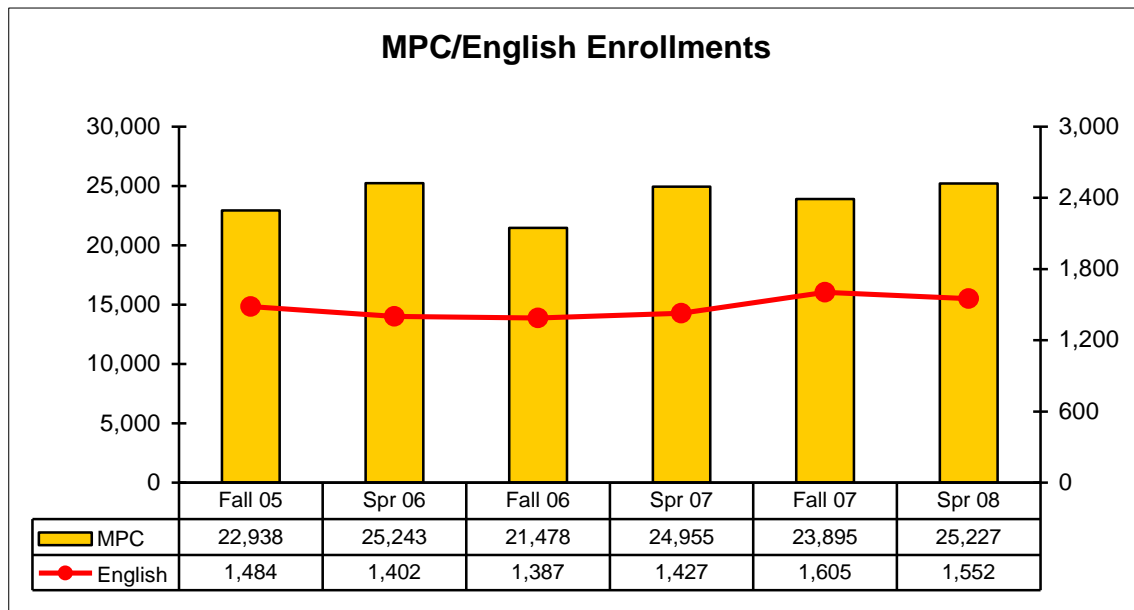
	Summer 2005		Summer 2006		Summer 2007	
	Sect	Enr	Sect	Enr	Sect	Enr
ENGL 1A	2	54	4	96	3	101
ENGL 1B	X	X	X	X	1	22
ENGL 2	2	51	2	56	2	42
ENGL 38	1	16	1	8	1	12
ENGL 40	1	21	1	27	1	22
ENGL 111	2	62	2	62	3	74
ENGL 120	1	22	X	X	X	X
ENGL 301	1	30	2	47	2	38
ENGL 302	X	X	1	13	1	26
TOTAL	8	219	14	309	14	337
AVG		27.3		22.0		24.1

DEPT: Reading Center

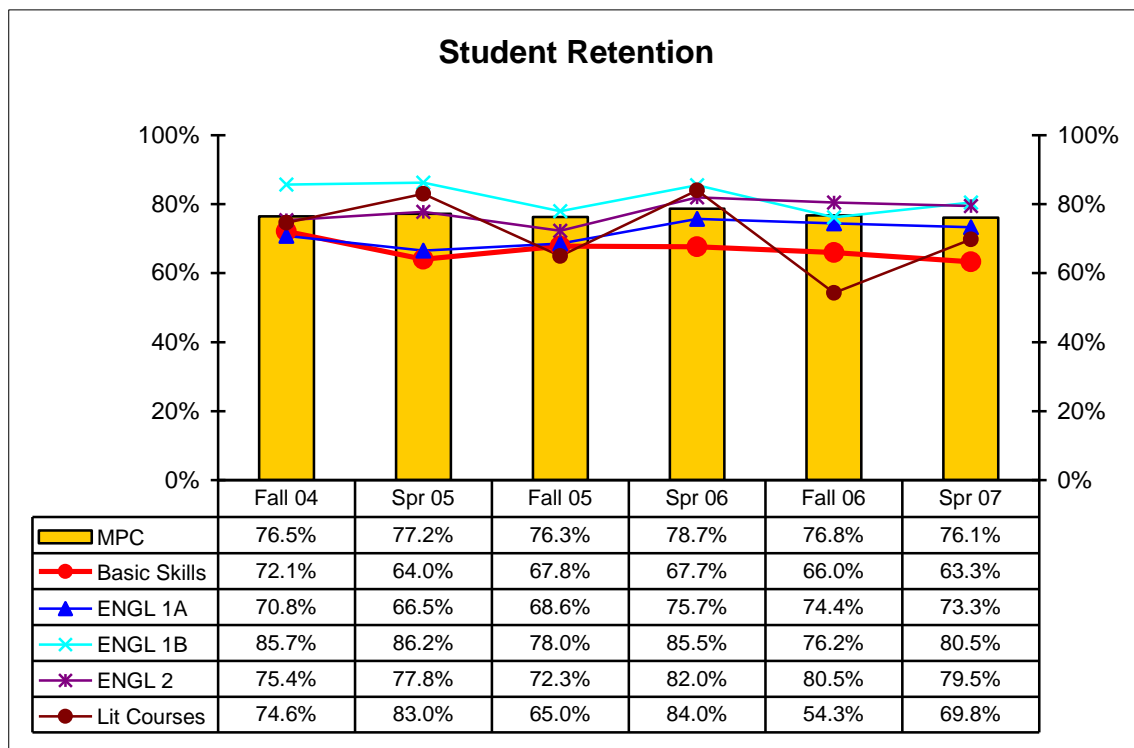
	Fall 2005		Spring 2006		Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Sect	Enr	Sect	Enr	Sect	Enr	Sect	Enr	Sect	Enr	Sect	Enr
ENGL 351	--	15	--	22	--	19	--	14	--	16	--	13
ENGL 352	--	3	--	3	--	3	--	3	--	5	--	4
TOTAL		18		25		22		17		21		17
WSCH		23		28		30		17		25		23

	Summer 2005		Summer 2006		Summer 2007	
	Sect	Enr	Sect	Enr	Sect	Enr
ENGL 351	--	16	--	13	--	15
ENGL 352	--	1	--	3	--	3
TOTAL		17		16		18

English enrollments compared to overall college enrollments fall 2005 to spring 2008 are as follows:

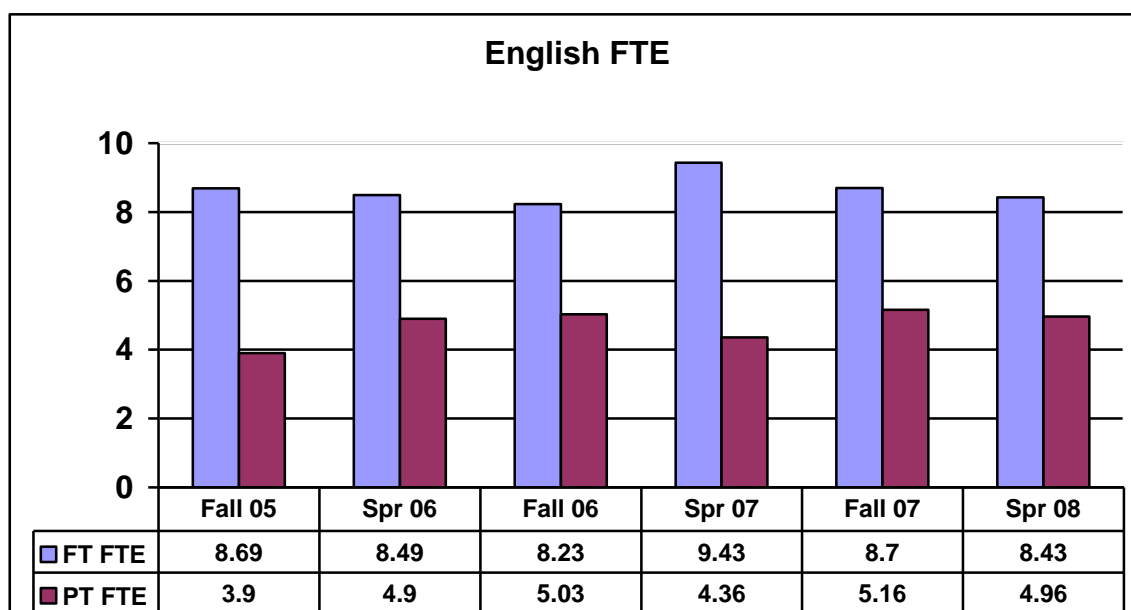


Retention rates for English courses are fairly good, mirroring overall college retention rates:



It appears that retention is strongest in ENGL 1B, 2 and sometimes literature classes. Anomalies in these classes (see Fall 06 – Literature Courses) indicate very little; during the Fall 2006 semester, for example, only two literature courses were taught, and these were online. Instructors who teach basic skills courses recognize issues associated with retention; faculty encourage students to purchase textbooks, complete their work, attend class, and use services to assist with such issues as childcare and financial aid.

The English Department relies heavily on adjunct faculty. Each semester, the English Department Chair works to ensure that fifty to sixty classes are scheduled and assigned to faculty; with fewer than ten full-time faculty, adjunct faculty must be hired and scheduled. Data from the Office of Institutional Research reflects the following:



This data indicates that adjunct faculty are responsible for providing between 30 to 40% of all English course instruction. Given that this department offers, on average, 57 courses a semester, approximately 20 of these courses are taught by adjunct instructors.

English Department grade distribution follows. These data were available only for Summer and Fall, 2008. ENGL 50, 300, 320, 325, 326, 330 and 335 are independent-study classes taught as labs in the ESSC and are not taught by English Department faculty. 300-level classes are credit/no credit only. These courses hover just a little over a 50% success rate due to a lack of preparation for college. The Basic Skills Initiative is addressing this problem. Many of these students return to 300-level classes in subsequent semesters and succeed.

Course/Dept: **ENGL Semester: Fall 2008** Location/Type of course: **All Locations**

This report includes data from graded, non-cancelled sections only.

Course	#Sect	#A	%A	#B	%B	#C	%C	#CR	%CR	#Pos*	%Pos*	#D	%D	#F	%F	#I	%I	#NC	%NC	#Drop**	%Drop**	Total
ENGL1A	16	130	28.1	136	29.4	64	13.9	5	1.1	335	72.5	33	7.1	17	3.7	1	0.2	0	0.0	76	16.5	462
ENGL1B	4	26	29.2	23	25.8	11	12.4	1	1.1	61	68.5	2	2.2	1	1.1	0	0.0	0	0.0	25	28.1	89
ENGL2	7	51	29.1	63	36.0	17	9.7	1	0.6	132	75.4	2	1.1	2	1.1	1	0.6	0	0.0	38	21.7	175
ENGL10	1	5	62.5	0	0.0	0	0.0	0	0.0	5	62.5	0	0.0	1	12.5	1	12.5	0	0.0	1	12.5	8
ENGL11	1	4	50.0	2	25.0	2	25.0	0	0.0	8	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	8
ENGL31	1	8	57.1	1	7.1	0	0.0	0	0.0	9	64.3	0	0.0	0	0.0	0	0.0	0	0.0	5	35.7	14
ENGL40	1	11	52.4	1	4.8	1	4.8	0	0.0	13	61.9	2	9.5	0	0.0	0	0.0	0	0.0	6	28.6	21
ENGL44	1	9	42.9	1	4.8	2	9.5	1	4.8	13	61.9	1	4.8	4	19.0	0	0.0	0	0.0	3	14.3	21
ENGL46	1	3	37.5	2	25.0	1	12.5	0	0.0	6	75.0	0	0.0	0	0.0	0	0.0	0	0.0	2	25.0	8
ENGL50	1	0	0.0	0	0.0	0	0.0	3	75.0	3	75.0	0	0.0	0	0.0	0	0.0	1	25.0	0	0.0	4
ENGL111	14	142	34.5	115	27.9	38	9.2	1	0.2	296	71.8	21	5.1	33	8.0	0	0.0	0	0.0	62	15.0	412
ENGL112	1	9	28.1	11	34.4	5	15.6	0	0.0	25	78.1	0	0.0	0	0.0	0	0.0	0	0.0	7	21.9	32
ENGL231	1	4	40.0	3	30.0	0	0.0	1	10.0	8	80.0	0	0.0	0	0.0	0	0.0	0	0.0	2	20.0	10
ENGL300	6	0	0.0	0	0.0	0	0.0	12	50.0	12	50.0	0	0.0	0	0.0	1	4.2	10	41.7	1	4.2	24
ENGL301	9	0	0.0	0	0.0	0	0.0	105	57.7	105	57.7	0	0.0	0	0.0	0	0.0	25	13.7	52	28.6	182
ENGL302	6	0	0.0	0	0.0	0	0.0	99	63.1	99	63.1	0	0.0	0	0.0	0	0.0	31	19.7	27	17.2	157

ENGL320	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	66.7	1	33.3	3
ENGL321	2	0	0.0	0	0.0	0	0.0	24	64.9	24	64.9	0	0.0	0	0.0	1	2.7	6	16.2	6	16.2	37
ENGL322	2	0	0.0	0	0.0	0	0.0	34	60.7	34	60.7	0	0.0	0	0.0	0	0.0	13	23.2	9	16.1	56
ENGL325	1	0	0.0	0	0.0	0	0.0	1	14.3	1	14.3	0	0.0	0	0.0	1	14.3	4	57.1	1	14.3	7
ENGL326	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	2
ENGL330	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	1
ENGL335	1	0	0.0	0	0.0	0	0.0	1	25.0	1	25.0	0	0.0	0	0.0	0	0.0	2	50.0	1	25.0	4
ENGL351	2	0	0.0	0	0.0	0	0.0	22	91.7	22	91.7	0	0.0	0	0.0	0	0.0	1	4.2	1	4.2	24
ENGL352	1	0	0.0	0	0.0	0	0.0	2	100.0	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2
ENGL Total	83	402	22.8	358	20.3	141	8.0	313	17.8	1,214	68.9	61	3.5	58	3.3	6	0.3	96	5.4	328	18.6	1,763
Report Total	83	402	22.8	358	20.3	141	8.0	313	17.8	1,214	68.9	61	3.5	58	3.3	6	0.3	96	5.4	328	18.6	1,763

* 'Pos' stands for 'positive outcome'. The amounts are the totals of A, B, C, and CR grades.

** 'Drop' counts are of students who received a 'W' on their transcript. Students who dropped before receiving a 'W' are excluded from the report.

Course/Dept: **ENGL Session: Summer, 2008** Location/Type of course: **All Locations**

This report includes data from graded, non-cancelled sections only.

Course	#Sect	#A	%A	#B	%B	#C	%C	#CR	%CR	#Pos*	%Pos*	#D	%D	#F	%F	#I	%I	#NC	%NC	#Drop**	%Drop**	Total
ENGL1A	4	53	48.6	32	29.4	14	12.8	1	0.9	100	91.7	1	0.9	2	1.8	2	1.8	0	0.0	4	3.7	109
ENGL1B	1	13	39.4	15	45.5	1	3.0	0	0.0	29	87.9	3	9.1	0	0.0	0	0.0	0	0.0	1	3.0	33
ENGL2	2	20	33.3	13	21.7	12	20.0	0	0.0	45	75.0	9	15.0	1	1.7	1	1.7	0	0.0	4	6.7	60
ENGL38	1	7	29.2	3	12.5	2	8.3	0	0.0	12	50.0	1	4.2	0	0.0	6	25.0	0	0.0	5	20.8	24
ENGL40	1	15	88.2	1	5.9	0	0.0	0	0.0	16	94.1	0	0.0	0	0.0	0	0.0	0	0.0	1	5.9	17

ENGL50	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	1
ENGL111	3	36	40.4	22	24.7	8	9.0	2	2.2	68	76.4	9	10.1	4	4.5	0	0.0	0	0.0	8	9.0	89
ENGL300	6	0	0.0	0	0.0	0	0.0	4	50.0	4	50.0	0	0.0	0	0.0	0	0.0	1	12.5	3	37.5	8
ENGL301	2	0	0.0	0	0.0	0	0.0	30	85.7	30	85.7	0	0.0	0	0.0	0	0.0	3	8.6	2	5.7	35
ENGL302	1	0	0.0	0	0.0	0	0.0	22	84.6	22	84.6	0	0.0	0	0.0	0	0.0	3	11.5	1	3.8	26
ENGL320	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	2
ENGL325	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	2
ENGL326	1	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	2
ENGL330	1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	1
ENGL335	1	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	0	0.0	0	0.0	2	50.0	4
ENGL351	1	0	0.0	0	0.0	0	0.0	21	100.0	21	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	21
ENGL352	1	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1
ENGL Total	29	144	33.1	86	19.8	37	8.5	84	19.3	351	80.7	23	5.3	7	1.6	9	2.1	9	2.1	36	8.3	435
Report Total	29	144	33.1	86	19.8	37	8.5	84	19.3	351	80.7	23	5.3	7	1.6	9	2.1	9	2.1	36	8.3	435

* 'Pos' stands for 'positive outcome'. The amounts are the totals of A, B, C, and CR grades.

** 'Drop' counts are of students who received a 'W' on their transcript. Students who dropped before receiving a 'W' are excluded from the report.

Student Demographics

English Department demographics are as follows, mirroring the college for the most part:

English Department Enrollment by Gender, Fall 2005-Spring 2008

	Fall 05		Spr 06		Fall 06		Spr 07		Fall 07		Spr 08	
	M	F	M	F	M	F	M	F	M	F	M	F
MPC	41.5	58.5	41.2	58.8	41.1	58.9	40.2	59.8	41.5	58.5	42.8	57.2
English	43.6	56.4	45.7	54.3	46.3	53.7	45.1	54.9	47.3	53.7	46.9	53.1

English Department Enrollment by Ethnicity, Fall 2005-Spring 2008

	F 05		S 06		F 06		S 07		F07		S 08	
	MPC	ENGL	MPC	ENGL	MPC	ENGL	MPC	ENGL	MPC	ENGL	MPC	ENGL
White	55.6	43.7	58.2	48.1	54.3	45.8	56.2	45.8	54.7	44.8	54.5	44.9
AfAm	6.4	8.9	5.3	9.3	5.9	7.9	5.2	8.3	5.8	8.9	5.2	9.3
Asian*	13.0	19.8	12.0	16.3	13.3	16.1	13.0	15.2	12.8	15.7	13.4	15.7
Latino	14.5	18.9	12.4	17.6	15.9	21.2	14.8	21.1	16.7	21.7	16.2	21.5
Other	3.2	3.1	2.8	3.9	3.2	4.7	3.2	4.2	3.0	3.6	3.1	3.6
Decline	7.2	5.5	9.3	4.8	7.4	4.3	7.6	5.4	7.0	5.3	7.5	5.1

*Asian includes Asian, Pacific Islands, Filipino

English Department Enrollment by Age, Fall 2005-Spring 2008

	F 05		S 06		F 06		S 07		F07		S 08	
	MPC	ENGL	MPC	ENGL	MPC	ENGL	MPC	ENGL	MPC	ENGL	MPC	ENGL
0-18	17.6	27.9%	11.1	22.9	17.5	30.4	12.6	19.5	17.7	32.5	12.4	21.5
19-20	19.0	30.9	16.0	34.9	18.6	31.3	17.6	32.8	17.1	28.8	18.4	34.1
21-25	15.9	19.3	15.6	19.6	16.4	19.0	17.2	24.5	16.8	19.4	18.2	21.8
26-30	8.3	7.4	8.6	7.9	8.5	7.0	8.6	6.9	8.0	6.3	8.5	6.2
31-35	5.9	4.8	6.3	4.2	5.7	3.5	5.9	4.1	5.2	3.6	6.2	4.3
36-40	5.2	2.4	5.4	2.9	4.9	2.3	5.5	3.0	4.7	2.5	5.6	2.9
41-45	5.1	2.4	5.7	2.8	4.4	1.9	4.8	2.8	4.2	2.8	4.4	3.8
46-50	5.0	2.2	5.5	2.0	4.4	1.4	4.9	2.7	4.1	1.9	4.6	2.3
51-60	7.2	2.3	9.7	2.8	7.9	2.5	8.5	2.7	7.4	2.1	7.6	2.4
61+	10.8	.4	16.1	.9	11.7	.6	14.4	.9	14.8	1.0	14.2	.7

There are some obvious differences between the college and the English program, primarily in respect to age. To complete their academic goals, students must fulfill English requirements. Thus, they typically enroll in English courses at the beginning of their college experience.

Student needs assessments (college and/or program administered) were not available or applicable

Community needs assessments were not available or applicable.

Progress in Identifying SLOs: English Department faculty worked in teams to write SLOs for all English classes this year. The English Department faculty has now been tasked by the Department Chair to complete assessment information for each of the courses taught in Fall 2008. A department meeting is scheduled for January 30, at which time faculty members will be put into groups to discuss outcomes, assessment, and changes in the classroom as a result of assessment of SLOs. Minutes of this meeting will be made available to the Division Chair and the campus SLO Coordinator.

Occupational Information: Our program is not an occupational program, although, as one instructor states, “a literate student is a literate employee.” Thus English classes contribute to all occupational programs, and most of the college’s occupational programs require students to complete English courses at least up through English 1A.

Scope and Sequence of the Program’s Course Offerings: The scope and sequence of the English Department's course offerings are as follows:

ENGL 351 and 352, currently listed under the English Department, are actually offered to students in the Lindamood® Program in the Reading Center. This program provides individual assessment of, and help with, reading and spelling skills. Two sections of ENGL 351 and one section of ENGL 352 are offered each semester. Plans are being made to move these classes into a separate listing for the Reading Center in the next Schedule of Classes.

ENGL 321, 301, 111, 322, 302, and 112 make up the department’s Basic Skills Sequence Program. Students are placed in remedial classes, if necessary, on the basis of their English Placement Test scores. These courses allow students to master basic reading and writing skills before going on to transfer-level courses. A breakdown of the six courses follows, showing the number of sections offered for Spring, 2009. 322 and 321 are the lowest level:

Reading:	322 (2 sections)	Writing:	321 (2 sections)
	302 (5 sections)		301 (8 sections)
	112 (1 section)		111 (16 sections)

Four new course proposals included in this year’s Program Review will create a Certificate of Training Program from the previously unstructured lab components in the English and Study Skills Center (ESSC) attached to ENGL 322, 302, 321, and 301. The corresponding new non-credit courses, ENGL 422, 402, 421, and 401, will be offered as enhanced non-credit courses in the ESSC and will earn the student a Department-issued Certificate of Completion upon completion of all four courses. Along with the plan to move ENGL 351 and 351 officially into a Reading Center listing in the next Schedule of Classes, ENGL 422 and 402 will be listed as Reading Center labs; ENGL 421 and 401 will remain under ESSC supervision.

This year’s Program Review also made changes to the titles of the six sequence courses to better reflect their place and purpose in the sequence. New titles are as follows:

ENGL 321: Fundamentals of Writing (formerly Effective Writing Skills)
 ENGL 301: Introduction to Academic Writing (formerly Academic Writing)
 ENGL 111: Intermediate Academic Writing (formerly Intro to College Writing)

ENGL 322: Fundamentals of Reading (formerly Effective Reading Skills)
 ENGL 302: Introduction to Academic Reading (formerly Academic Reading)
 ENGL 112: Intermediate Academic Reading (formerly Critical Reading)

In addition, this year's Program Review instituted a change in the prerequisites for these classes. Previously, a student could take ENGL 301 or 302 without completing both the reading and writing components of the lower level (321 and 322). Now, students must complete both 321 and 322 before taking either 301 or 302. This change was made because of the increasing number of students entering ENGL 301 without the necessary reading skills. Also, ENGL 112 will become a prerequisite for ENGL 1A, where previously it was just an advisory. This change was made in the face of the overwhelming evidence of students in transfer-level courses (including 1A itself) without the necessary reading skills to navigate a college textbook. Using figures provided by the Assessment Center, we estimate that students place equally in ENGL 111 in writing and ENGL 112 in reading, and they currently skip 112 because it is not required. Thus, when this change is made and students are required to take ENGL 112, the number of ENGL 112 sections will need to increase from the current one section to 16 sections (currently 16 sections of ENGL 111 are being offered, and ENGL 112 will in all likelihood reflect a similar number). The target date for this change is Fall 2010, by which time we hope to have received approval from AAAG for our requests for additional tenure-track faculty, especially the new reading instructor. We will also need additional adjunct faculty with reading qualifications.

Also included in the Basic Skills Program, although not a required part of the sequence, is ENGL 120, Grammar and Usage. This course is open to both English and ENSL students and has been well received by students needing extra instruction in grammar.

ENGL 1A, ENGL 1B, and ENGL 2 are our transfer-level courses taken by students in all disciplines. We are adding sections of ENGL 1A, Composition and Analytical Reading, at the rate of two per semester to accommodate the change in the MPC graduation requirement from ENGL 111/112 to ENGL 1A, and more recently to accommodate the overflow from CSU and UC campuses that are curtailing admissions. These changes prompt our need for another full-time composition instructor, a request that will be made to AAAG this spring. We have made an effort over the past several years to increase the number of students enrolled in ENGL 1B, Literature and Composition, partly by making counselors aware that many four-year schools do in fact require 1B as the second semester of required English. We have also added a "comment line" in the Schedule of Classes to that effect, and we have increased the number of 1B classes offered each semester to four (from three). Two years ago we added a summer 1B section, which continues to fill and does not seem to detract from fall 1B enrollments. ENGL 2, Composition and Critical Thinking, enrollments remain strong because of critical

thinking transfer requirements, and we added two sections, one daytime and one evening, of ENGL 2 this spring.

The change in the graduation requirements prompted us to create a new non-transfer-level class that will, however, be equal in rigor to ENGL 1A. ENGL 100, Composition and Reading for Graduation, will fulfill the new graduation requirement for those who do not plan to transfer, under a Title 5 provision that allows campuses to create locally approved courses for this purpose. These courses, unlike ENGL 1A, can have technical- or business-writing foci, which better serve non-transferring students. ENGL 100, which was submitted as part of our Program Review, resulted in a necessary change in the title of ENGL 1A to Composition and Reading for Transfer, in order to distinguish the two courses.

Also included in our transfer-level courses is a new class, ENGL 14, created by reading instructor Susan Joplin. This course will be offered in Fall 2009, and it will provide a continuation of college-level reading instruction for those who need such instruction beyond the basic skills program.

ENGL 5, 10, 11, 16, 17, 18, 22, 24, 38, 40, 42, 43, 44, 45, 46, 47, and 49 make up our literature program. We offer courses required for the Associate of Arts in English (ENGL 17, Introduction to Shakespeare; ENGL 44, Masterpieces of Literature I and ENGL 45, Masterpieces of Literature II) regularly: ENGL 17 and ENGL 44 in the spring and ENGL 45 in the fall. ENGL 44 and 45 are offered online. Other literature courses are offered on a rotating basis.

We continue to offer a variety of on-campus literature courses, ranging from ENGL 43, Comics as Literature, to ENGL 24, Introduction to the Short Story, often allowing them to “make” with minimum enrollments. Our current administration has been more supportive of this than the past administration was. However, the greatest success with non-degree literature courses has been in our online courses. ENGL 40, American Literature, created and taught by Allston James; ENGL 38, Literary Forms—The Cinema: More or Less Than Human?, created and taught by David Clemens; and ENGL 10, Literature By and About Men, also created and taught by David Clemens, have a record of making, often filling, each time they have been offered. Allston has proposed another online course that will be offered starting in Fall 2009: ENGL 16, Shakespeare Visions: Film and Text Comparisons. And David has proposed the MPC Great Books Program, the core class of which, ENGL 5, Introduction to Great Books, will also be offered online in Fall 2009. We continue to advertise our literature program to the community, via local newspapers, as enrollment in these courses is often made up of both college students and community members.

Finally, ENGL 231, 31, and 32 make up our Creative Writing Program. We are in the process of hiring a creative writing instructor after the retirement of David Gitin, who taught creative writing at MPC for more than 25 years. The new instructor will be tasked with exploring community needs and desires in the area of creative writing and with expanding our program appropriately. Currently, a popular local playwright, Lee Brady,

is teaching the creative writing classes as an adjunct, and enrollments have been healthy. We advertise our creative writing classes to the community each semester along with the literature offerings.

Scheduling of Courses: Our classes are offered in a wide variety of configurations to make it easy for students to take classes when they need to. We offer traditional hour-long MWF classes and 90-minute TTH classes in the mornings and afternoons, and three- and four-hour classes in the afternoons and evenings. Courses are offered on the main campus and at the Marina Education Center. They are offered in every term and online.

Completion of Major Within Two Years: In the past, the range of courses required for the AA in English and the lack of offerings of literature classes due to low enrollment made completing an AA in English difficult. Now, with the refinement of the AA program to meet state standards and the addition of the online core courses, enrollment is up and the degree is attainable.

Appropriateness of Scheduling Pattern: Composition courses, whether they are basic skills classes or literature courses, do not lend themselves to short-term courses. Thus, the nature of our writing courses is best experienced in a full 17-week semester because of the necessary time to build on skills. It is possible that in the future some topical, literature, or special-project courses could be offered in the 8-week timeframe or in special scheduling timeframes. For the present, we find the wide variety of English course offerings appropriate.

Description of Faculty and Staff: The English Department has 11 full-time faculty (we are in the process of hiring for the full-time creative writing position, which will make 12) and 20 adjunct faculty. This reflects no increase in the number of full-time faculty (we had nine active faculty members and had received permission to conduct a search for three people to replace four retirements as of the last program review, which equals 12 positions) and an astonishing 185% increase in our adjunct faculty (we had 7 adjunct faculty as of the last program review). We share one instructor, Dr. Alan Haffa, with the Social Sciences Division, and have done so since before the last program review; he is not included in either the adjunct or full-time faculty count. Again, these numbers underscore the repeated theme of this self-study: We need more full-time faculty members. The English Department has no staff directly assigned to it.

The English faculty at MPC is, in the words of one of its members, “richly qualified, deeply committed.” We are diverse in age, ethnicity, religion, political views, educational background, family background, accomplishments, experience, and expertise, which allows us to offer the variety of classes described above and to teach through individualized instruction, group work, seminar discussion, lectures, and on-line forums.

All of our full-time and adjunct faculty members have masters degrees in English, Comparative Literature, Rhetoric, or related fields, and three of them have doctoral degrees. Four of our full-time faculty members and two of our adjunct faculty are

qualified to teach reading; one full-time faculty member and one adjunct are currently enrolled in CSU Fullerton's online reading certificate program to gain this qualification.

All of our English faculty participate in ongoing education and training that assures thorough familiarity with our disciplines, and with studies and activities taking place at the community college level throughout the state and nation. Several of our faculty members participate in the the Basic Skills Initiative Committee on campus, and two of them attended statewide BSI conference this year. English Department faculty also attended and made presentations at national and regional literary conferences.

English Department faculty carry 15 TLUs each semester, and in addition they serve on such committees as the Academic Senate and its subcommittees, the Basic Skills Initiative Committee, the CTA Executive Board, the Guest Authors Committee, the Academic Freedom Committee, the Curriculum Advisory Committee, the Humanities Division Book Grant Award Committee, the Matriculation Committee, the Enrollment Advisory Committee, multiple selection committees, and multiple evaluation committees.

Description of Faculty and Staff's Satisfaction: English Department faculty continue to be pleased with our program in general. We particularly appreciate the freedom, within the framework of course requirements, to conduct our classes using the techniques and materials that, as individuals, we consider most effective. Within multiple sections of a given course, our varied teaching styles offer choices to students while meeting a course's objectives and outcomes.

However, again, we are deeply concerned about salaries and about the current ratio of full-time faculty (12) to part-time faculty (20). We feel strongly that salaries at MPC are not commensurate with the talents of our faculty and the quality of our programs. One result is the difficulty of attracting strong candidates for new position from outside our geographical area, especially minority candidates, when we do have full-time positions open, as evidenced by the loss of our top creative writing candidate last spring (see above). In addition, the increase in the number of sections of English classes (more than 30 sections, or a 60% increase, in the five years since the last self study) makes our need to reduce our dependence on adjunct faculty pressing. This fall, when cash-strapped UC and CSU campuses reject qualified students and refer them to community college campuses, it is difficult to tell how many more adjunct instructors we will need. In addition, the change in the reading requirement for enrollment in ENGL 1A, mentioned above, will add 15 sections of ENGL 112 for which we will need qualified reading faculty. We realize that financial straits are a major consideration; however, we again ask for serious consideration of our requests, currently before AAAG, for additional full-time faculty members.

Adequacy of Staffing, Supplies, Facilities, and Equipment: See discussion of the need for more faculty members, above. Supplies, facilities, and equipment have greatly improved over the past five years thanks to our Humanities Division Chair, Diane Boynton. She has overseen the purchase of new furniture for all of our classrooms and has caused the classrooms to be cleaned, painted, and otherwise refurbished.

Influence of External Factors: See discussion of the need for more faculty members, above. The English and Math Departments will bear the brunt of the fallout from the UC/CSU budget crisis as described above.

Student Information

Students' Expectations and Goals: There is really no way to measure what students' expectations are of a program like the English Department's, as most students do not perceive that they are completing a "program" when taking English classes. An expectation for someone enrolled in our ENGL 351 and 352 courses, the Lindamood Program, might be that he or she will be able to read and spell better after completing the classes.

An expectation for someone enrolled in our Basic Skills Sequence might be that he or she will be able to read college-level textbooks and write college-level essays without trouble upon completion of the program. But the students at these levels do not see the individual classes that way. A large number of the students who place in our lower-level classes are in no way prepared for college, and although our basic skills instructors are adept at retaining students who show promise, there is definitely a population of students who need some other form of preparation before they are even able to list expectations from a college class or program, or to set goals. One successful basic-skills student wrote, "I can say that this class has really had an effect on my writing. The year before this one, while I was in high school, my previous English teacher had tried to teach me all of these things that I know now, but this year, the teacher really got the point across. Overall this class has been my favorite English class, and I hope more teachers like this one can come my way." This student will make it, because this student has crossed the line from high school to college, finished the basic skills class, and retained the lessons. Many of them do not, or they do not until they have dismissed MPC as useless, gone out into the world and tried to hold down a job, and returned out of desperation, finally willing to sit through a semester-long course. The English Department itself cannot meet these students' needs. This is what the Basic Skills Initiative is addressing, and it is our hope that the result will be better identification of these students, better placement of them in pre-college preparation classes that will allow them to establish their own goals and expectations before they enroll in a college English class.

The transfer-level students more often have expectations and goals, but they are, again, difficult to measure. Their expectations are that the transfer-level courses will get them into the college of their choice and prepare them for upper-division university courses. Again, some of these students have a sense that just sitting in a classroom for 17 weeks will provide them with this preparation, with no work on their part. If they understand that they will need to put forth effort, their expectations and goals may be a little different. Students in a 1A section made the following comments: "This instructor has a clear and concise understanding of English composition and the required skill set to teach it. He is enthusiastic about the structure of writing a proper paper. He is also willing to discuss any feedback on questions that I, or any student, has about our work." "This

instructor's strengths are his strong communication skills. He is very approachable and always willing to help when a question needs to be answered. I have needed help before the next class, and he is always willing to respond through e-mail with a thorough explanation." These students will succeed in this class because they have realized they must participate, thus creating expectations and goals that a student who does not participate will never realize.

Students in our literature classes and our creative writing classes have expectations that their personal lives will be enriched and rewarded.

Indicators of Student Satisfaction: Just as it is impossible to measure students' expectations and goals, it is impossible to measure student satisfaction to an exact degree. Measures can be taken from student comments on faculty evaluation forms, from anecdotal evidence shared by students and faculty, and from informal evaluations done by instructors. Some faculty members collect such evaluations from their students each semester. One basic skills instructor asks her students to write a journal entry titled "What I Have Learned This Semester" at the end of the class. Another performs exit interviews. Other measures of satisfaction are letters of appreciation students write to instructors after they leave MPC. One definite indicator of student satisfaction with MPC's English classes is the continued enrollment in those courses and the number of students who do finish the courses successfully.

Measuring Student Satisfaction: Formal and informal evaluations, as well as anecdotal evidence, indicate that students find MPC's English classes valuable, skill-building, and thought-provoking, as reflected in self-assessment, journal, and metacognitive writing. One ENGL 301 student wrote, in a journal entry, "I have learned a lot in this English class. I have become better at writing in-class essays, learned the proper format for writing, and learned the rules for writing and grammar. I have learned to write under pressure. Everything that I have learned will help me with my other classes. I am also learning the value of education. All you have to do is try; if you do not try, you will never get anywhere." Another student wrote, "I have also learned how very important time management is when it comes to homework. Every assignment must be balanced, and I now realize where to put more emphasis. Learning how to study and do homework can be a learning process in itself. College is all one big learning process. I am just grateful that I have such excellent English teachers."

In addition, another form of student satisfaction can be measured by attendance, attentiveness in class, and the fact that students finish assignments on time, with care and effort. One instructor noted, "When students begin to fail, there is an indication they are not satisfied with some aspect of the class, including their own performance."

Learning From Measurements: The English Department faculty, individually and collectively, takes to heart all feedback and acts on it. We have weeded out adjunct faculty members whose evaluations do not show a high level of student satisfaction, and we have worked with adjunct and tenure-track faculty members who indicate that they are willing to improve. In individual classes, the reason for the exit interviews, self-

assessments, informal evaluations of the class, metacognitive writing, and journal writing is to help us improve the quality of instruction. Formal faculty evaluations are also priceless in this regard. All of us definitely learn from this varied feedback and make changes to our courses and assignments accordingly.

Dealing With Complaints: The English Department deals with complaints as outlined in the college's published "Student Complaint and Grievance Procedures." If a student has a complaint about an instructor, he or she can come to the department chair, who will ask the student if he or she has discussed the problem with the instructor. Usually, the answer is "yes," but the student is not satisfied with the instructor's answer. The department chair offers to meet with and mediate between the student and the instructor. In most cases, this meeting reveals a misunderstanding, and the complaint is resolved. In rare cases, the department chair must make a ruling one way or the other, "for" the student or "for" the instructor. (Yes, the instructor should accept your late paper, or No, the instructor should not be forced to accept your late paper.) If either the student or the instructor is dissatisfied with the department chair's decision, the department chair refers them to the Humanities Division chair. If the division chair cannot resolve the conflict, the matter is forwarded to the Dean. Very rarely in the English Department do student complaints go past the department chair level.

Implementing Changes: Changes stemming from student complaints are the same as those discussed in "Learning From Measurements," above. Often a student complaint, even if it is quickly resolved, will spur an instructor to adjust instructions or information on a syllabus or assignment sheet so that policies are clearer.

Students' Progress Through Program: Students appear to be progressing through the department's programs at a steady pace. Again, especially in the basic skills program, students' progress depends on how much effort they are willing to put in to their classes. It is not unusual for a student who places in the lowest basic skills classes, ENGL 321 and 322, to take more than a semester, sometimes more than an academic year, to complete both of these classes. Thus it may take this student three years to be ready for ENGL 1A. On the other hand, many students in our transfer classes are very quick to complete the required English classes. Although data from the campus's Office of Institutional Research shows that over the past 10 years, 39 students declared an English major and only two students completed this major, a footnote to the data states that many four-year colleges require the students to change their degree to "Liberal Studies." In the absence of knowing exactly how many MPC graduates go on to major in English at a four-year school, one of the most rewarding experiences an English instructor can have is to see one of his or her ENGL 301 students' names on his or her ENGL 1B roll and to know that that student has succeeded and is planning to transfer.

Promotion of Student Access, Success, and Equity: The English Department's sequence courses in reading and writing are organized to provide maximum access and success for students. The fact that we have separate reading and writing courses at three levels below ENGL 1A has enabled many students to attend college. Without these remedial classes, these students would not have been able to gain the skills necessary to

succeed. Our curriculum review this semester also focused on student success. The changes in the prerequisites for ENGL 301, 302, and 1A were made for the sole reason that too many students were trying to take classes for which they were not prepared. The addition of these prerequisites will help those students succeed in English classes and in classes in other departments. The addition of ENGL 100, which will allow vocational students to receive an AA from MPC with a real life-oriented writing class under their belts, is also geared toward student success rather than toward "making it easier" for vocational students to graduate by not forcing them to take ENGL 1A, as some naysayers have claimed.

Our English placement process also helps students succeed. Before computer registration provided a means of enforcing prerequisites, students often self-placed, regardless of their English Placement Test scores. Many of these students subsequently dropped because the classes were too difficult. Once we could enforce prerequisites, however, retention rates improved and have continued to improve. An ENGL 111 student wrote in an e-mail to an instructor after class had ended, "I never got a chance to tell you how much I appreciated your English 111 class this summer. Since I had tried to challenge my way out of 111 in the first place, I can't say that I was thrilled to have to take it. I'm definitely glad that I took your class; you did a great job of presenting the assignments, and I could tell you put a lot of work into the class. I really learned a lot from you." This feedback is typical of students who initially complain about their English class placement.

English faculty also help students succeed by telling them about support services, such as those offered by the Women's Center, Supportive Services, Financial Aid, EOPS, Counseling, and the Student Affairs Office. Sometimes we learn of students' problems through their writing, and a referral to one of these sources may help them to get critical help they hadn't known was available. We also refer students to the English and Study Skills Center, the ESL Center, the Reading Center, and the Tutorial Center for help with courses and assignments.

In addition, the English Department promotes student access by offering courses at a variety of times and days and assisting students in proper placement through English faculty involvement in the English Placement Test scoring mentioned above. Student success is encouraged through individual faculty efforts to continually update and customize curriculum to meet student needs and learning styles.

Yet another way the English Department contributes to students' success is by recognizing student achievement through the annual Humanities Division Book Grant Awards ceremony. Each year English faculty fund 10 or more awards, which, along with those from other departments in the Humanities Division, are presented at a formal ceremony to which family and friends are invited. The awards are made either for excellence or for "promise," and some students who receive the award are being recognized for their hard work or progress, which indicates "promise" in future classes rather than an "A" grade. Many of these students have never before received any scholarly recognition, and the awards are a tremendous boost to their success. The

Humanities Division Book Grant Award Committee is currently chaired by the English Department Chairperson.

Finally, the English Department is committed to treating all students equitably, providing equal access to instruction and equal opportunities for success.

External Relations

Similar Programs or Services: There is no program or service that is similar to ours within the college. Neighboring institutions (Hartnell, Cabrillo) offer similar basic skills, literature, and creative writing programs. We believe that the difference between their programs and ours lies in the quality of instruction. While there is no hard data available, anecdotal stories are legion of adjunct faculty who did not pass muster in MPC's adjunct interview process yet were hired without question at Hartnell or even at CSUMB. Students also tell of enrolling at Hartnell, finding fault with it, and transferring to MPC despite the drive. The Marina location will definitely attract a number of these former Hartnell attendees.

Coordination With Other Programs On Campus: The English Department is dedicated to working with any other programs or individuals on campus who request our assistance or whose help we need. We do our closest coordination with the ESSC, the Reading Center, Counseling, the Assessment Center, Supportive Services, and the Library.

We coordinate most closely with the *ESSC* by referring students for assistance with work in English classes and labs. English instructors also work with the ESSC to develop lab content for the basic skills courses. We also work closely with the Reading Center, which tests all 301, 302, 321, and 322 students each semester. Those who need the programs provided by the Reading Center are then enrolled in the appropriate course or lab. Currently, steps are being taken to expand the Reading Center and to move several of the reading-related courses out of the ESSC and under the Reading Center's umbrella.

Coordination with *counselors* is essential to every aspect of our program. We depend on counselors advising students regarding their schedules to contact us when questions arise. The Dean of Admissions and Records and those in her office have also provided ongoing assistance and support. Counseling staff also reviewed and made recommendations for the English Department's curriculum review last fall, as the curriculum changes included many prerequisite changes that affected basic skills students.

Coordination with the *Assessment Center* is also critical. The Assessment Center administers MPC's English Placement Test, and close contact is necessary with the English Department's liaison, Merry Dennehy, to make sure tests are assessed in a timely manner. English Department staff also serve on the Matriculation Committee, which includes people from Admissions and Records and from the Assessment Center.

The English Department also works closely with *Supportive Services* staff to help students with learning disabilities or other special needs to succeed in our classes. We refer students to this office for testing and referral, and the information and advice English instructors get from Supportive Services staff often make the difference to whether a student succeeds in an English class or not.

The *Library* has also been an important source of support for the English Department. With information competency now a requirement for graduation, coordination with the library staff is essential, and the staff there have been supportive of individual research assignments and of specific requests from English Department faculty.

English instructors also work closely with the *Physical Education Department* in helping student athletes to succeed. Coaches, particularly football coach Mike Rasmussen, are always available to English instructors if class-related problems (excessive absences, suspected plagiarism, failure to turn in work) arise with their athletes. The coaches provide students with progress reports for instructors to sign and alert instructors if athletes must miss class because of games. This, however, is unusual, as coaches help their students schedule classes around practice and games for the most part.

One instructor noted that she has, in addition, valued the opportunity to coordinate her literature curriculum with theatrical productions in the *Drama Department*. She writes, "My students have an enhanced experience of the dramatic literature they are reading and studying through their participation as audience members and opportunities to dialogue with the play's director and cast members."

Support From Other Programs or Service Areas: See above.

Involvement With the Community: The MPC English Department showcases its talents in numerous community activities. Our faculty members publish articles, plays, and commentaries; see their theatrical productions realized as far away as New York City; serve as judges for essay contests; participate in writing groups; work with county-wide literacy organizations; lead book discussion groups; serve as docents; make presentations at national and regional conference; and give lectures to the Gentrain Society. Several of our adjuncts also teach literature and creative writing in MPC's popular Older Adult Program, and faculty members serve on committees that coordinate and present such programs as The Big Read and our Guest Authors Program, which will bring former Poet Laureate Donald Hall to MPC in February, 2009.

We are also involved with the community at large through serving on boards and committees of community organizations, doing volunteer work, contributing time and money to local charities, and working on political campaigns.

Part III: Summary

Strengths and Weaknesses: The English Department's strength is the diversity and dedication of its faculty, plain and simple. Its weakness lies in the enormous disparity between the number of full-time faculty and the number of adjunct faculty. According to the Modern Language Association, "[Use of part-time teachers] is already threatening departmental integrity, professional standards, and academic excellence. Although some part-time appointments add significant dimensions to curricula and some professionals prefer to accept only part-time academic appointments because of other commitments, most part-time appointments are not made for educationally sound reasons. Indeed, the primary motivation for many of these appointments has been to reduce the cost of instruction" (MLA, A Checklist and Guide for Reviewing Departments of English, 1985).

In addition, a weakness that affects the entire campus is the inability to hire and retain qualified full-time instructors because of the inadequate salary provided by the college. As we make an effort to bring the excessive full time-to-part time ratio down, we must be able to offer new full-time faculty a wage that will allow them to live in this area.

Challenges and Opportunities: The challenges facing the department align with its weaknesses. As community colleges, and particularly community college English departments, are asked to take on more and more students because of UC and CSU budget cuts, improvements in identifying and cultivating basic skills students, and downturns in the economy, we must be prepared with qualified faculty in both writing and reading. MPC has an opportunity to become a highly qualified, highly recommended community college on the strength of its basic skills, transfer-level, literature, and creative writing programs, but it must grasp that opportunity by making a commitment to committed faculty.

Part IV: Recommendations and Goals

Attainment of Goals From Last Program Review: Our goals from our last program review follow, and a notation indicates whether the goal has been attained or not.

1. *Routinely offer enough sections of our sequence courses to meet the needs of all students.* This goal has been attained, in part, due to the open-mindedness of the current administration. Now, however, we must continue to meet these students' needs.
2. *Acquire enough full-time faculty to maintain stability in every aspect of our program without having to depend on short-term adjunct staff.* The failure to attain this goal is the theme of this Self-Study.
3. *Provide offices for all adjunct faculty* who teach on a consistent basis, recognizing their importance to our Department and the outstanding quality of their work. Thanks to Humanities Division Chairperson Diane Boynton, the adjunct faculty have an office in the Humanities Building. Having one office to share among all Humanities Division adjuncts is not an ideal answer, especially when the English Department itself boasts 20 adjunct instructors. We hope that in making the decision to hire more full-time English faculty members, the administration will take office space into account.
4. *Develop a flourishing technical writing program* with many students completing requirements for the departmental certificate. Sadly, the technical writing program did not enjoy the expected enrollment, and the program and its courses will be deleted from the 2009-2010 catalog. Students expressing an interest in technical writing will be referred to business writing and proofreading courses. The technical writing instructor is currently serving as department chair and has been teaching basic skills classes. She will soon be qualified to teach reading when she completes CSU Fullerton's online reading certificate program.
5. *Develop a flourishing creative writing program* attracting traditional students and those from the community seeking enrichment, a chance to fulfill personal goals, and perhaps the opportunity to publish. This goal was derailed by the unexpected retirement for health reasons of creative writing instructor David Gitin. We are currently recruiting his replacement, and we hope this goal will be met within the next five years.
6. *Develop a flourishing literature program* that attracts traditional students and those seeking enrichment as it showcases the talent of our faculty. This goal may not yet be met, as evidenced by uneven enrollment in on-campus literature courses, but we are well on our way to it, especially in the world of online learning. As mentioned in the "Scope and Sequence of the Program's Course Offerings," above, ENGL 10, 38, 40, 44, and 45 all make consistently every semester they are offered online. In the works is ENGL 5, Introduction to Great Books, which will also be offered online. While we continue to offer and advertise on-campus literature courses, it is clear that online offerings are the key to enrollment and recognition.

7. *Have routine use of smart classrooms that have been uniformly equipped.* Thanks to Humanities Division Chairperson Diane Boynton, this goal has been met. All rooms used by English Department instructors now have similar "smart classroom" equipment.

8. *Acquire comfortable seating for all our students with adequate work surfaces and the flexibility to be moved around for group work.* Again thanks to the division chair, this has been accomplished, and all Humanities classrooms have new chairs and tables.

9. *Develop a flourishing program for bringing renowned guest authors to the campus so that the community can expect these readings and seminars to be held at least three times a year.* The lack of a creative writing instructor and the lack of funds have conspired to allow us to bring one poet each year over the past five years. (One year, we had two speakers who drove down from the Bay Area.) We hope to revive this goal when the new creative writing teacher is hired.

10. *Enjoy salaries commensurate with the quality of our faculty and our curriculum, and with the cost of living in the Monterey area so that we can maintain overall excellence.* As with #2 above, the failure to meet this goal is a key theme of this Self Study.

Goals for Next Five Years and Prioritization of Those Goals: The goals for the next five years consist of the unmet goals for the previous five years. They are in priority order with the breakdown of budget-dependent items and non-budget-dependent items.

Budget-dependent items:

1. Request enough full-time faculty to maintain stability in every aspect of our program without having to depend on short-term adjunct staff. **The plan to meet this goal** involves submission of requests for faculty positions. **Responsible Person:** Department Chair. **Timeline:** Ongoing.

2. Provide offices for all adjunct faculty who teach on a consistent basis, recognizing their importance to our Department and the outstanding quality of their work. **The plan to meet this goal** involves appropriate use of existing space and space that will be allocated to the Division in the campus renovation project. **Responsible Person:** Division Chair and Admin. **Timeline:** Ongoing.

3. Develop a flourishing program for bringing renowned guest authors to the campus so that the community can expect these readings and seminars at least three times a year. **The plan to meet this goal** involves the new creative writing instructor, who will come on board in fall 2009. **Responsible person:** Creative writing instructor and Admin. **Timeline:** Next two to three years.

4. Enjoy salaries commensurate with the quality of our faculty and our curriculum, and with the cost of living in the Monterey area so that we can maintain overall excellence. **The plan to meet this goal** involves union negotiators and administrators. **Responsible Person:** Union negotiators, Admin. **Timeline:** Ongoing.

Non-budget-dependent items:

1. Develop a flourishing creative writing program attracting traditional students and those from the community seeking enrichment, a chance to fulfill personal goals, and perhaps the opportunity to publish. **The plan to meet this goal** involves the new creative writing instructor, who will come on board in fall 2009. **Responsible person:** New instructor. **Timeline:** Two to three years.
2. Develop a two-year calendar for literature courses that takes into account budget considerations and works to develop our program to attract traditional students and those seeking enrichment to both on-line and on-campus classes, as it showcases the talent of our faculty. **The plan to meet this goal** involves the instructors responsible for literature courses. **Responsible person:** Literature instructors. **Timeline:** Ongoing.
3. In conjunction with #3, put additional literature courses online, starting with ENGL 18, The Bible As Literature, to increase enrollment in literature courses and our Great Books Program. **The plan to meet this goal** involves the instructors responsible for literature courses. **Responsible person:** Literature instructors. **Timeline:** Ongoing.

English and Study Skills Center Self Study

Part I: Preamble

As an introduction to this self study, please briefly describe your program, its role and function, and point out the features that you think are the outstanding characteristics of your program. Also, describe in a concise manner the most significant ways in which the program links and implements the philosophy, goals, and objectives of both the college and the program. Finally, identify any recent or historical areas of concern with the program.

The English and Study Skills Center (ESSC) provides reading, writing, and study skills support to MPC students from a broad range of educational backgrounds and across all academic disciplines. The ESSC works especially closely with the English Department, conducting lab activities for students enrolled in developmental reading and writing courses, as well as delivering individualized instruction in reading and writing skills. Currently, the ESSC is piloting a program of study-skills related workshops to enhance its study skills offerings.

In addition to professional faculty and staff and a comprehensive library of instructional materials, the ESSC provides students access to computers, printers, copiers, and document scanners. The ESSC's physical space contains an open lab area, a media room for the production of group projects, and a workshop space which contains 30 student workstations as well as instructional projection equipment and a SMART board.

The ESSC supports MPC's mission by providing services that enable students to develop foundational writing, reading and study skills. Without these skills, many students will not be able to succeed in college-level courses and thus will be unable to achieve their educational goals. By providing a supportive, open environment where students can strengthen their academic skills and become engaged in the learning process, the ESSC is helping to, in the words of MPC's mission statement, "enhance the intellectual, cultural, and economic vitality" of the Monterey Peninsula area.

Part II: Analysis

Curriculum Review

Review the currency of the documents pertinent to your program.

In accordance with the instructions in the Curriculum Package, all of the ESSC's courses have been reviewed and updated, and student learning outcomes have been codified. The revised course outlines have been submitted to the Curriculum Advisory Committee for approval.

Program Information

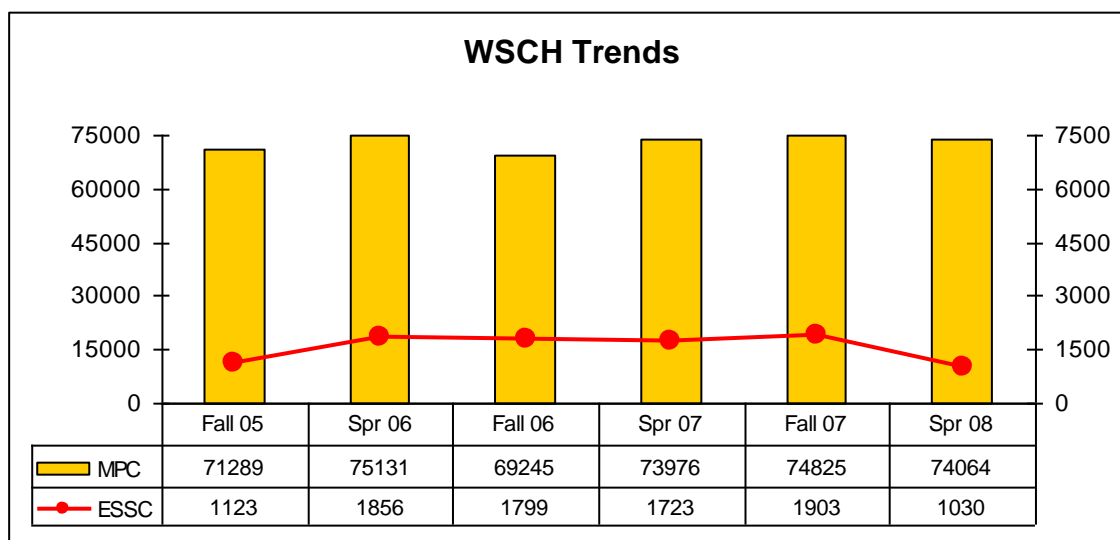
Present and discuss the quantifiable factors pertinent to your department/program by semester over the past three years.

Enrollment. Enrollment trends have not been consistent over the last three years. From Fall 2005 to Spring 2006, the ESSC was under new leadership, and enrollment declined during that year. In fall 2006, “drop in” enrollment was shifted from ENGL 400 to PERS 400. In addition, basic skills English lab students (ENGL 301, 302, 321, 322) were enrolled in ENGL 400 to count lab credit for these courses. In spring 2008, the lab component of these basic skills courses was incorporated into the courses, so ENGL 400 was dropped. Also, a program was developed for Defense Language Institute instructors during the years 2006 - 2008; these students enrolled in ENGL 300. The chart below reflects declining enrollment due to discontinuing the ENGL 400 course and the DLI program. However, the number of students served has declined only slightly, as demonstrated in the FTES/FTEF chart on page 52. What you do not see reflected in this chart is the number of students served through their enrollment in ENGL 301, 302, 321 and/or 322. These courses include labs that must be completed in the ESSC.

Enrollment Trends

	Fall 2005		Spring 2006		Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Sect	Enr	Sect	Enr	Sect	Enr	Sect	Enr	Sect	Enr	Sect	Enr
ENGL 50	--	13	--	14	--	3	--	3	--	5	--	2
ENGL 300	--	23	--	51	--	65	--	67	--	65	--	44
ENGL 320	--	4	--	6	--	3	--	1	--	2	--	10
ENGL 325	--	4	--	11	--	5	--	1	--	2	--	4
ENGL 326	--	4	--	6	--	1	--	7	--	6	--	5
ENGL 330	--	3	--	9	--	3	--	8	--	7	--	2
ENGL 335	--	10	--	8	--	4	--	3	--	6	--	6
ENGL 400	--	406	--	333	--	327	--	204	--	304	--	X
PERS 400	--	X	--	446	--	655	--	733	--	710	--	714
TOTAL		464		779		1,066		1,027		1,107		787
WSCH		1,123		1,856		1,799		1,723		1,903		1,030

The following chart reveals ESSC’s WSCH trends as compared to the overall WSCH of the college.



FTES and FTEF Trends. The Center's FTES rates also reflect the recent changes in ENGL 400 and the DLI program. For that reason, the chart below reports the FTES for both the ESSC courses and the English courses which the ESSC supports, whose students previously would have enrolled in ENGL 400.

FTES and FTEF

	Fall 05	Spr 06	Fall 06	Sp 07	Fall 07	Spr 08
FTES (ESSC courses)	37.31	61.86	59.96	57.49	65.00	35.95
FTES (ESSC-supported courses)	88.60	64.80	71.73	68.20	78.13	71.93
FTES (total)	125.91	125.66	131.69	125.69	143.13	107.88
FTEF	2.9	3.35	3.35	3.8	3.35	3.8

Number of Sections. The number of sections of ESSC courses has remained constant. However the number of reading classes that the ESSC supports has increased by 25% since Fall 2006. An increase of this number of students directly affects the workload of ESSC faculty and staff.

Retention and Success. As shown in the chart below, retention rates have remained quite consistently in the 82% range, while success rates have improved from approximately 50% to roughly 64%.

Retention and Success

	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08	Average %
Retention %	83.6	91.7	83.1	77.8	81.7	74.6	82.6
Success %	49.2	58.3	57.8	68.9	64.5	63.4	60.9

Student Demographics. Please refer to the charts below and for student demographics according to gender, age, and ethnicity as of first census date. As is evident, females have consistently outnumbered males at a ratio of approximately 57% to 43%. With regard to the age of ESSC students, two trends are evident: the percentage of traditional-aged students has dropped nearly by half, and the number of students between age 40 and 60 has nearly tripled. In terms of ethnicity, the ESSC's students are more evenly distributed than are MPC's students in general. For example, while 61% of MPC's students are Caucasian, only 32% of ESSC students are. Furthermore, while students of Asian/Pacific Island descent represent only 12% of the MPC population, they represent 28.5% of the students who use the ESSC.

Gender of ESSC Students

Gender	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08	Average %
Female	57.4	53.4	59.5	59.0	57.0	57.2	56.9
Male	42.6	46.6	40.5	41.0	42.8	42.8	43.1

Percentages of students categorized by gender.

Age of ESSC Students

Age	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08	Average %
0 - 20	44	48	37	41	25.5	23	36.4
21 - 30	32	24	30	30	27.5	24	27.9
31 - 40	10	11	11	9	14	15	11.7
41 - 60	12	13	19	18	28	34	20.6
61+	2	4	3	2	5	4	3.3

Percentages of students categorized by age

Ethnicity of ESSC Students

Ethnicity	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08	Average %
Caucasian	33	36	30.7	30.5	33	30	32.2
African-American	9.7	11	11	11	7	9	9.8
Asian/ Pacific Islander	28.5	24.5	26.7	27	32	32.8	28.5
Latino/a	21.6	20.5	22.1	22	18.5	21	20.9
Other	2.8	4	5	5	5	2.7	4
Decline to identify	4.4	4	4.5	4.5	4.5	4.5	4.4

Percentages of students categorized by ethnicity

Describe progress made in identifying learning outcomes for the program and steps taken to collect evidence of student learning that address the outcomes specified.

Great progress has been made in identifying student learning outcomes (SLOs) for the program and its courses. Program and course SLOs were identified over the course of the 2007-2008 academic year, and the ESSC began collecting data via TimeKeeper and student plans of study in the spring of 2008. We are currently researching and formulating methods of evaluating student achievement of course and program SLOs. We are also formalizing our use of SLO achievement as a catalyst for innovation and change in the ESSC.

Describe the current scope and sequence of the program's course offerings. The courses in the ESSC curriculum teach foundational skills such as reading, writing, vocabulary development, grammar, and study skills using a one-to-one instructional methodology. The aim of these courses is to supplement the traditional English courses and offer flexibility of scheduling to students.

The ESSC's courses are all open-enrollment, self-paced, and offered every Spring, Summer, and Fall semester. During the Early Spring semester, all of our half-unit courses are available. In addition, the ESSC provides writing, reading, and study skills support for students in all courses on an individual basis via the PERS 400 course. Students in English 301, 321, 302, and 322 courses, which are not ESSC courses, are required to complete two hours per week in grammar and reading activities in the ESSC. While currently this lab work is "homework" for these courses, in the future there will be mandatory lab co-requisites. The course outlines for the companion courses, English 401, 421, 402, and 422, have been submitted and are awaiting the approval of the Curriculum Advisory Committee.

Describe the scheduling of your courses or delivery of services as they apply to your program or service. Student need drives the ESSC's schedule. All of our courses are

offered on an open- enrollment basis so that students may join the course virtually any time during the semester and work at their own pace at times that are convenient for them. Due to high student demand, the ESSC is open more hours than any other service center on campus. During the Fall and Spring semesters, the hours are as follows:

- Monday - Thursday 8 am – 9 pm
- Friday 8 am – 2 pm
- Saturday & Sunday 1 pm – 5 pm

During the Early Spring term, the ESSC is open daily from 10 am – 2 pm, and the Summer schedule offers students morning, afternoon, and evening access:

- Monday – Thursday 8 am – 9 pm
- Friday 9 am – 2 pm

Describe your faculty and staff in terms of their diversity, past and recent education/training, and workload. The ESSC’s eighteen-member staff is rich in diversity of age, gender, life experience, sexual orientation, educational background, and cultural foundation. Our diversity is one of our greatest strengths, as it helps us engage with the wide variety of students that we serve.

Unlike many college writing centers that employ student tutors, the ESSC is fortunate to have a staff comprised of certificated faculty and highly qualified instructional specialists. All of the ESSC faculty members hold advanced degrees in English, as do several of the instructional specialists. Most ESSC staff members have several years of experience teaching and tutoring English, and many have worked in the ESSC for more than ten years.

Training takes place at the beginning and middle of each semester, and each staff member is required to attend fourteen hours of (paid) in-service training each year. Training includes a review of current teaching theory, developments in educational software, and MPC policies and procedures. Furthermore, plans are currently underway to participate in joint training with the Academic Support Center, Reading Center, TRiO and the Math Learning Center employees. Also, the Director is connected with the state-wide BSI movement as well as the Teaching English in the Two-Year College branch of NCTE, the College Reading and Learning Association and the Association of Colleges for Tutoring and Learning Assistance, and thus endeavors to infuse current instructional methods and materials into the already solid ESSC curriculum.

Staff members’ workloads vary depending upon their classification. Faculty members carry the most responsibility, conducting workshops, devising curriculum, and serving in a supervisory role as well as working one-to-one with students. Instructional specialists work individually with students, but only under the supervision of a faculty member. Some instructional specialists voluntarily conduct student workshops, but this is not a required element of their workload.

Describe your faculty and staff's satisfaction with the program including its ability to meet students' needs. A survey conducted by the Humanities Division in the Fall 2008 semester indicates that ESSC faculty and staff are generally quite satisfied with the ESSC's services and courses. Thirteen of the then-sixteen member ESSC workforce completed the survey, and its results are reported in the chart below.

ESSC Faculty and Staff's Course-Related Satisfaction

	Highly satisfied	Fairly satisfied	Highly dissatisfied	Unsure
Course content	50%	50%		
Course objectives	25%	75%		
Class assignments and methods of evaluation	50%	25%		25%
Course offerings	33.3%	66.7%		

In terms of overall job satisfaction, ESSC employees express positive sentiments. Over 75% responded that they feel "absolutely" valued as employees, 15% said they "usually" felt valued, and only one person indicated that they felt valued only "sometimes." When prompted to comment on their satisfaction with the ESSC and the Humanities Division, a few people mentioned a desire for improved compensation and/or permanent part-time status for faculty members. However, generally, the ESSC's employees' responses indicated fairly consistent levels of satisfaction with the program and its ability to meet students' needs.

Discuss the adequacy of your staffing, supplies, equipment, and facilities to your program goals. Also discuss any trends/changes in these areas that are pertinent to your program. Our staffing is currently adequate to meet student needs, with the exception of the lack of a budget for substitute staffing. When employees are sick or vacationing, the ESSC's director has historically covered for them. This semester, that policy has translated to the director's working most weekends and several evenings per week. Needless to say, having a modest budget to compensate substitutes during essential service hours would be much better for the health and vitality of the ESSC.

The ESSC's supplies, and supply budget, meet the needs of ESSC staff and students. Our facilities are still relatively new and in good condition, with sufficient space to accommodate the students we serve. However, temperature control has been an on-going issue. Several ESSC employees mentioned in the satisfaction survey that the ESSC's air quality is poor; three staff members described it as "stuffy." Two staff members also mentioned concerns about the fluorescent lighting and its negative effect on students. Our equipment is adequate, except for student and staff computers. All are 5.5 years old and struggle to run current software. Replacing computers for all students and staff is a high priority in the near future.

An important issue regarding the ESSC's facilities is the overall layout of the first floor of the Library Technology Center building. At the entrance to the floor, a large

circulation-style desk greets students. Its appearance is that of an information desk for the whole floor; however, it is currently part of the ESSC and is staffed by ESSC staff members who do not necessarily have the information or time to address questions regarding all of the programs. Also, since this door is the only apparent entrance to the floor, students for all four programs enter here, causing traffic flow issues during busy times. More importantly, though, students are confused about where to go to find the services they need, especially the ESL Center and the Academic Support Center. At minimum, signage needs to be made larger and placed where it is apparent. Ideally, this desk could be re-purposed as a welcome desk and staffed by employees who are knowledgeable about all of the programs on the floor.

Another, less serious, issue related to facilities is the placement of the ESSC Director's office within the ESL Center. It would be more appropriate if the ESSC Director's office were in full view of the ESSC's area and easily visible to students. Currently, talks are being held among the programs on the first floor to determine whether such a move could be accomplished without much cost to the institution.

One trend affecting the ESSC's facilities is the construction on campus, which creates a need for swing space while other facilities are refurbished, built, and/or demolished. Maintaining an environment conducive to student learning is important in a center such as the ESSC, yet with other programs on campus scrambling to find temporary quarters, the ESSC is faced each semester with having to "defend" its space.

Explain how external factors are influencing your program or have affected your program in the past, and describe any measures that have been taken to respond to these factors. The strongest external factor that influences our program is the dismal economy, which is inspiring ever-greater numbers of people to attend community college. Enrollments are up, but staffing is not, which means that the ESSC must devise ways of serving more students with the same resources.

Another huge factor that will increase the demand for ESSC services is the new requirement that students must complete English 1A in order to graduate. Many students, especially those who enter MPC needing basic skills instruction in English, will rely on the ESSC for one-on-one assistance with composition, grammar, and research for their 1A assignments.

A third outside factor influencing the ESSC is California's current emphasis on improving student success through measures such as the Basic Skills Initiative (BSI). This initiative has provided opportunities for staff development and funding of sound instructional practices related to basic skills. Because the mission of the ESSC is intimately connected with that of the BSI, the ESSC director has devoted considerable time and energy to BSI committee efforts.

The development of the Ed Center at Marina is another factor affecting the ESSC. It provides an exciting new opportunity to reach students in the Marina, Seaside, and even Salinas areas. Yet the Ed Center's expansion requires resources, not only in terms of

staffing but also instructional materials and supplies. The challenge of supporting the students at the Ed Center is one that the ESSC looks forward to meeting.

Student Information

What are students' programmatic expectations and goals? How does the program respond to those expectations and goals? Students' programmatic expectations are established by the ESSC's printed materials, website, outreach activities, and word-of-mouth. Printed materials include the MPC catalog and class schedules which describe the scope and availability of our courses and services. ESSC staff also regularly distribute pamphlets and bookmarks containing general information and flyers advertising writing and study skills workshops. The website provides general information as well as schedules, contact information, and instructional materials that students can download from home. Outreach activities include orientations for classes with mandatory lab components and class visits for other courses. The expectations that the ESSC aims to set include free, reliable, friendly assistance with writing; useful courses for developing basic skills; and a state-of-the-art learning center environment. Whether these are actually the students' expectations, we have not endeavored to measure. We could easily do so, however, by distributing course entry and exit surveys.

Discuss the indicators of student satisfaction pertinent to your program. Student satisfaction, as reflected on staff evaluations and workshop feedback forms, is quite high. The ESSC's methods of measuring student satisfaction could be expanded, though. As mentioned above, entry and exit surveys could record both student expectations and satisfaction. The ESSC director responds to all student complaints. Depending on the complaint, resolutions might include discussions with other students or staff members who are the subject of the complaint, changes in ESSC practices, or simply explanations of the current policies and practices. The director has adjusted the orientation to include items suggested by students, discarded or revised faulty quizzes, and is currently seeking to replace outmoded methods of instruction. Each semester, there will most likely be several changes and improvements made in response to student feedback.

Discuss what your program is doing to promote student access, success, and equity. Identify any barriers to these. The ESSC promotes student access by offering open enrollment courses and no-cost workshops on a schedule designed to appeal to the widest variety of students. It offers access to a variety of resources free to all enrolled MPC students and minimizes the student paperwork by facilitating batch registration. The ESSC's space is fully ADA compliant and offers learning support software such as Zoomtext and Kurzweil for students with learning disabilities. The ESSC staff promotes student success by working one-to-one with students to meet their learning needs and provide workshops to help them adopt positive academic habits. We remain current in teaching methodologies and engage with students to help motivate them. Furthermore, the director works with the other members of the Basic Skills Initiative committee to raise awareness on campus regarding the basic skills needs of students. The ESSC promotes student equity by treating all students equally and employing instructional

materials that aim to represent all students, regardless of age, culture, religion, socio-economic background, or sexual orientation.

External Relations

Identify any program or service that is similar to yours within the college and/or in neighboring institutions or agencies and describe the impacts of that similarity.

There are several centers that are similar to the ESSC except that they serve different student populations and/or fulfill different missions. For example, the ESL Center serves exclusively non-native speakers of English, while the Math Learning Center serves students in math courses. TRiO/Student Support Services serves both English and math students, but only those enrolled in the TRiO and EOPS programs, which assist low-income and first-generation college students. The language lab supports students studying a second or foreign language; and the Supportive Services High-Tech Center serves students who have a verified learning disability. The Reading Center provides one-to-one instruction in reading using the Lindamood-Bell system, and the Academic Support Center arranges tutoring for all subjects except English. Thus, there are a number of support centers on campus with whom the ESSC can collaborate, but each fulfills a specific mission. The impact of this variety of support centers is that students have several support nets standing ready to catch them if they struggle at MPC, and staff in each area can remain current within their own specialty.

Describe how your program coordinates with other programs on campus and how successful you feel you are in these efforts. The ESSC coordinates formally and intricately with the English Department, ensuring that its labs support the content of English course offerings. However, this coordination lacks an interpersonal element. Several ESSC staff members have expressed an interest in meeting the English faculty members and discussing their expectations face-to-face. Also, the Reading Center coordinator and the ESSC director work together closely, team-teaching the 302 and 322 reading labs and sharing space (and many students) in the first floor of the library. But there is room for development in terms of communication between the areas.

On the other hand, despite proximity, there is not much collaboration between the ESL Center and the ESSC outside of ESL instructors' recommending that students attend ESSC workshops and ESL students using the ESSC after the ESL closes. This is a relationship that could also stand to improve.

The ESSC collaborates quite effectively with Supportive Services, providing computer software and one-to-one instruction to students with learning disabilities and conferring regarding student support strategies. TRiO/SSS is a separate entity from most of the other support programs, but the ESSC's director works closely with TRiO's coordinator in referring students back and forth and recommending services.

Other programs, such as the Math Learning Center, Women's Programs, the library and Academic Support, exist as resources to which ESSC employees often refer students, but there is no regular communication or ongoing collaboration. Currently, however, the

heads of the campus learning centers are working together to formalize collaboration, especially in the areas of tutor training and instructional software research. One meeting of this type has been held so far, and follow-up discussions are planned.

Describe and evaluate the support that your program receives from other college programs or service areas. Generally, the ESSC receives excellent support from other college programs and service areas. For example, IT is always speedy and friendly in maintaining staff computers and phones; HR has been enormously helpful and patient in guiding the new director through the hiring and evaluation processes; the PIO expressed great enthusiasm about helping the ESSC design promotional materials; and fiscal services has responded to questions and supplied information in a clear and timely fashion. The one area that has shown a lack of support and/or planning is Instructional Technology in the area of technology refreshment. The ESSC is slated to refresh at least a portion of its computers between the fall and spring semesters of this year. However, the ESSC has been at the top of the list for tech refreshment in previous semesters but then its needs were superseded by those of the library classrooms. Before the ESSC can move forward pedagogically, it is essential that this tech refreshment materializes.

Describe your program's involvement with the community at large through activities involving recruitment and articulation, partnership with educational institutions, facilitation of advisory committee meetings, and/or collaboration with businesses, government, or private agencies. During the past several years, the ESSC has collaborated intensively with the Defense Language Institute (DLI) to offer an English language program for DLI instructors. However, after the 2007-2008 academic year, that program was discontinued. The former ESSC director also worked with the California Writing Project and hosted some of its meetings in the ESSC. Currently, the ESSC has no formal involvement with the community at large, which is definitely an area for growth. The ESSC will be providing writing support and individualized instruction at the Ed Center in Marina, though, beginning in the spring of 2009. We are excited about serving the residents of Seaside, Marina, and Salinas. Perhaps some educational partnerships can be founded through the ESSC's greater involvement in the Ed. Center; that possibility is well worth exploring.

Part III: Summary

In reviewing your data and responses, what do you see as your program's greatest strengths? Greatest weaknesses? Our program's greatest strength is its ability to offer quality one-to-one instruction in essential skills to students in a comfortable environment and at the times that meet students' needs. The ESSC's healthy relationships with the English department and other support centers on campus, as well as its diverse, professional staff, are the keys to maintaining and developing this strength. The greatest weaknesses relate to its lack of current technology, especially with regard to computers for student use, a need for updating curriculum, and some gaps in communication between faculty in the ESSC and other departments on campus.

What do you see as your program's greatest challenges during the next five years? Greatest opportunities? The biggest challenge in the next five years for the ESSC will be to serve more students with (probably) the same resources. Another challenge will be providing professional development opportunities, again with limited resources, that enable staff and faculty to stay motivated and engaged with students. Also, unfortunately, many of our faculty and staff members are nearing the end of their careers, so it may be difficult to attract, train, and retain dynamic replacements for the ESSC employees. Our greatest opportunities lie in the realms of electronic instruction, MPC's expansion into Marina (where there are so many students who need the ESSC's support), and the resources available through the Basic Skills Initiative. One recurring theme in the ESSC is that we want to be better plugged in to the campus, the community, and the world of English and study skills instruction at large, and the BSI offers the ESSC the possibility of getting better connected.

Part IV: Recommendations/Goals

Identify the goals that were identified in the last program review and describe whether they were attained or not. If not, why not? In the previous program review, the following goals were identified. They are followed by a discussion of whether or not they've been achieved.

- **Revise curriculum for English 300, 320, 330, 325, 326, and 335.** English 300 has been thoroughly revised and is working well. English 325 and 326 were revised but need to be updated again. English 320, 330, and 335 have been updated but have not been significantly revised and require a thorough re-examination.
- **Revise curriculum for English 301, 302, 321, and 322.** These courses have all been substantively updated and revised. They are working well.
- **Revise the one-to-one instructional model employed in English 301, 302, 321, and 322.** This goal has not been met and is no longer a priority.
- **Commence a periodic staff training program.** This goal has been met; faculty and staff in the ESSC take part in seven hours per semester of mandatory, paid training and in-service.
- **Develop research & documentation workshops in collaboration with the library.** The workshops have been developed for both APA and MLA style and are offered regularly in the ESSC and in nursing courses. Consultation with the library has taken place; however, active collaboration has not, due to a library staffing shortage.
- **Increase the budget for instructional supplies.** This has taken place and the current ESSC instructional supply budget is adequate.
- **Develop the study skills instructional program.** This has taken place, to some degree, through the development of study skills modules in the English 300 course and the study skills workshops. More development in this area is needed, though.
- **Hire administrative support dedicated to the ESSC.** This has taken place; the ESSC currently employs a 19-hour-per-week administrative assistant who is kept very busy supporting 17 employees and over 1200 students.

- ***Establish workload distinction between faculty and staff.*** This has been accomplished with additional responsibilities for curriculum development, lab oversight, and workshop instruction being assigned to faculty members.
- ***Develop the study skills instructional program.*** This has taken place, to some degree, through the development of study skills modules in the English 300 course and the study skills workshops. More development in this area is needed, though.
- ***Hire administrative support dedicated to the ESSC.*** This has taken place; the ESSC currently employs a 19-hour-per-week administrative assistant who is kept very busy supporting 17 employees and over 1200 students.
- ***Establish workload distinction between faculty and staff.*** This has been accomplished with additional responsibilities for curriculum development, lab oversight, and workshop instruction being assigned to faculty members.

It is apparent that the ESSC has reached many of the goals that were set in 2003. Since the directorship has changed hands two times since these goals were set, it is difficult to determine why some goals were not reached. It seems likely that other more urgent priorities arose over time.

Specify clearly in this section your program goals for the next five years, your plans to achieve them, the responsible person, and a timeline for completion. The ESSC's goals for the next five years are outlined in the table below. Please note that this table is a work in progress.

Prioritize your goals and plans listing the highest priority first. The goals in the chart are listed in the order of priority, with the highest priority at the top of the chart.

Prioritize, within and between categories, requests for faculty, staff, supplies, equipment, and facilities. Describe how those requests are linked to your prioritized program goals and plans. The only requests that require funding are new computers, new software and staff development. They are also prioritized in order on the list, from the most to the least urgent needs. The chart illustrates how they are related to program goals and plans.

Goal	Objectives	Responsible Party	Timeline
<i>Connect with campus</i>	Invite writing teachers to S 09 ESSC in-service for roundtable discussion	Laurie Buchholz	Completed 1/2009
	Invite library to present databases/ research strategies during S 09 ESSC in-service	Laurie Buchholz	Fall 2009
	Present break-out session at Flex Days S 09	Laurie Buchholz	Completed 1/2009
	Publicize workshops on “All Users” list	Laurie Buchholz Joan Smith	Ongoing
	Invite ESL department to present at mid-term staff meeting	Laurie Buchholz	Fall 2009
	Host universal design training with Supportive Services & Instruction	Laurie Buchholz	Completed 1/2009
	Present writing workshops to PERS 50 classes.	Laurie Buchholz	Ongoing
	Collaborate with library staff to offer citation/research workshops.	Laurie Buchholz	Dependent on library staffing
	Present writing workshops to COOP work experience students.	Laurie Buchholz	May 2009
	Investigate possibilities for supporting CTE programs’ writing needs.	Laurie Buchholz	Spring 2010
	Work with Geology department on supporting students’ writing needs.	Laurie Buchholz	Spring 2009
	Design a referral form in collaboration with basic skills writing teachers.	ESSC staff and basic skills writing teachers	Spring 2009
	Collaborate with BSI counselor to offer study skills workshops.	Laurie Buchholz	Fall 2009
	<i>Get more feedback from students and others</i>	Distribute workshop feedback forms	All faculty
Distribute course entry and exit surveys to students		Laurie Buchholz	Spring 09→
Meet with 1 st floor programs		Laurie Buchholz	Fall 2009
Implement pre- and post-testing for ENGL 301		Laurie Buchholz ESSC staff	Summer 2009

<i>Improve our tools</i>	Acquire current computers	Laurie Buchholz Brian Streetman Tech Dean	Ongoing
	Purchase headphones for student stations	Joan Smith Brian Streetman	Completed Spring 2009
	Implement electronic course content	All ESSC staff	Summer 2009
	Rewrite English 50 lab book	Carolyn Lake	Completed 1/2009
	Pilot English 301 electronic content	Laurie Buchholz ESSC staff ENGL 301 teachers	Summer 2009
	Revise ENGL 325	Laurie Buchholz ESSC faculty	Spring 2010
	Revise ENGL 326	Laurie Buchholz ESSC faculty	Fall 2010
	Create study skills course patterned after Butte College	Laurie Buchholz ESSC faculty	Spring 2010
<i>Develop professionally</i>	Get training re working with non-native English speakers	Laurie Buchholz	Fall 2009
	Get training re software	Laurie Buchholz	Ongoing
	Get training re SMART board	Brian Streetman	Completed 2/2009
<i>Connect with community</i>	Offer writing support at Ed Center	Laurie Buchholz Academic Dean Marina Dean ESSC faculty	Spring 2009
	Offer English 300 at Ed Center	Laurie Buchholz Academic Dean Marina Dean ESSC faculty	Began 1/2009 Ongoing
	Offer English 50 at Marina Ed Center	Laurie Buchholz Academic Dean Marina Dean ESSC faculty	Fall 2009
	Offer English 301 at Marina Ed Center	Laurie Buchholz Academic Dean Marina Dean ESSC faculty	Fall 2010

English as a Second Language (ESL) Department Self Study

Part I: Preamble

Description

The ESL department provides a wide range of courses to meet the needs of the non-native English speaker. The student base is comprised of two distinct groups of learners: F1 International students pursuing 4 year degrees and immigrant residents working towards a range of educational goals from literacy to improved job placement. The ESL program is a 6 level program operating at three sites: the MPC campus, the Education Center at Marina, and the Oldemeyer Center in Seaside. The ESL department is responsible for the testing and placement of all incoming students. In addition to classroom instruction, learning is supported by an ESL Computer lab located in the Technology and Learning Center.

Outstanding Features and Characteristics

Just as the Monterey Peninsula has been designated the “Language Capital of the World”, so has MPC established itself as a magnet for language learners. To illustrate, in Fall 2008, a level four class had 35 students from 19 countries, representing those who ranged from financially struggling immigrants to international professionals and re-entry residents. Language learners come to MPC because our ESL courses offer students the opportunity to further their English reading, writing and speaking skills. They learn not only about the English language, but also about the culture of the educational institutions in the United States. The courses are offered Monday through Thursday from 8am to 9pm. The ESL lab is open Monday through Thursday from 8am to 4pm and on Fridays from 9am to 3pm. The staffing includes five full time instructors, twelve part time instructors, a part time certificated computer lab coordinator and a classified technician. In addition, the computer lab employs two lab instructional aides.

The ESL department plays a pivotal role in supporting the mission of the college:

“Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community.”

To fulfill this mission, the ESL department focuses on meeting the following goals:

- Transfer to a four-year college or university
- Develop career skills
- Develop basic skills
- Provide life-long learning opportunities.

Historical Areas of Concern

The ESL program has experienced a few areas of concern, primarily in respect to the support our students and potential students receive through Student Services, as well as in respect to marketing.

The experience our students have at Student Services is often less than ideal. Even native speakers find registration a daunting task. For ESL students, the process can be much more intimidating because many of them approach the window with little or no English. Bilingual services would mitigate this problem, but they are rarely, if ever, available. Another area of concern at Student Services is establishing residency. If a student with an accent or a “foreign-sounding” name wants to take a credit section, he is generally asked to present several pieces of documentation to establish residency. However, native speakers normally only need indicate their residency status on the application. No other documentation is requested. It is interesting to note that the latter procedure is followed at other area community colleges for all students. Finally, the ESL Department has been pleading since the 1980’s for the College to hire bilingual counselors. We are grateful that the College now has one full-time bilingual counselor. However, more are needed to better serve the growing number of Spanish speakers at MPC.

Another area of concern is the difficult financial circumstances many of our students endure. Like most at MPC, ESL students balance home, work, and school. But, for our students, the situation is often particularly precarious, forcing them to work two or three jobs. As costs, such as registration or parking fees, rise, ESL students are frequently the ones most impacted. Compounding the problem is that fact that many of our students are either ineligible for financial assistance or reticent to apply for cultural or linguistic reasons. Because ESL students typically come to class, do their work, and disappear to jobs and home and because they often feel uncomfortable raising complaints, it seems that their plight is rarely taken into account by decision makers on campus. This needs to change.

A final concern of the ESL program has to do with marketing. Marketing of the program is sporadic, at best. Running print, radio, and perhaps television advertisements before every semester on English and Spanish language media outlets would undoubtedly bring a significant increase in enrollment. ESL faculty has, at various times, created ads, but a professional product, systematically distributed, would yield much better results.

Part II: Analysis

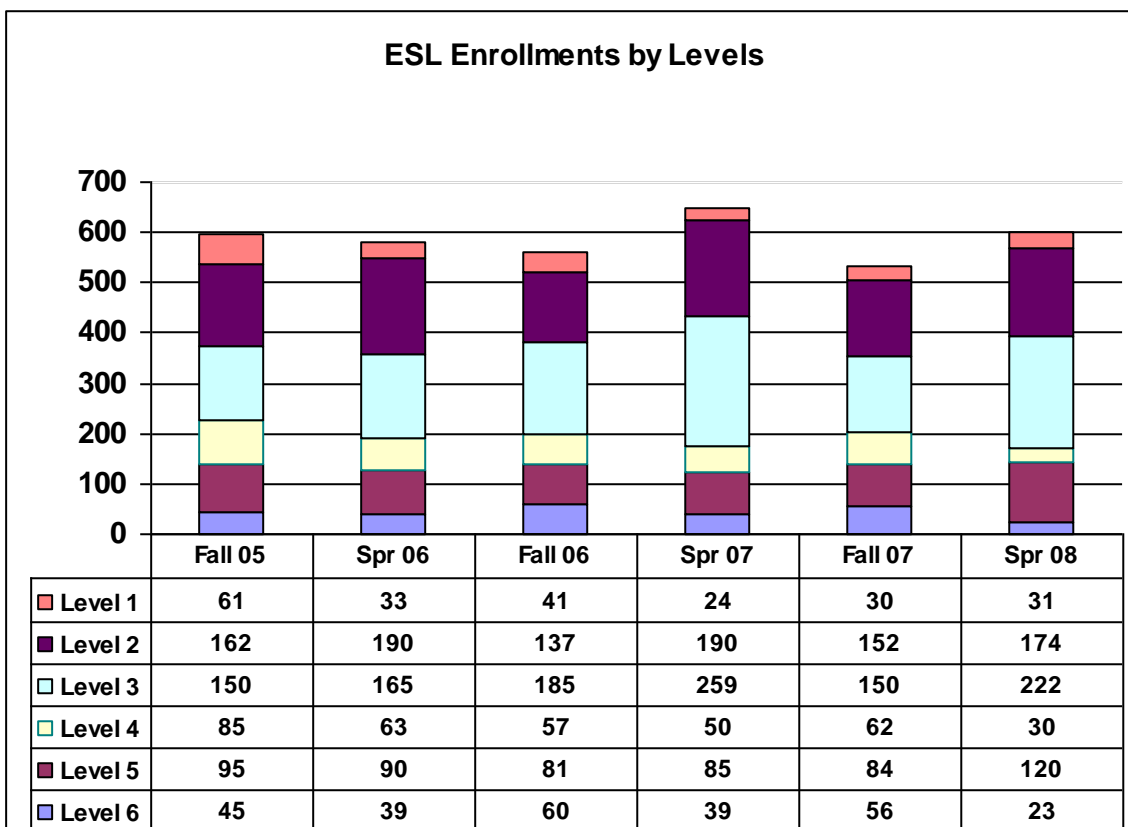
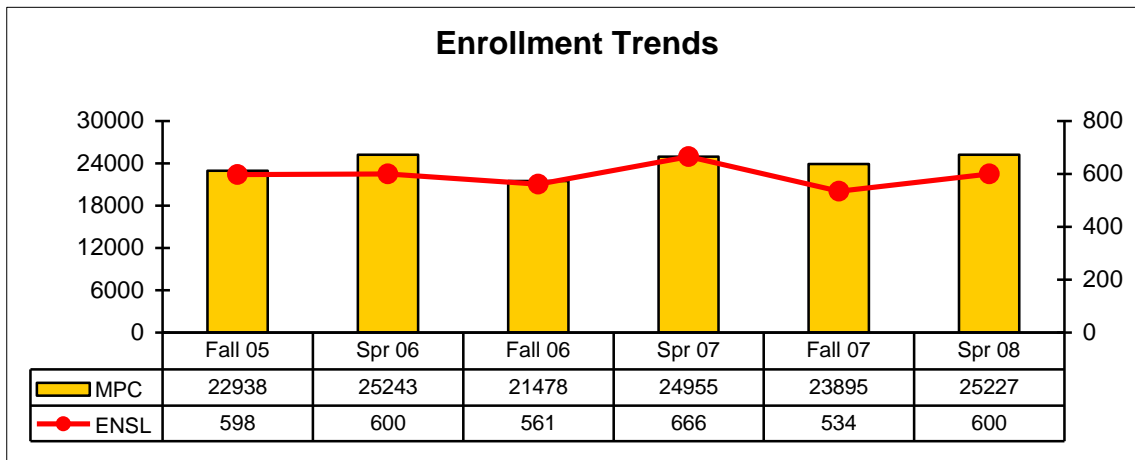
Curriculum Review

All course outlines will be reviewed by the end of Spring 2009.

Program Information

1. Present and discuss the quantifiable factors pertinent to your department/program by semester over the last three years.

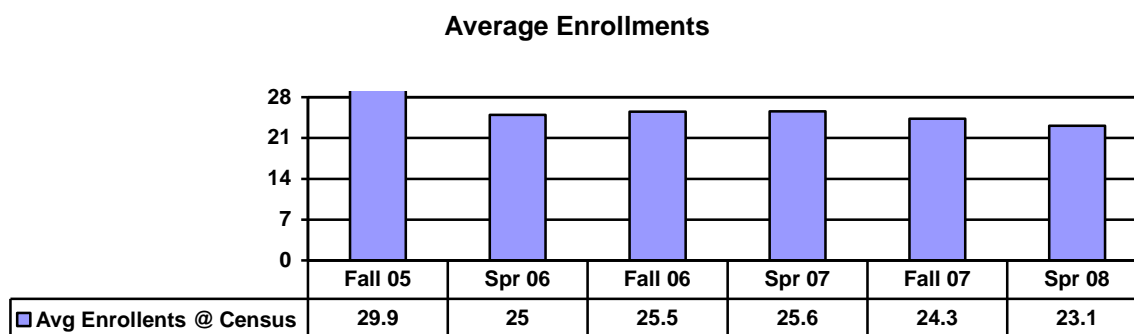
The ESL department's enrollment trends have followed the trends of the institution:



Enrollments indicate:

- Enrollments in levels 1, 4, and 6 are typically higher in the fall than in the spring.
- Enrollments in levels 2 and 3 are typically higher in the spring than in the fall.
- The highest enrollments are evident in levels 2 and 3.
- A comment about level 3 and 4 for Spring 08. Students in level 3 knew that level 4 was going to offer a non-credit section of ENSL 342 (Intensive High-Intermediate Reading, Writing, and Grammar) in the near future. Students in level 3 may have been waiting for the 442 section to be available so they could register. It will be interesting to compare the enrollment for these two levels for Fall 08, when the non credit course became available.

By census date, ENSL classes are typically 80-92% full, as indicated by the following:



Average enrollments are not so “average,” however, when viewed in respect to when classes are offered. Most day classes have high enrollments. Evening classes are more likely to have small enrollments, with the exception of classes offered at the Oldermeyer Center.

2. Describe progress made in identifying learning outcomes for the program and steps taken to collect evidence of student learning that address the outcomes specified.

Learning outcomes have been identified for all ESL courses. Faculty have begun to communicate SLOs to their students, assess student outcomes through the use of MPC’s SLO form, and consider how they might further assist students in achieving the learning outcomes.

3. If your program is an occupational program, additionally present data.

The ESL department is not an occupational program.

4. Describe the current scope and sequence of the program’s course offerings.

The scope of ESL is quite broad. Classes are available on levels 1 through 6, which range from very beginning to very advanced. These ENSL classes offer instruction in all skill areas: listening, speaking, pronunciation, vocabulary, reading, writing, grammar, and academic writing and research methods. Students begin at their appropriate level (determined by placement testing) and progress from that level to the next. At level five, students are prepared and encouraged to participate in college classes outside the ENSL department as well.

5. Describe the scheduling of your courses or services as they apply to your program or service.

ESL courses are offered Monday through Thursday in the mornings, afternoons, and evenings. Level 1 classes are offered M-Th from 9:00 am to 12:00 pm. Students attend the ESL lab twice a week, as well.

Level 2 classes are usually offered Monday through Thursday, although evening sections are offered one or two days a week. Level 2 classes are offered early mornings, mid mornings, and evenings.

Level 3 classes are usually offered Monday through Thursday in the mornings. Evening sections are offered one or two days a week.

Two sections of level 4 classes are offered Monday through Thursday. One of these sections is offered in the morning, whereas the other section is offered in the afternoon. One section of level 4 is offered on Tuesdays and Thursdays in the afternoon, and two other sections are offered on Monday and Wednesday evenings.

Level 5 classes consist of two courses, both of which are offered twice during the semester. One section of ENSL 110 is offered on Monday/Wednesday, and other section is offered on Tuesday/Thursday. ENSL 155 is offered on Tuesday/Thursday evenings and online.

Level 6, ENGL 1A, is offered twice during a semester; both classes are offered during the day two days a week.

6. Describe your faculty and staff in terms of their diversity, past and recent education/training, and workload.

Diversity is an interesting topic in the ESL field. If you consider women a minority, then the field is heavily represented. Traditionally, research data has concluded that racial and ethnic minorities do not choose ESL as a field, except as a foreign language. These instructors get a degree in EFL and then return to their countries to teach. We did some research after a recent hire and discovered that enrollment in graduate school for TESOL majors is predominately female and white. All of our faculty members have MA's in either TESOL or equivalent masters' with an ESL certification. One faculty member has a PhD in linguistics as well. One adjunct faculty member supervises two instructional assistants and coordinates our lab

activities. All of our faculty have lived and taught abroad and speak a second language. A number of the faculty speaks a third language.

The full time faculty includes two females and three males. They have full time loads, with small overloads. The part time faculty numbers thirteen: four males and nine females. The faculty attends conferences and workshops in their disciplines, as the budget allows. All are computer literate and most have internet supported activities and/or websites.

7. Describe your faculty and staff's satisfaction with the program including its ability to meet students' needs.

The ENSL staff faculty and staff are firm supporters of their program. All staff are encouraged to participate in decision making and have equal opportunity to plan the direction of the department. Regular staff meetings are held during the semester and student needs are discussed and appropriate plans are made. Currently, ENSL is planning to branch out to vocational English training, as this need appears to be growing at MPC.

8. Discuss the adequacy of your staffing, supplies, equipment, and facilities to meet your program goals. Also discuss any trends/changes in these areas that are pertinent to your program.

The ESL Department limps along in all areas. The supply budget is inadequate for basic supplies, such as paper and printer toner, forcing the lab to ration paper and passing the costs on to students. Though it is encouraging that the computers in the dedicated lab are being replaced at the end of Fall 08, the overflow lab computers will not be replaced. Fall 08 marked a severe downturn in computer efficiency and an upturn in student time wasted waiting for computers to function. Staffing remains an issue as the ratio of full time to part time approaches 1:3. The most obvious result is lack of instructor availability for office hours and consultation with students, especially in the writing courses, which demand liberal contact. We anticipate serious facility issues as the bond construction moves to the Humanities area in the near future. At this point, we are in three buildings, one of which is across campus and quite distant from our lab and faculty offices.

9. Explain how external factors (e.g. state budget, local economy, local job market, Fort Ord expansion, changes in technology) are influencing your program or have affected your program in the past, and describe any measures that have been taken to respond to these factors.

There are external factors that affect the ENSL department. The MPC Marina campus is now offering ENSL classes, which is adding to demand and staffing needs. The majority of ENSL classes currently make use of technology which requires the maintenance of a computerized ENSL lab, which contained computers that were

unable to effectively function because of their age. These trends are expected to continue into the next few years at the very least.

Student Information

1. What are students' programmatic expectations and goals? How does the program respond to those expectations and goals?

According to a recent student survey, 52% attended the program in order to transfer to a 4-year university, 19% in order to learn a new trade, and 16% in order to get a better position at work. The ESL program currently addresses these needs by offering both transfer level courses (levels 5-6) as well as improving English proficiency for job promotion. The one area we would like to expand is vocational education training.

2. Discuss the indicators of student satisfaction pertinent to your program. Examples:

a. How do you measure student satisfaction?

We measure satisfaction in several ways. We get feedback from student evaluations, both through formal MPC evaluations as well as individual faculty evaluations, as well as informally through assignments and exams. The ESL faculty is very sensitive to meeting the needs of its students and adjusting content accordingly.

b. What did you learn from those measures?

For the most part, students are very satisfied. In a recent MPC survey, students reported that the reason they attended MPC overwhelmingly was because "MPC is much better than other programs." In the same survey, when asked the primary reason why they chose MPC's ESL program, the highest percent reported, "Instructors" as their reason. This seems to indicate that students are satisfied with the instruction they receive at MPC.

c. How does your program deal with complaints?

Formal grievance procedures are established by the college. These move from the department chair, to division chair, to the dean or VP of student affairs, to a college-level grievance council.

d. What changes did you implement in response to the student complaints and/or satisfaction measures? If no changes, why not?

We have not made changes as the current set of procedures seems to work just fine.

3. How well do students appear to be progressing through the program/department?

It depends on whether students are taking classes for credit or non-credit. If students enroll for non-credit, they generally stay until they get the desired job or until they reach level V, which requires residency for non F-1 students. At this point, some students cannot afford the out-of-state tuition. According to a recent MPC survey as to what prevented them from moving through our sequence, 42% indicated that they were not a California resident and 42% indicated that they couldn't afford to pay for credit courses.

4. Discuss what your program is doing to promote student access, success, and equity. Identify any barriers to these.

a. Promoting Student Access:

The main barrier seems to be a language barrier between low level students who want to enroll in classes and the monolingual staff at the college. Students report that they are unable to get appropriate information because the personnel with whom they must interact don't speak Spanish. MPC is working hard to overcome these language barriers. We have printed program brochures in both Spanish and English. We have also printed a set targeted for transfer students and a set for English proficiency. Registration applications are also available in Spanish. MPC has also recently hired a bi-lingual counselor dedicated to the ESL department for counseling and orientation. Besides making efforts to overcome language barriers, we offer numerous ESL placement tests during the day and at night to accommodate varying student schedules. Students can also take classes during the day, at night, or on-line. Finally, we now offer classes both in Seaside as well as Marina in addition to our Monterey main campus.

b. Promoting Student Success:

The Matriculation department is working closely with ESL to help promote success through orientation. We have recently partnered with the Lindamood program to identify our ESL students who might also have learning disabilities and offer one-on-one tutoring through a basic-skills grant.

c. Promoting Student Equity:

Given the nature of the ESL, the goal of the program is to promote student equity.

External Relations

1. Identify any program or service that is similar to yours within the college and/or in neighboring institutions or agencies and describe the impacts of that similarity.

The Monterey and Pacific Grove Adult Education programs offer ESL courses which compete with ours because they are even cheaper, and most important, provide day care. On the other hand, we draw students looking for a more rigorous program (homework, tests, etc) so the competition is not head on. Also, we have an ESL computer lab, which the adult programs do not. We also draw some students from Hartnell's district, but it is hard to know how many.

2. Describe how your program coordinates with other programs on campus and how successful you feel you are in these efforts.

ESL has blossomed in its coordination with other departments and programs on campus. We collaborate with the nursing program by offering language support in the lab to ESL students in the nursing program. We are in the exploration phase of launching a needs assessment project with one of the certificated programs. We are beginning a new relationship with the Lindamood Bell reading tutoring program. We have co written a grant to expand tutoring services to include ESL students. The English Department probably agrees with the ESL Department that we need to refine our placement procedures, and the counseling department needs to be better aware of the problems in placement.

3. Describe and evaluate the support that your program receives from other college programs or service areas:

- **Instructional Technology (IT)**

We receive excellent technical support both in the ESL Computer Lab and in the smart classrooms we use.

- **Management of Information Services (MIS)**

IT has been responsive to individual instructor needs in the area of technology. They are always available to faculty in their offices to upgrade software and install programs that are specific to our program. Helmut Schonwalder and Linda Sasaki are especially appreciated.

- **Human Resources (HR)**

There tends to be a problem finding adjunct teachers, but this is not the fault of HR, which serves us well.

- **Student Services**

We need to improve registration procedures for non-English speakers, most immediately by having a Spanish speaker available at the registration window in AR. We might explore ways to do some registration in the ESL Lab.

- **Facilities**

Very helpful service.

- **Public Information Office**

The PIO has supported us in producing television ads and running newspaper ads. We have also discussed advertising in La Ganga and on Spanish radio, ideas we should explore further.

- **Fiscal Services**

We have many students receiving financial aid and we think they are being well served. The continual problem is explaining such complicated materials in either simple enough English or in the students' native language. Fiscal is instrumental in the ongoing relationship we have with the Oldemeyer Center in Seaside, where we rent a classroom each term.

- **Other**

The Extended Opportunities Programs and Services (EOPS) office is of tremendous help to many non-English speaking students. We recognize and are grateful for their work. We also have students coming to us from the College Readiness (TRIO) program, with which we should probably co-ordinate more closely.

4. Describe your program's involvement with the community at large through activities involving recruitment and articulation

We sometimes visit high schools or parent organizations to recruit. Kelly Fletes, an EOPS counselor, and Alethea de Soto, the bilingual counselor also help us with this. We have discussed but not implemented a student ambassador program with Karen Engelson.

a. partnership with educational institutions

We have just recently met with people from Monterey Adult Education and would like to invite their students to our campus for a tour. We also discussed ways to familiarize their GED students with MPC, the next step in their education. The director of Monterey Adult wondered if they could do some of their GED teaching on our campus, which is an interesting idea.

We are working on a needs assessment of the Marina market with an outside expert from MIIS, which is not yet complete, but promises to give us valuable information about the diverse population in Marina and their education goals.

b. collaboration or partnerships with businesses, government, or private agencies.

The ESL Department has been more deeply incorporated into the campus community since the inception of the Basic Skills Initiative two years ago. As ESL is a basic skill, the program has become more visible and has taken its place in the center of campus planning. Currently, we do not have partnerships with businesses. We recognize the need to move in this direction, but attempts in the past have not solved “logistical” problems, such as how to get employers to give enough of their employees release time at the same time in order to make a class on the worksite. One bright light on the horizon is the Career Technical Education initiative, which has also been reconstituted on campus and offers further opportunities for ESL to partner with the vocational programs on campus and the businesses they serve.

The FIELD program teaches ESL courses under the auspices of MPC, but the ESL department has no direct relation to this program.

Part III: Summary

The ESL program is at a crossroads as we make our five year plan. Unprecedented changes have taken place since our last review. The economy is faltering, resulting in a swell in enrollment in our program. The state has mandated ESL participation in two major initiatives, Basic Skills Initiative (BSI) and Career Technical Education (CTE), which promise a boost in our visibility and services to students. ESL is a part of a growing new campus in Marina that has its own dean and support staff at a permanent location. Our adjunct faculty has grown to meet program needs. We are poised to expand the ESL lab in staffing and hours of operation, which will benefit students immensely. The program is more connected to other departments and offices on campus, which improves our connectivity to services that benefit our students. We anticipate more interaction and collaboration on and off campus in the years to come. ESL is one of the most innovative educational programs on campus and our students add to the cultural and intellectual diversity of Monterey Peninsula College. As ESL becomes more exposed, there will be more academic collaboration with programs that want to raise their level of classroom and computer assisted instruction.

Part IV: Recommendations/Goals

1. Identify the goals that were identified in the last program review and describe whether they were attained or not. If not, why not?

Goals identified in the last program review are as follows:

2003-2004 Program Review Goals	Attained?
Full-time certificated lab instructor.	No. No money
Hire another full time ESL instructor.	No. No money
Equip all ESL classrooms with "Smart" technology.	Yes
Create a fully operational night program.	No. Low enrollment, classes cancelled. Perhaps lack of systematic advertising
Money to improve computer software to keep current in the field.	Yes, our budget was increased a bit to include software
Attend conferences and workshops to keep skills current.	Yes
More money for advertising.	Yes, we received matriculation money for brochures and have partnered with the new dean, Laura Franklin, to advertise the Marina program

2. Specify clearly in this section your program goals for the next five years, your plans to achieve them, the responsible person, and a timeline for completion.

Budget-Dependent Items:

Item	Responsible Person	Plans for Completion
Full time ESL lab director. The director would be at the hub of our program, working with faculty to enhance instruction with lab materials and student focused activities. We have set this plan into operation with our part time director, Mila MacBain, but we will expand these duties when the position becomes full time.	Dean of Instruction/ ESL department chair	<ul style="list-style-type: none"> • Establish duties of current director. • Assess areas for expansion within duties • Develop materials for use by vocational education programs. • Create new schedule to accommodate increased enrollment
Expand the hours the ESL lab is open to be in sync with the ESSC	Dean of Instruction/ESL Department Chair	This item will be a part of the expanded ESL lab director's position
Expand ESL lab technician position from 9 to 11 months.	Dean of Instruction/ESL Department Chair	The ESL lab needs full time tech support in order to meet the curricular needs of the program.
Increase lab budget to properly update software, pay site licenses. We are on the lookout for an untapped funding source for this item.	V.P. Administrative Services/ESL Department Chair	The cost of site licenses and upgraded software in constantly increasing and the limited budget of the ESL department is unable to meet the rising costs.
Systematic advertising plan for program, including a budget for Spanish language ads.	MPC Superintendent/ PIO/Mark Jenkins	Matriculation has been generous with us in the past year to produce stunning images for our brochures and new website. We have no expertise in this area, though we have created ads for our program over the years.
Conduct ESL/tech prep needs assessment for bridge courses	Vocational education faculty/CTE committee/ESL department	Spring 08, everyone met to discuss how to spend CTE funds for program needs assessment. Fall 08, nothing happened at all Spring 09-ESL and automotive have tentative agreement to collaborate on a needs assessment

	chair;/Mila MacBain	
Develop tech prep materials for bridge courses/lab courses with vocational programs.	Vocational education faculty/ESL Department Chair/Mila MacBain	There is money available in the CTE fund that has not been formalized for our use. This is the area of most growth potential for our program. We have a tentative plan to begin a project in Spring 09 to work with automotive tech.
Finish needs assessment of Marina market	Molly May and Laura Franklin	ESL partnered with an outside consultant in 08, but the results were inconclusive. For Sp 09, an ESL instructor will be a paid consultant who will meet the local school administrators and community leaders, and report on her findings.
Have more classes in Marina.	ESL faculty and Laura Franklin	The ESL program is developing courses concurrent with the needs assessment.
Create community outreach plan that includes ESL student ambassadors.	Matriculation/ Molly May	We have talked about this for a few years now and hope that there will be follow through on the part of matriculation to hire our students to do outreach in the community.
Add dimmer switches to HU 201,202, and 203.	Facilities/ John Nelson	This is necessary for the smooth operations of our smart classrooms.
Partner with English Department in testing local high school students during Spring semester.	Mark Jenkins/English/ Counseling/ Assessment Center	Sit down with constituent groups to make a calendar of test dates

Non-budget Dependent Items:

Item	Contact Person	Plan	Timeline
Support new relationship with local adult schools: site visits, shared marketing.	Richard Abend/ Dean of Instruction	Meet with counterparts to establish opportunities for collaboration	Fall 08-met with adult school reps. Sp 09-tentative plan for shared site visits
Maintain ESL website for program and lab.	John Nelson/ ESL lab tech/ ESL lab director	The plan is to continue updating our information and creating improved links to supplemental web sources.	Started item in Fall 08 with BSI funds to develop website. Have been maintaining it since
Continue tutor training	ESL dept chair	Conduct on-	Meet each flex to discuss

workshops	and Mila MacBain	going, skills-building workshops for tutors	the training plan for new tutors.
Develop partnerships with area businesses that hire our students.	ESL department chair/vocational instructors/ deans of area/ local business advisory committee	The plan is to have this portion of our service to the community grow out from our expanded ESL bridge courses and support in the vocational education programs.	Spring 08, everyone met to discuss how to spend CTE funds for program needs assessment. Fall 08, nothing happened at all Spring 09-ESL and automotive have tentative agreement to collaborate on a needs assessment
Improve registration procedures.	Molly May/ Matriculation Coordinator/ Counseling Dept.	Matriculation will be at each ESL placement test to give orientation. During placement period, a counselor will assist placing and advising students	First, there will be a new student orientation at each test in the time between finishing the test and returning results. Also, a counselor will be present to work along side ESL instructors for the counseling portion of the day.

3. Prioritize your goals and plans, listing the highest priority first.

- Full time ESL lab director.
- ESL lab technician position from 9 to 11 months
- Expand the ESL Lab hours to match the hours the library is open
- Improve registration procedures
- Student ambassadors
- Integrate ESL fully in the BSI and CTE initiatives with faculty representation
- Increase lab budget to properly update software, pay site licenses.
- Systematic advertising plan for program
- Develop tech prep materials for bridge courses/lab courses with vocational programs. Develop partnerships with area businesses that hire our students.
- Have more classes in Marina.
- Finish needs assessment of Marina market
- Add dimmer switches to HU 201,202, and 203.
- Increase lab hours in summer.
- Maintain ESL website for program and lab.
- Support new relationship with local adult schools: site visits, shared marketing of programs.

- Partner with English Department in testing local high school students during Spring semester
 - Continue tutor training workshops
 - Fully operational night program
- 4. Prioritize, within and between categories, requests for faculty, staff, supplies, equipment, and facilities. Describe how those requests are linked to your prioritized program goals and plans.** Please see above.

Humanities Department Self Study

I. Preamble

Description

The Humanities Department at Monterey Peninsula College is an integral part of the campus. Courses explore the humanities as a study of thought, language, and the visual and performing arts, all of which reflect, interpret, and communicate concepts, values, beliefs, and traditions held individually, socially, and culturally. The study of the humanities is intended to develop an awareness, appreciation, and understanding of the human condition and how that condition relates to personal and societal needs, values, and achievements. **Objectives:** (1) to stimulate students' interest for life-long learning in world literature, philosophy, religion, mass media, the arts, and the sciences (social, behavioral, cultural, technological, and environmental), encouraging them to see themselves in relation to the perennial concerns of humankind and to the future of life on this planet through individual creativity and carefully reasoned value choices for which they will be responsible, personally and collectively; and (2) to assist students in self-expression and the development of insights and well-reasoned convictions, as well as the ability to translate and communicate those insights and convictions.

Only two of the four Humanities courses are taught by instructors in (and under the authority of) the Humanities Division. The other two courses are cross-listed and taught by Women's Studies.

The Humanities department supports the mission of the college: "Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community." To fulfill this mission, the Humanities department focuses on meeting the following goals:

- Transfer to a four-year college or university
- Develop career skills
- Develop basic skills
- Provide life-long learning opportunities.

Historical Areas of Concern

The Humanities department has experienced few areas of concern. The primary area of concern relates to oversight; no full-time faculty member provides oversight to this department. Thus, adjunct faculty and the Humanities Division Chair must take on the responsibility of creating and assessing Student Learning Outcomes, as well as completing curriculum review for HUMA 10 and HUMA 30.

Part II: Analysis

Curriculum Review

Course outlines for HUMA 10 and 30 will be reviewed by the end of Spring 2009.

Program Information

1. Present and discuss the quantifiable factors pertinent to your department/program by semester over the last three years.

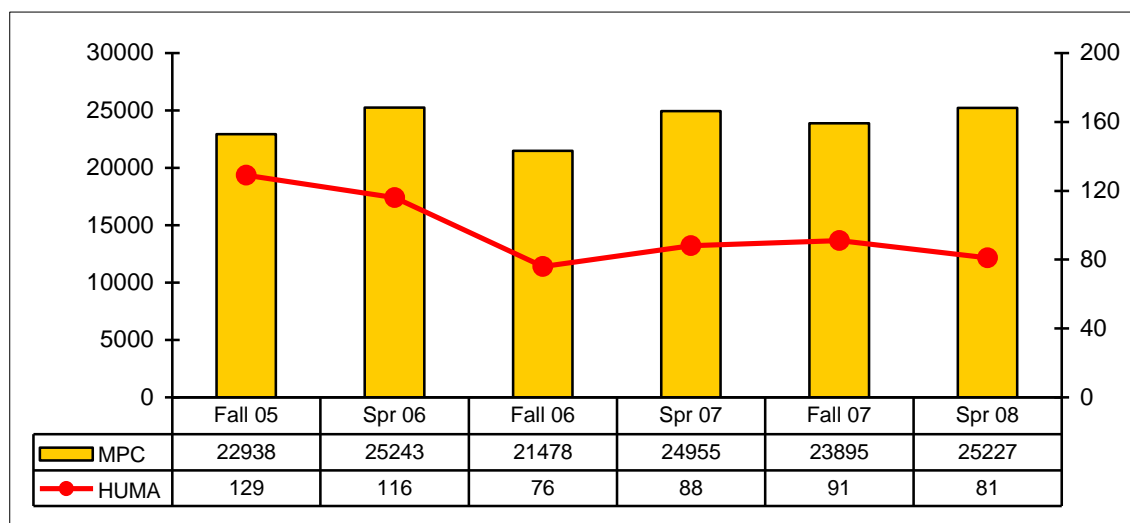
The Humanities department offers courses that support the CSU, IGETC, and MPC General Education requirements as described in the following chart:

General Education

Course	CSU GE	IGETC	MPC GE
HUMA 10	C2	3B	C
HUMA 30	C2	3B	C

HUMA 10 and HUMA 30 have been offered consistently through the last few years. They have been offered each semester, including during the Summer and Early Spring semesters. A graph of enrollment trends (comparing the trends of the college and the department) indicate that enrollments are declining and are not following the enrollment trends of the college:

Enrollment Trends



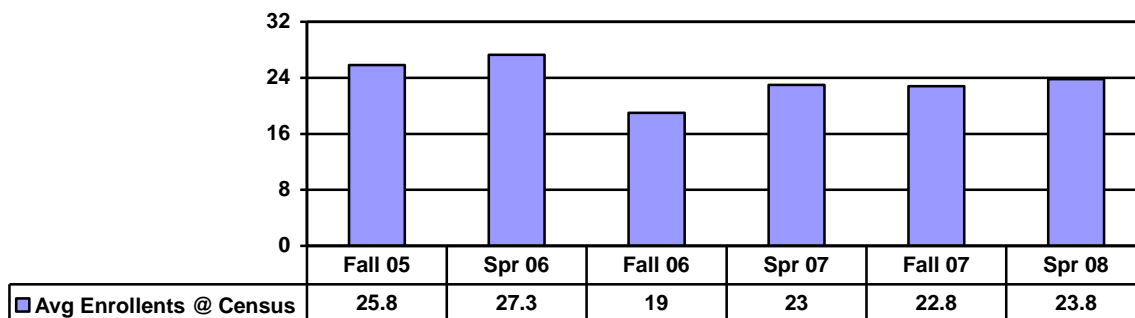
Enrollment trends should also be considered in respect to FTES/FTE. Keeping in mind that Early Spring enrollments have been included in Spring enrollments, Humanities FTES and FTE are as follows:

FTES and FTE by Fall and Spring Semesters

	Fall 05	Spr 06	Fall 06	Sp 07	Fall 07	Spr 08
FTES	13.11	15.40	9.20	13.55	9.20	14.61
FTE	1.00	1.40	1.00	1.40	.80	1.20

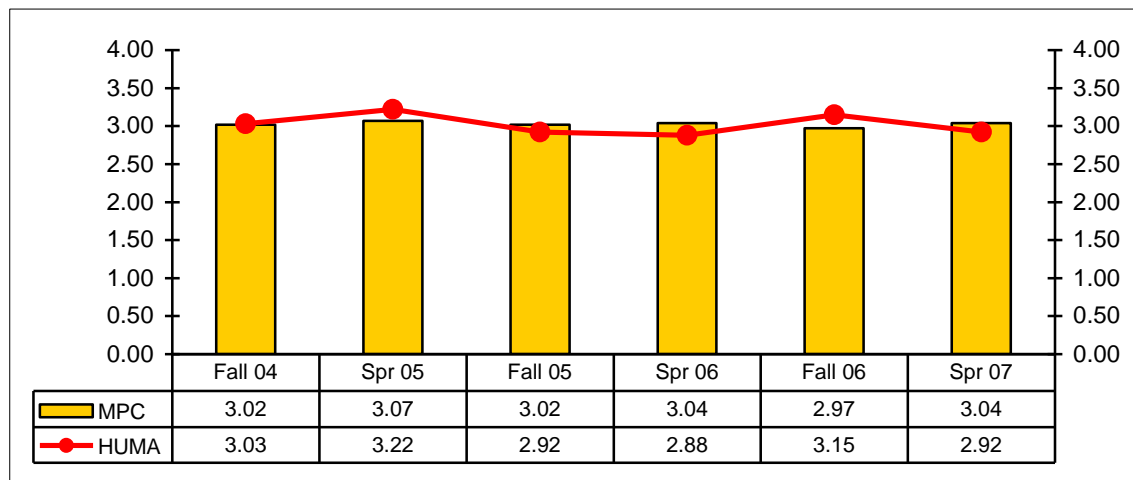
By census date, Humanities classes are typically 65-85% full, as indicated by the following table (maximum of class size is 32):

Average Class Enrollments



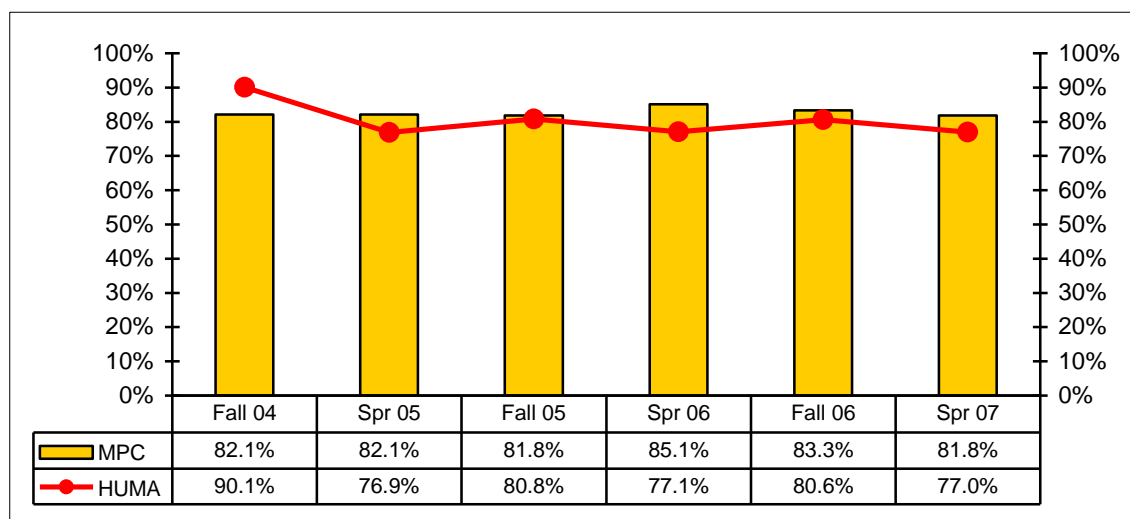
GPA trends in Humanities courses are in keeping with the trends of the college, as demonstrated below:

GPA Trends



Retention rates for Humanities courses are similar to retention rates at the college:

Retention Rates



2. Describe progress made in identifying learning outcomes for the program and steps taken to collect evidence of student learning that address the outcomes specified.

Learning outcomes have been identified for both of the Humanities courses. Faculty have begun to communicate SLOs to their students, assess student outcomes through the use of MPC's SLO form, and consider how they might further assist students in achieving learning outcomes.

Responses to the SLO form indicated that not all students are adequately prepared for the courses. Most of the students do not write at a college level and have had little or no experience writing a research paper.

3. If your program is an occupational program, additionally present data.

The Humanities department is not an occupational program.

4. Describe the current scope and sequence of the program's course offerings.

The course offerings are adequate for a smaller community college. Students have the opportunity to gain an understanding and appreciation of the Humanities before transferring to a university.

5. Describe the scheduling of your courses or services as they apply to your program or service.

Humanities courses are usually offered MWF mornings or TTH in the afternoons during Fall and Spring semesters. Sections of HUMA 10 are also offered during Early Spring and Summer sessions. The following chart indicates the courses that were offered this fall:

Course Schedule (Fall 08)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	HUMA 10		HUMA 10		HUMA 10
8:30					
9:00	HUMA 10		HUMA 10		HUMA 10
9:30	(Cancelled)		(Cancelled)		(Cancelled)
10:00					
10:30					
11:00	HUMA 30		HUMA 30		HUMA 30
11:30					
12:00 pm					
12:30					
1:00		HUMA 10		HUMA 10	
1:30					
2:00					
2:30					
3:00					

Fall/Early Spring and Spring/Summer scheduling patterns for Humanities courses is as follows:

Scheduling Pattern

	Fall 05	E. Spr	Spr 06	Sum 06	Fall 06	E. Spr	Spr 07	Sum 07	Fall 07	E. Spr	Spr 08	Sum 08	Fall 08
HUMA 10	4	2	3	1	3	2	3	1	3	2	3	1	2
HUMA 30	1		1		1		1		1		1		1

Prior to the retirement of David Gitin, four sections of HUMA 10 and one section of HUMA 30 were offered (one of the HUMA 10 sections was offered in the evening. After David's retirement, course scheduling changed. Now, the department typically schedules three sections of HUMA 10 and one section of HUMA 30 during Fall and Spring. However, it appears that only two sections of HUMA 10 have had healthy enrollments during the last two semesters. In Early Spring, two sections of HUMA 10 are offered and are well enrolled.

6. Describe your faculty and staff in terms of their diversity, past and recent education/training, and workload.

Humanities adjunct faculty offer broad educational training and experience. Cumulatively, two have completed coursework for doctorates, one in English and the other in Philosophy; all are experienced travelers. One instructor tends to provide most of the instruction for this department. She typically teaches three sections a semester. Two other faculty fill in, teaching one to two sections a semester.

7. Describe your faculty and staff's satisfaction with the program including its ability to meet students' needs.

Faculty perceive the program favorably; the two classes parallel in content and scope similar core humanities classes at other California community colleges. Faculty members report that students taking the classes express deep satisfaction with the unique and

important impact of the classes on their intellectual progress and their perception of the world around them.

8. Discuss the adequacy of your staffing, supplies, equipment, and facilities to meet your program goals. Also discuss any trends/changes in these areas that are pertinent to your program.

The Humanities program has been impacted by the retirement of one of the Humanities Division's instructors. David Gitin had been responsible for overseeing HUMA 10 and HUMA 30, as well as overseeing the Creative Writing program and teaching English classes. This lack of oversight makes growing the program challenging; no one is charged with enhancing the program and its curriculum.

The classrooms used by Humanities instructors are well equipped; data projectors, document cameras, VCRs, DVD players, and computers with online capabilities are all available for faculty use.

9. Explain how external factors (e.g. state budget, local economy, local job market, Fort Ord expansion, changes in technology) are influencing your program or have affected your program in the past, and describe any measures that have been taken to respond to these factors.

External factors have not greatly impacted the program, except for the positive increase in technology access, for example useful databases to extend the information available in the text and additional software.

Currently, the college is offering courses at the new Education Center at Marina. Humanities classes will service this center and its students well.

Student Information

1. What are students' programmatic expectations and goals? How does the program respond to those expectations and goals?

Students primarily expect to meet general education requirements by enrolling in Humanities classes. This expectation is met when students attend class faithfully, participate in class discussions, and complete work as assigned. Faculty are quite student-focused; they want their students to succeed as well as appreciate the subject matter.

2. Discuss the indicators of student satisfaction pertinent to your program.

Examples:

e. How do you measure student satisfaction?

Student satisfaction is measured by student enrollment numbers as well as feedback provided in class.

f. What did you learn from those measures?

Students appear to appreciate Humanities classes to some degree, but the decrease in enrollments indicate that students are not completely satisfied. There are few complaints about the courses; the few complaints received by the division chair focus on grades and how grades are earned.

g. How does your program deal with complaints?

Formal grievance procedures are established by the college. These move from the department chair, to division chair, to the dean or VP of student affairs, to a college-level grievance council. Since there is no Humanities department chair, the division chair resolves most of the complaints.

h. What changes did you implement in response to the student complaints and/or satisfaction measures? If no changes, why not?

One faculty member improved her syllabus, clarifying her grading and attendance policies.

3. How well do students appear to be progressing through the program/department?

Students complete Humanities courses, but there is no Humanities program to progress through.

4. Discuss what your program is doing to promote student access, success, and equity. Identify any barriers to these.

- d. Promoting Student Access: Staggering the days and times of the two Humanities courses encourages students to include a class in their schedule.
- e. Promoting Student Success: Humanities faculty members keep in touch with each other and share ideas for the promotion of student success.
- f. Promoting Student Equity: Close contact among the Humanities faculty, in addition to a rigorous course outline, promote fairness in the amount of work which a student in any Humanities class must do.

External Relations

- 1. Identify any program or service that is similar to yours within the college and/or in neighboring institutions or agencies and describe the impacts of that similarity.**

A unique partnership of the Humanities Department is the co-listing of courses with Women's Studies. Their generosity with the film library they have accumulated and their dedication to diversity makes it an agreeable bond.

2. Describe how your program coordinates with other programs on campus and how successful you feel you are in these efforts.

The content of Humanities classes crosses borders with other academic disciplines (for example, philosophy, art, literature, and mass media). Students are encouraged to bring their learning from those classes to illuminate discussions in Humanities classes.

3. Describe and evaluate the support that your program receives from other college programs or service areas:

- **Instructional Technology (IT):** Personnel from IT are unfailingly supportive.
- **Student Services:** Counseling has been useful in encouraging students to register in Humanities Department courses, emphasizing the General Education requirement, of course, but the support is much appreciated. Faculty in Ethnic Studies, Art, Film, Drama, Women's Studies, English, and elsewhere on campus have also been supportive.
- **Print Shop:** The print shop provides efficient support.

4. Describe your program's involvement with the community at large through

- c. activities involving recruitment and articulation,**
- d. partnership with educational institutions**
- e. collaboration or partnerships with businesses, government, or private agencies.**

Because this department is taught by adjunct faculty, this program has not established partnerships or participated in activities involving recruitment and articulation.

Part III: Summary

1. In reviewing your data and responses, what do you see as your program's greatest strengths? Greatest weaknesses?

The program's greatest strengths are the commitment and enthusiasm of the instructors who teach in this department. These instructors care deeply about their subject matter as well as their students.

The greatest weakness is the lack of a department chair. This department needs the oversight of a full-time instructor who (1) is knowledgeable about Humanities courses, (2) is able to update curriculum to reflect current knowledge and pedagogy, and (3) is willing to participate in schedule development.

2. What do you see as your program's greatest challenges during the next five years? Greatest opportunities?

The greatest challenge will be to update curriculum and keep course offerings current.

Part IV: Recommendations/Goals

1. Identify the goals that were identified in the last program review and describe whether they were attained or not. If not, why not?

Goals identified in the last program review are as follows:

2003-2004 Program Review Goals	Attained?
Establish more courses to significantly address student interest in further areas of the humanities (e.g. Asian Studies or Middle-Eastern courses focusing on a broad investigations of those cultures).	No. Full-time faculty member who provided oversight to program retired and was not replaced. The instructor had been responsible for overseeing the Humanities Department and the Creative Writing program, as well as teaching English courses. The challenges faced by one instructor in meeting such varied responsibilities made this position untenable.

2. Specify clearly in this section your program goals for the next five years, your plans to achieve them, the responsible person, and a timeline for completion.

- a. The primary goal for this program is to enlist someone who has a background in humanities as a discipline to provide leadership to the program. If and when this person is enlisted, more courses to significantly address student interest in further areas of the humanities could be established. It is possible that after completing her other obligations, Anita Johnson, English instructor, may consider assisting in this endeavor (Anita has a background in Humanities).

The timeline for this goal is iffy, It depends largely on the availability and willingness of a full-time faculty member who has been hired to teach in one discipline but has the background to teach in another.

- b. A second goal is to complete the curriculum review for HUMA 10 and HUMA 30 by the end of Spring 2009. Diane Boynton will accomplish the task, unless a full-time faculty member steps up to take on the role of Humanities department chair.

- c. A long-term goal for this program is to hire a faculty member to revitalize and/or strengthen the Humanities Department. Given the current state budget crisis, this position will probably not be even considered in the next two academic years. However, as division chair, Diane Boynton will complete the new faculty request for this position during the next academic year.
- 3. Prioritize your goals and plans, listing the highest priority first.**
 - Enlist a full-time faculty member to provide leadership to the Humanities Department.
 - Create courses to enhance humanities offerings.
 - Hire a full-time Humanities instructor to strengthen the Humanities program.
 - 4. Prioritize, within and between categories, requests for faculty, staff, supplies, equipment, and facilities. Describe how those requests are linked to your prioritized program goals and plans.**

The program's priorities are obvious (see 3.).

Linguistics Department Self Study

I. Preamble

Description

Linguistics is a new department at MPC. The first official linguistics class was offered in Spring 2008: LING 10 “Foundations of Language”. Fall 2008 is MPC’s second semester with a linguistics offering: LING 15 “Introduction to Linguistics”, and Spring 2009 will see LING 15 offered once again. Presently MPC has three approved linguistics classes: LING 10, LING 15, and LING 20 “Introduction to Minority Dialects: African American and Chicano English”, with two additional course proposals currently in the approval process: LING 25 “Introduction to Language and Gender” and LING 30 “Introduction to the History of the English Language”.

Outstanding Features and Characteristics

To fulfill the mission of the college (“Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities”), Linguistics classes are and will be designed to assist students in meeting the following goals: transfer to a four-year college or university and provide life-long learning opportunities.

Historical Areas of Concern

Linguistics is in its infancy at MPC and has had insufficient time to identify concerns to the department.

II. Analysis

Curriculum Review

Approved course offerings are all newly developed (within the last one and a half years).

Program Information

Linguistics classes are designed to transfer to both the CSU and UC systems. They are also designed to satisfy MPC GE requirements.

LING 10 – Transfers to CSU/UC and satisfies MPC GE Area C

LING 15 – Transfers to CSU/UC and satisfies MPC GE Areas C & D

LING 20 – Transfers to CSU. Currently under evaluation for UC transfer and MPC GE.

Enrollments. Given that this program has only recently been developed, enrollments are quite healthy. Two courses have been offered—one each semester—and the enrollments have moved from 30 to 44.

The following chart reflects the success of these courses:

	Spring 2008	Fall 2008	Spring 2009
Course offered	LING 10	LING 15	LING 15
Enrollments	30	32	44

The interest in linguistics and the enrollment figures are exciting and indicate that growth is quite possible in this program..

Student Learning Outcomes. Student learning outcomes have been identified for each class and the department. SLO's will be assessed for the Fall 2008 semester.

Course Offerings. Currently there is no sequence of courses. Linguistics is an extremely broad field and course offerings reflect that:

LING 10 – Syntax and language universals.

LING 15 – Survey of eight core areas of linguistics

LING 20 – African American and Chicano English Dialects

LING 25 – Gender and Language

Scheduling. One linguistics class is offered each semester online.

Staff. Linguistics is taught by Richard Abend, a full-time member of the ENSL department. Student feedback has been positive regarding the content, instruction, and scheduling of linguistics classes.

External Factors. No external factors influencing linguistics at MPC have yet been identified.

Student Information

Students are routinely asked to provide feedback to the instructor on dedicated discussion boards. Their comments have been favorable regarding the content and amount of work expected of students. Students have rated the instructor fair, knowledgeable, and motivating. They have provided topics for class discussions and participated in establishing timetables for projects and testing. Students and teacher have been able to settle any differences of opinion amicably and to the satisfaction of both parties.

The vast majority of students entering linguistics have almost no knowledge of the field. For some, certain areas prove more difficult than others, but overall, students have been able to follow the content and apply it to their assignments, projects, and tests.

The online format has been used to ensure student access. Students always have access to the instructor through email and both the instructor's office and home telephones. Students have frequent assignments to allow for frequent instructor feedback, so they are aware of their class standing and performance. There is also an online grade-book to allow students to monitor their progress.

All communications with students are kept positive. Student equity is a goal. All students are evaluated along the same criteria. In addition, the online format eliminates variables such as reluctance to speak in front of others and the ability of some students to respond faster to questions than others. The online format also offers students ample time to participate and prepare during the week on a schedule most convenient for them.

External Relations

Among all the CCC's, only Foothill Community College offers a degree program in linguistics. That program has been contacted and information has been exchanged. The scope of Foothill's offerings is different and more limited than what is being developed at MPC.

The linguistics department actively seeks involvement with other areas on campus. Two linguistics courses have been cross-listed with other departments: Women's Studies and Ethnic Studies. In the future, the History department and the Reading Lab may also work together with linguistics.

Currently Linguistics receives direct support from Instructional Technology, as Linguistics offerings are online.

Linguistics makes an effort to contact language-related staff at local schools, from the standpoint of offering instruction to staff and to students. LING 15 has been articulated with CSU Cal Poly and additional requests for articulation have been made and are waiting response.

III. Summary

The Linguistics Department is a new and well-received program created and taught by an enthusiastic and committed instructor. The challenge will be to continue to attract students who are seeking to complete general education courses to transfer to a university.

IV. Recommendations and Goals

In the next five years, MPC Linguistics has the following goals:

- To establish a Degree Program in Linguistics at MPC
- To create a basic skills reading class based on the structure of language
- To add additional course offerings

These goals will be completed by Richard Abend, currently the linguistics department chair. He will also work with reading instructors to create the basic skills reading class. Richard anticipates working toward and completing these goals within the next three to five years.

Philosophy Department Self Study

Part I: Preamble

Description

The Philosophy Department currently consists of one permanent full-time instructor and two part-time adjunct instructors. The department teaches eight courses: Introduction to Philosophy (PHIL 2) , Moral Issues (PHIL 4), Environmental Ethics (PHIL 5), Logic (PHIL 6), World Religions (PHIL 8), Critical Thinking (PHIL 10), Philosophy of Religion (PHIL 12) , and Eastern Philosophy (PHIL 13). There are two further courses, cross-listed with the Women's Studies Department: Introduction to Feminist Theory, and Women and Religion. These are taught exclusively by the Women's Studies Department.

Role and Function

All courses taught by the Philosophy Department are transferable to the California State University and to the University of California, and help fulfill various General Education requirements for CSU, UC, and MPC. An emphasis in Philosophy is available to students seeking an Associate in Arts degree in University Studies.

The Philosophy Department is notable both for its healthy enrollments and its excellent teaching.

The Philosophy department supports the mission of the college: "Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community." To fulfill this mission, the Philosophy Department focuses on meeting the following goal:

- Transfer to a four-year college or university
- Develop career skills
- Develop basic skills
- Provide life-long learning opportunities.

Historical Areas of Concern

The Philosophy Department has experienced few areas of concern. The only area of concern relates to the availability of adjunct faculty, especially since the department's enrollments continue to grow.

Part II: Analysis

Curriculum Review

All course outlines will be reviewed by the end of Spring 2009.

Program Information

1. Present and discuss the quantifiable factors pertinent to your department/program by semester over the last three years.

The Philosophy Department offers courses that support the CSU, IGETC, and MPC General Education requirements as described in the following chart:

Course	CSU GE	IGETC	MPC GE
PHIL 2	C	3	C
PHIL 4	C, E	3	C
PHIL 5	C	3	C
PHIL 6	A3		A2
PHIL 8			
PHIL 10	A3		A2
PHIL 12	C	3	C
PHIL 13	C	3	C

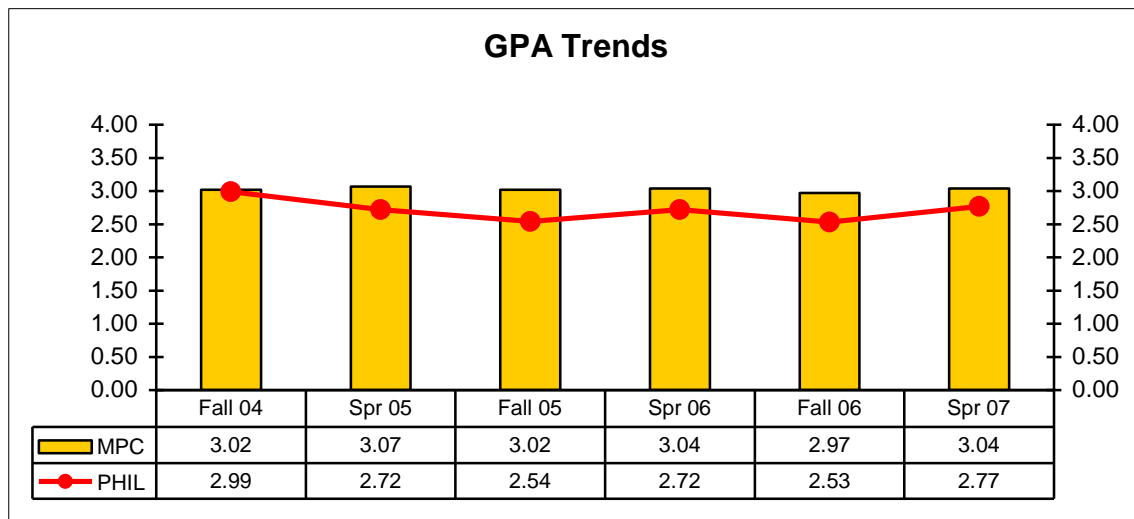
It also offers students the opportunity to earn an Associate in Arts degree with an emphasis in Philosophy.

Phil 2, 4, 6, 10, and 13 have been offered consistently through the last few years. Phil 12 was recently designed and offered. During the last three years data indicates that Philosophy courses have had healthy enrollments. By census date, most of the day classes are 90-100% full, and the one day a week and evening sections are 60-85% full:

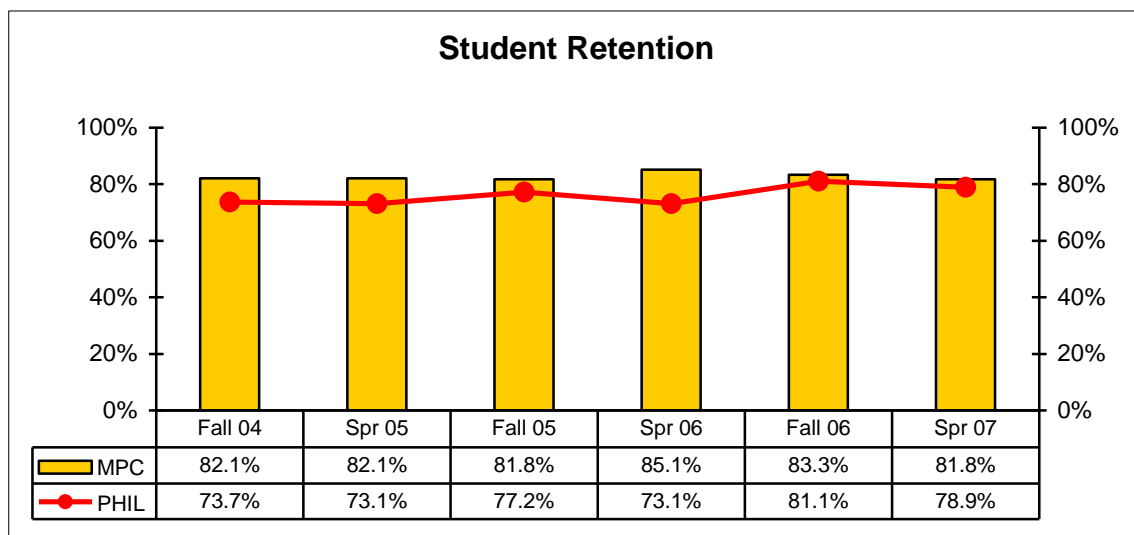
	Fall 2005		Spring 2006		Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Sect	Enr	Sect	Enr	Sect	Enr	Sect	Enr	Sect	Enr	Sect	Enr
PHIL 2	2	72	2	72	2	66	2	69	2	79	3	73
PHIL 4	2	55	2	58	2	67	1	34	2	52	1	32
PHIL 6	1	41	1	35	1	40	1	39	2	67	1	36
PHIL 10	1	20	1	26	1	30	1	37	X	X	1	39
PHIL 12	X	X	X	X	X	X	1	22	X	X	1	19
PHIL 13	1	23	1	24	1	21	1	26	1	30	1	30
TOTAL	7	211	7	215	7	224	7	227	7	228	8	229
AVG		30.1		30.7		32.0		32.4		32.6		28.6

	Summer 2005		Summer 2006		Summer 2007	
	Sect	Enr	Sect	Enr	Sect	Enr
PHIL 2	1	20	1	19	1	17
PHIL 10	X	X	X	X	1	18
TOTAL	1	20	1	19	2	35
AVG		20.0		19.0		17.5

GPA trends in Philosophy courses are similar to the trends of the college. The grades may be a bit lower, because of the rigor of the courses:



Retention rates for Philosophy courses are similar to the rates of the college as a whole:



2. Describe progress made in identifying learning outcomes for the program and steps taken to collect evidence of student learning that address the outcomes specified.

Learning outcomes have been identified for all Philosophy courses. Faculty have begun to communicate SLOs to their students, assess student outcomes through the use of MPC's SLO form, and consider how they might further assist students in achieving the learning outcomes.

3. If your program is an occupational program, additionally present data.

The Philosophy department is not an occupational program.

4. Describe the current scope and sequence of the program's course offerings.

The Philosophy Department lists eight courses: Introduction to Philosophy (Phil 2), Moral Issues (Phil 4), Environmental Ethics (Phil 5), Logic (Phil 6), World Religions (Phil 8), Critical Thinking (Phil 10), Philosophy of Religion (Phil 12), and Eastern Philosophy (Phil 13). Two cross-listed courses, Feminist Theory (Phil 40), and Women and Religion (Phil 54) are offered by the Women's Studies Department.

5. Describe the scheduling of your courses or services as they apply to your program or service.

Philosophy courses are offered every day of the work week, in the mornings, afternoons, and evenings. The department has successfully offered traditionally-scheduled and not-so-traditionally-scheduled classes. The following chart indicates the course offerings Fall 2008 as demonstrated below:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		PHIL 10		PHIL 10	
8:30					
9:00	PHIL 1		PHIL 2		PHIL 2
9:30					
10:00	PHIL 2		PHIL 2		PHIL 2
10:30					
11:00	PHIL 4		PHIL 4		PHIL 4
11:30					
12:00 pm					
12:30		PHIL 6		PHIL 6	
1:00					
1:30	PHIL 2		PHIL 13		
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					
6:00	PHIL 6				

6:30					
7:00				PHIL 4	
7:30					
8:00					
8:30					
9:00					
9:30					

Fall/Spring/Summer scheduling patterns for Philosophy courses is as follows:

	Fall 05	Spr 06	Sum 06	Fall 06	Spr 07	Sum 07	Fall 07	Spr 08	Sum 08	Fall 08
PHIL 2	2	2	1	2	2	1	2	3		3
PHIL 4	2	2		2	1		2	1		2
PHIL 6	1	1		1	1		2	1		2
PHIL 8										
PHIL 10	1	1		1	1	1		1	1	1
PHIL 12					1			1		
PHIL 13	1	1		1	1		1	1		1
Total	7	7	1	7	7	2	7	8	1	9

Phil 6 (Logic) and Phil 10 (Critical Thinking) each fulfill General Education Requirement A2 for MPC and A3 for the California State University and are, consequently, popular courses. Phil 6, in particular, has consistently enjoyed high enrollments. In response, the Philosophy Department has added another section of Phil 10 for Spring 2009, and plans to begin offering a second section of Phil 6 every term, beginning Fall 2009. At this time, the department has only one faculty member who teaches Phil 6. A new Gentrain/Philosophy full-time hire, if approved, might remove this bottleneck.

6. Describe your faculty and staff in terms of their diversity, past and recent education/training, and workload.

Full-time faculty:

- Dr. Todd Weber: B.A., California State University, Fullerton; M.A., Ph.D., University of California, Riverside. Teaches Introduction to Philosophy (Phil 2), Moral Issues (Phil 4), and Logic (Phil 6).

Part-time faculty:

- Dr. John Beversluis: B.A., Calvin College; Ph.D., Indiana University. Teaches Introduction to Philosophy (Phil 2), Moral Issues (Phil 4), Critical Thinking (Phil 10), and Philosophy of Religion (Phil 12).
- John Provost: B.A., San Francisco State University; M.A., California Institute of Integral Studies. Load split between Gentrain and the Philosophy Department, for which he teaches Introduction to Philosophy (Phil 2), World Religions (Phil 8), Critical Thinking (Phil 10), and Eastern Philosophy (Phil 13).

7. Describe your faculty and staff's satisfaction with the program including its ability to meet students' needs.

Dr. Weber, Dr. Beversluis, and Mr. Provost all express satisfaction with the courses they teach, the support they receive from the Humanities Division staff and Division Chair, and the resources available to meet students' needs.

8. Discuss the adequacy of your staffing, supplies, equipment, and facilities to meet your program goals. Also discuss any trends/changes in these areas that are pertinent to your program.

The Philosophy Department has minimal supply and equipment needs. Another full-time instructor whose load is split between Gentrain and the Philosophy Department will make it possible to offer additional sections of popular courses.

9. Explain how external factors (e.g. state budget, local economy, local job market, Fort Ord expansion, changes in technology) are influencing your program or have affected your program in the past, and describe any measures that have been taken to respond to these factors.

State and national economic fluctuations have not noticeably influenced the demand for philosophy courses or our ability to meet that demand. We are now regularly offering courses at the Marina satellite campus.

Student Information

1. What are students' programmatic expectations and goals? How does the program respond to those expectations and goals?

Students who enroll in Philosophy Department courses expect to fulfill General Education requirements and to be exposed to intrinsically interesting and important material. Our courses, therefore, rigorously present philosophically important and up-to-date material, pitched to first- and second-year students without previous philosophy experience.

**2. Discuss the indicators of student satisfaction pertinent to your program.
Examples:**

a. How do you measure student satisfaction?

Periodic student evaluations of the instructors, and sensitivity to enrollment patterns.

b. What did you learn from those measures?

Students consider Philosophy Department instructors and courses to be very good and worthy of recommendation. Students evidently prefer daytime sections of philosophy courses, since these enjoy consistently strong enrollment.

c. How does your program deal with complaints?

Formal grievance procedures are established by the college. These move from the department chair, to division chair, to the dean or VP of student affairs, to a college-level grievance council.

d. What changes did you implement in response to the student complaints and/or satisfaction measures? If no changes, why not?

We will make a partial shift away from once-a-week evening courses and toward daytime courses meeting on multiple days. In addition, the Philosophy Department is offering additional sections of Phil 10 (Critical Thinking), Phil 2 (Introduction to Philosophy), and, beginning Fall 2009, another daytime section of Phil 6 (Logic).

3. How well do students appear to be progressing through the program/department?

Philosophy Department courses are free-standing. Anecdotal evidence (provided by the observations of Prof. Provost and Prof. Weber) suggests that many students take multiple philosophy courses.

4. Discuss what your program is doing to promote student access, success, and equity. Identify any barriers to these.

- a. Promoting Student Access: No barriers.
- b. Promoting Student Success: The rigorous nature of the course material.
- c. Promoting Student Equity: No barriers.

Philosophy Department courses do not have prerequisites, and so allow students to enroll according to their curricular needs and interests. We do advise eligibility for English 1A to help ensure student success. The Philosophy Department participates with Supportive Services to identify and support students with special learning needs. Philosophy Department faculty members are available for consultation and individual help.

External Relations

- 1. Identify any program or service that is similar to yours within the college and/or in neighboring institutions or agencies and describe the impacts of that similarity.**

With the exception of the cross-listed courses taught by the Women's Studies Department, the Philosophy Department is unique in its offerings.

2. Describe how your program coordinates with other programs on campus and how successful you feel you are in these efforts.

The Philosophy Department serves many students who plan to transfer to four-year institutions, and its course offerings figure prominently in achieving General Education requirements.

3. Describe and evaluate the support that your program receives from other college programs or service areas:

- **Instructional Technology (IT)**
- **Management of Information Services (MIS)**
- **Human Resources (HR)**
- **Student Services**
- **Facilities**
- **Public Information Office**
- **Fiscal Services**
- **Other?**

A number of philosophy students receive help from the Supportive Services office. Philosophy students also benefit from the excellent reading and writing skills preparation provided by the English Department. An on-line version of Phil 8 (World Religions) will require support from Instructional Technology.

4. Describe your program's involvement with the community at large through

- f. activities involving recruitment and articulation,**
- g. partnership with educational institutions**
- h. collaboration or partnerships with businesses, government, or private agencies.**

The Philosophy Department now offers courses regularly at the Marina satellite campus. Philosophy courses enjoy high enrollment, fuelled, evidently, by word of mouth and repeat customers.

Part III: Summary

1. In reviewing your data and responses, what do you see as your program's greatest strengths? Greatest weaknesses?

The Philosophy Department is notable both for its healthy enrollments and its excellent teaching. Its only weakness has to do with available adjuncts; the Philosophy Department has a very small pool of adjuncts from which it can draw.

2. What do you see as your program's greatest challenges during the next five years? Greatest opportunities?

The greatest challenge will be to hire a full-time Gentrain/Philosophy instructor during an economic downturn and tight fiscal constraints.

Part IV: Recommendations/Goals

1. Identify the goals that were identified in the last program review and describe whether they were attained or not. If not, why not?

Goals identified in the last program review are as follows:

2003-2004 Program Review Goals	Attained?
Continue to increase our enrollments, with an eye toward offering multiple sections of more of our courses.	Yes. In 2003, 2004, six PHIL courses were offered each semester. In Fall 2008, nine PHIL courses were offered. Ten will be offered in Spring 2009. Additional daytime sections, in particular, have attracted good enrollments.
Continue to add to our course offerings. In addition to the courses we offer regularly now, at the end of five years we would like to be offering Environmental Ethics (Phil 5) at least once a year, as well regular sections of a philosophy of religion course (still on the drawing board).	Yes. Our new Philosophy of Religion course (Phil 12) was offered in Spring 2007 and Spring 2008, and will continue to be offered each Spring. Another new course, World Religions (Phil 8) has been added to the catalog, and will be offered as soon as scheduling considerations permit. Scheduling and teaching load considerations have kept us from offering Phil 5 again.

2. Specify clearly in this section your program goals for the next five years, your plans to achieve them, the responsible person, and a timeline for completion.

The Philosophy Department, in conjunction with Gentrain, would like to hire a second full-time philosophy instructor whose teaching load would be divided between the two programs. Dr. Alan Haffa, director of Gentrain, has been submitting this proposal each year. The Philosophy Department would also like to begin offering an on-line version of its new World Religions course (Phil 8) each summer, probably beginning in 2010. John Provost, adjunct instructor of philosophy, is spearheading this effort.

3. Prioritize your goals and plans, listing the highest priority first.

Second full-time philosophy instructor, split between Gentrain and the Philosophy Department.

On-line version of Phil 8.

- 4. Prioritize, within and between categories, requests for faculty, staff, supplies, equipment, and facilities. Describe how those requests are linked to your prioritized program goals and plans.**

Proposal for new Gentrain/Philosophy instructor, submitted by Dr. Alan Haffa.

IT support for on-line version of Phil 8.

Reading Center Self Study

Part I: Preamble

Description

The Reading Center at Monterey Peninsula College is a one-on-one or small group tutoring program based primarily on the Lindamood Phoneme Sequencing Program for Reading, Spelling and Speech (LiPS)®. Based on current linguistic principles and speech therapy methodologies, the Reading Center meets the needs of those who need to strengthen their reading, spelling or pronunciation skills to be more successful at the college level. At the heart of the program is individualized clinical teaching in which a student and a tutor meet for two to three hours per week over the course of a semester. In a carefully structured program tailored to the needs of each individual, a student is trained in concept imagery; at the same time he or she strengthens visual memory and builds a strong phonetic base.¹ Instruction is based on a multi-sensory technique that uses Socratic questioning in its methodology.

The Reading Center students are representative of the general student population at MPC in that they come from varied socio-economic backgrounds and range in age from sixteen years to over eighty years. The Reading Center serves as some students' first introduction to MPC since many are referred to the Center by neighboring colleges, local elementary schools, high schools, adult literacy programs and other community organizations. It is one of the Center's primary goals, however, to give priority registration to students who are currently enrolled in college English classes.

As a program in the English department, the Reading Center ideally offers unrestricted enrollment. Helping students utilize the techniques they learn in the Center in their other classes, Reading Center instructors incorporate students' current textbooks, vocabulary and other course-specific material into the instruction. At the same time, students progress through exercises that strengthen their spelling and reading potential. By this method, the Reading Center instruction gets to the root of students' difficulties and helps them make language comprehensible.

Students can enroll in the Reading Center in two ways. All MPC students enrolled in at least one class are eligible to enroll in the Reading Center studies. In English 351, Phonemic Awareness for Improved Reading, Writing and Speech, students learn the fundamental linguistic principles that underlie the English language as they develop the auditory, sensory and visual skills necessary for reading, writing and speech. In English

¹ A strong phonetic base “encompasses foundational [phonics] skills such as phonological awareness, phonemic awareness, and phonemic segmentation as well as the concepts and strategies needed to use letter-sound relationships and patterns in reading and writing” (this definition of phonics comes from *Rethinking Phonics* by Dahl et al, 2001, Heinemann).

352, Comprehension and Critical Thinking Skills, students develop increased language comprehension and critical thinking skills for reading textbooks, writing essays, preparing presentations, taking exams and conducting research.

Additionally, all students registered for ENGL 322 or ENGL 302 are assessed by the Reading Center; if they are identified as at risk, they are referred to the Reading Center for the Lab portion of their reading class.

Pre and post testing are done at the beginning and end of every semester. Pretesting helps to identify a student's area of weakness in spelling and reading, establishing a baseline from which progress is assessed. Post testing not only determines progress in a semester's time, but also helps to determine whether a student's goals have been met.

The Reading Center's pre and post testing show an average two grade-level improvement in spelling, reading and/or pronunciation for each semester that a student spends in the Reading Center, although an occasional student improves as much as seven to ten grade-levels in one semester.² Most students can expect to complete the program successfully within two semesters. The bonus is that while enrolled in the Reading Center the student can see marked, sometimes dramatic improvement in his or her performance in current classes.

The Reading Center supports the mission of the college: "Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community." To fulfill this mission, the Reading Center focuses on meeting the following goals:

- Develop career skills
- Develop basic skills
- Provide life-long learning opportunities

Historical Areas of Concern

The Reading Center is among the handful of programs which moved to the English and Study Skills Center in MPC's new library during the summer of 2003, which meant that for the first time since it was established in 1977, the Center occupied a home that was both adequate and specifically set up to meet the needs of its students and staff. Fall

² The pre and post tests include the *Woodcock Reading Mastery Test – Revised* (WRMT-R), and the *Wide Range Achievement Test* (WRAT) in spelling. Both tests are administered in the Reading Center by Reading Center staff. The WRMT-R is administered orally and students respond orally; the WRAT is administered orally and students write their responses.

2003 was *the very first semester in twenty-six years* that the Reading Center did *not* have a concern about its facility. For that the Center is very grateful.

An area of concern, however, which continues each year, and is increasing, is that the Reading Center does not have enough tutors to meet the demands of students. Every semester, ten or more students who are assigned to the Reading Center for the Lab portion of their Reading Classes must be directed elsewhere as the Center cannot accommodate them. Often the help these re-directed students receive is not the help they need, and they go wanting. This semester, the Center had to turn away students who had wanted to register for ENGL 351 or ENGL 352. The Reading Center has maintained a waiting list of at least twenty students every semester for the past five years. As a result, although all of the students on the waiting list showed they could benefit from the Center's services, the Reading Center was not able to help them.

Part II: Analysis

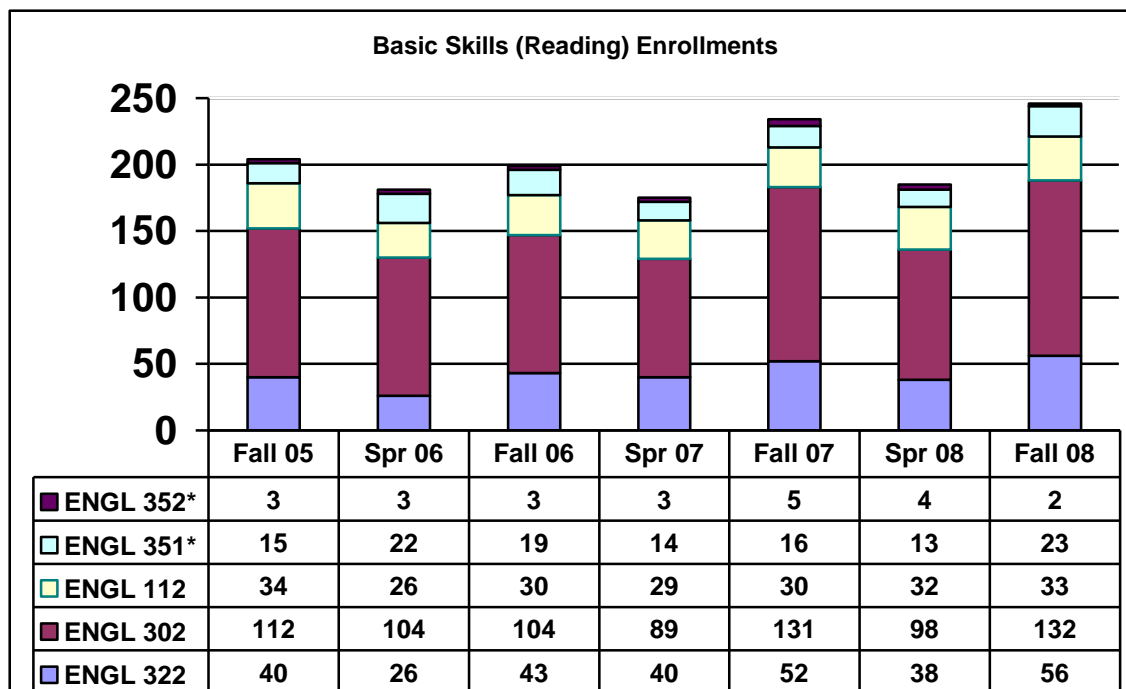
Curriculum Review

All course outlines will be reviewed by the end of Spring 2009.

Program Information

- 1. Present and discuss the quantifiable factors pertinent to your department/program by semester over the last three years.**

Enrollments in Reading courses continue to grow. It is evident from the following chart that enrollments are higher in fall semesters:



* Tutoring courses. Others are traditional courses.

Unfortunately, funds to support student instructional needs have not increased in proportion to the enrollments in reading courses. Over the last three-year period, the Reading Center's budget has remained relatively stagnant:

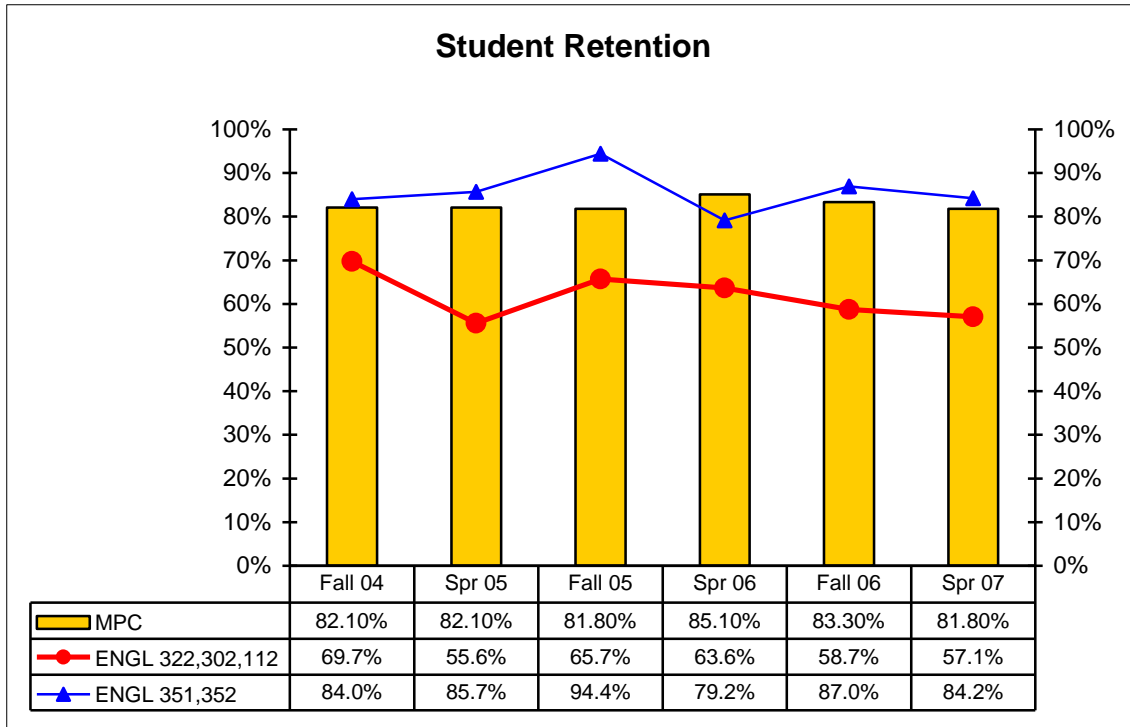
05-06	06-07	07-08	08-09
\$173,059	\$171,505	\$175,959	\$180,897

The shortage of funding means that as the number of reading students increases, the Reading Center's ability to accommodate their needs actually decreases. During the last two years, the number of students needing reading instruction grew as did the number of students needing (and not receiving) the Reading Center's services:

	Spr 2007		Fall 2007		Spr 2008		Fall 2008	
	# Tested	# in S/S*	# Tested	# in S/S	# Tested	# in S/S	# Tested	# in S/S
ENGL 302	90	48	129	56	93	55	157	64
ENGL 322	41	28	51	33	31	23	50	35
TOTAL	131	76	180	89	124	78	207	99

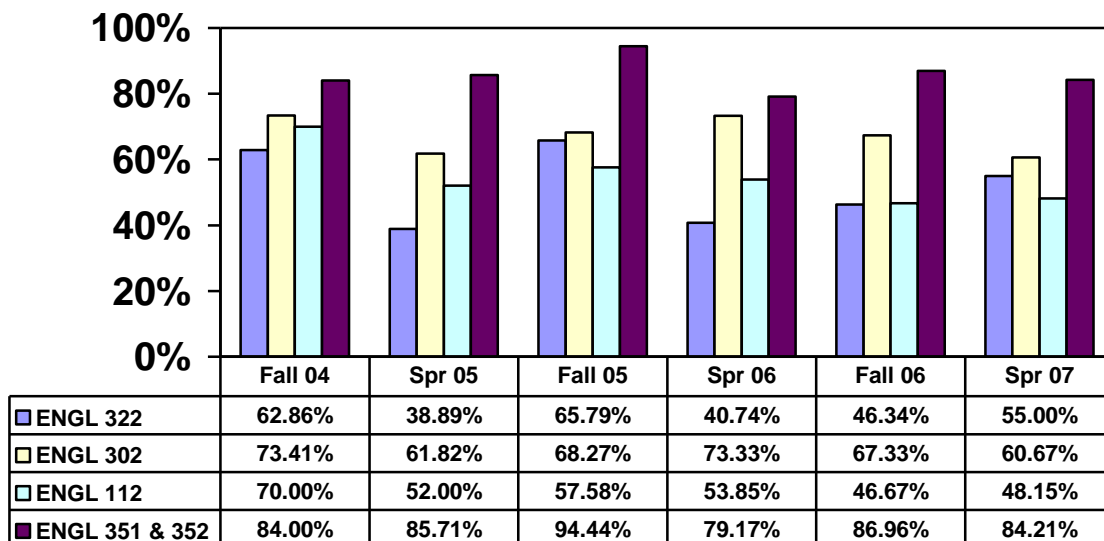
*Seeing Stars: Symbol Imagery for Phonemic Awareness, Sight Words and Spelling®

Retention rates for students enrolled in ENGL 351 and 352 (tutoring) are high. Retention rates for students in traditional classes are much lower:



If broken down further, it becomes evident that retention is not solely related to method of instruction and level of reading. In the following chart, it appears that ENGL 322 and 112 students are more likely to drop their reading courses.

Retention Rates for Individual Reading Courses



Many factors contribute to this data, which has a long history in the education of the under-prepared student; as a result, the data does not provide a valid comparison for

evaluation (the status of the Reading classes in general as compared to the Reading Center tutor-based studies).³ Nevertheless, the successful retention rates of the Center do

³ **Note from ENGL 112 instructor, Fall 2008:** As far as the retention comparisons between ENGL 351/352 and the reading classes, for one thing, ENGL 322/302/112 are all academic classes covering a full range of topics and having academic objectives. They are 4 or 3 unit classes involving a lot of time in and out of class, and are prerequisites that flag whether a student is "ready" say for 111 or 1A, all very important considerations for the 322/302/112 instructor and student.

Furthermore, a comparison of ENGL 322/302 retention rates to ENGL 112 retention rates is not a valid comparison when you consider that 322/302 are required for a student's progress, and 112 is optional, an elective, so the slightest inconvenience could result in a student's easily dropping it with no concern about loss of credit toward a degree or loss of progressing on toward taking further classes (though we are trying to change that, such a change is not in effect at present—in terms of 112 being required).

Presently, in my 112 class, I have 32 enrolled students, but will probably be dropping five soon; of these five, none tested into 351. In fact, three of these students are very capable, and two I've had before, numerous times. One has significant health issues that caused her to register late (after deadline) and then subsequently not be able to appear in class due to health and legal issues; I've had this woman in 322 and 302 (numerous times) and she can be highly successful when her life doesn't interfere. I expect she'll be back next time and hopefully make it through, but she has circumstances out of her control that determine what choices she makes. Another student is a young man I've had numerous times, a war vet, with complex and severe trauma (emotional) issues that even precede the war—the first time I had him in a class I walked with him to the nurse and arranged for counseling appointments, which he was unable to follow up on. He did, however, the next semester, sign up for me again and got through with very good work. He started out wonderfully this semester, even had an A, but stopped coming even though I encouraged him and called him—I expect he'll be back again. A third student is a top-notch thinker and volunteers a lot; he's an older man and has excellent potential, but he is involved in a situation where his wife has kidnapped his children and his life is complicated by traveling across the country to search for them (this happened at the beginning of the semester). I don't know if he'll be back soon, but I know he'll do well. He did not test into 351 either. A fourth student is new to me and dropped out early on, though she showed promise and had a B. The fifth person whom I will probably soon drop had to leave on an emergency to go out of town; she had scheduled to take her test when she got back, but she never returned. The pretest I give showed she would have probably been a good student had she stayed.

I do have one other student who hasn't dropped or had significant absences yet, but he is not passing and could possibly be a 351 candidate; he is supported by the Monterey College Learning Experience, and his counselor came with him to class the first day, but he missed the pretest, only turned in one of over twenty assignments, didn't pass the first

provide a clear message: if the Reading Center were able to accommodate more students, the reading, spelling and/or pronunciation skills of these students would improve, thereby making it much more likely that they would be successful in their college classes overall.

2. Describe progress made in identifying learning outcomes for the program and steps taken to collect evidence of student learning that address the outcomes specified.

Learning outcomes have been identified for all Reading courses. Faculty have begun to communicate SLOs to their students, assess student outcomes through the use of MPC's SLO form, and consider how they might further assist students in achieving the learning outcomes.

3. If your program is an occupational program, additionally present data.

The Reading Center is not an occupational program.

4. Describe the current scope and sequence of the program's course offerings.

The Reading Center offerings are listed below:

ENGL 351: Phonemic Awareness for Improved Reading, Writing and Speech
Students work individually or in small groups to master the fundamental linguistic principles that underlie the English language, using a multi-sensory approach for the development of the auditory, sensory and visual skills necessary for reading, writing and speech. Concurrent enrollment in an English, English as a Second Language or lecture course in any discipline is strongly recommended.

ENGL 352: Comprehension and Critical Thinking Skills
This course is for students who want to improve their language comprehension and critical thinking skills for reading textbooks, writing essays, preparing presentations, taking exams and conducting research. Students work individually or in small groups, using innovative methods, including the Visualizing and Verbalizing for Language Comprehension and Thinking (Visualizing & Verbalizing)[®] program, developed by Lindamood-Bell Learning Processes in San Luis Obispo, California, to build retention of course material while improving vocabulary and writing skills. Concurrent enrollment in an English, English as a Second Language or lecture course is strongly recommended.

test, missed the second, and clearly needs assistance in many areas (which is why he's in CLE, but it isn't working well for him).

Thus, the point my example makes is that the conclusions we might be tempted to draw about retention rates from looking at a set of charts can be very misleading.

Susan Joplin, Reading Instructor, MPC, Fall 2008

ENGL 422: Fundamentals of Reading Lab

This lab is the reading lab for ENGL 322 students whose assessments indicate they can benefit from the work done in the Reading Center. Students are provided fundamental study and practice of reading skills introduced in ENGL 322 in a lab setting with individualized help.

ENGL 402: Introduction to Academic Reading Lab

This lab is the reading lab for ENGL 302 students whose assessments indicate they can benefit from the work done in the Reading Center. Students are provided fundamental study and practice of reading skills introduced in ENGL 302 in a lab setting with individualized help.

Additional note: Since the Reading Center is open enrollment, students come from all the divisions on campus. Reading Center instructors often put one instructor in touch with another on behalf of a student, and they also provide individual counsel in directing students to the appropriate services—EOPS, Counselors, etc.—in an attempt to ensure that students' needs in a variety of areas are met. In addition, some of the Center's staff members are certified Irlen screeners, and they help students who have a type of processing problem called Irlen Syndrome, previously known as Scotopic Sensitivity Syndrome.

5. Describe the scheduling of your courses or services as they apply to your program or service.

Reading courses are generally offered Monday through Friday from morning to evening each Fall and Spring. Tutoring (ENGL 351 and 352) is offered Monday through Thursday, 8:00 a.m. to 8:00 p.m., and Friday, 8:00 a.m. to 4:00 p.m. This scheduling allows students to attend as their schedules allow.

ENGL 302 (five to six sections per semester) is offered (typically) Tuesday/Thursday, Monday/Wednesday and/or Monday/Wednesday/Friday, as well as one evening a week. ENGL 322 (two sections) is currently offered Monday/Wednesday and/or Tuesday/Thursday. ENGL 112 (one section) is (typically) offered Tuesday/Thursday or Monday/Wednesday/Friday.

Fall/Spring/Summer scheduling patterns for reading courses are as follows:

	Fall 05	Spr 06	Sum 06	Fall 06	Spr 07	Sum 07	Fall 07	Spr 08	Sum 08	Fall 08
ENGL 112	1	1		1	1		1	1		1
ENGL 302	4	4	1	4	4	1	5	4	1	6
ENGL 322	2	2		2	2		2	2		2
TOTALS	7	7	1	7	7	1	8	7	1	9

6. Describe your faculty and staff in terms of their diversity, past and recent education/training, and workload.

Instructor of Record: Dr. Susan Joplin, MPC English Department faculty. Dr. Joplin possesses a BA and MAT in Mathematics, an MA and PhD in English, and has completed the Graduate-Research Reading coursework that qualifies her for teaching Reading at a California Community College. In addition, she has earned CSU continuing education units in Reading over the past three years through participation in a CSU-sponsored Reading Institute for Academic Preparation (RIAP) and a National Reading Conference, obtained a certificate of completion for RIAP, and participated in a number of state and regional reading conferences and activities during this time as well. Dr. Joplin teaches reading classes at MPC to include English 322, English 302, English 112, and English 14.

Program Coordinator: Paula Norton, whose affiliation with MPC's Reading Center since 1977 speaks to her eminence in this domain. Paula is also the Chair of the MPC Basic Skills Initiative Committee and a member of the Monterey County Literacy Alliance Campaign.

Part-time staff:

- **Permanent:** Patricia Esterline, Gaely Jablonski, Courtney Johnson, Courtney Middlebrook, Susan Stillinger, Shane Whitman, Morag Elizabeth
- **Temporary:** Karen Crisp, Olivia Panopoulos, Linda Bergen, Judy MacClelland, Chelsea Schreiber, Gail Solazzo, Trish Nelson

The Reading Center staff present a wide variety of educational backgrounds. Most hold B.A. degrees; several hold M.A. degrees, and others have earned elementary education credentials, and certification in special education. The minimum qualification for employment as a tutor is successful completion of at least one year of college-level work in English. All tutors must undergo an initial forty-hour training week prior to their first day of work, and they continue to train three hours per week in mandatory staff instructional meetings.

When funds are available, staff members attend Lindamood-Bell Learning Processes Workshops and annual Lindamood-Bell Learning Processes International Conferences in order to remain up-to-date on recent developments in the field of learning strategies and reading instruction. The Reading Center staff members also attend local workshops offered by local specialists, such as Dr. Joan Smith of the Melvin-Smith Learning Center—Monterey, to keep abreast of other instructional programs, including Orton-Gillingham, Read Naturally, the Irlen Method, the Samonas System, SRA, and Slingerland. This provides a rich, diverse and wide-ranging store of resources for tutors, making it possible for them to be even more adept at handling the complex problems that arise as students struggle to master the intricacies of the English language.

Because of their training, expertise and sensitivity, Reading Center staff members have been sought after to work in other departments on campus, especially the ESL and Supportive Services Departments. Additionally, a significant number of former tutors have moved on to become elementary and secondary teachers, full-time community

college faculty (MPC, Hartnell and beyond), and permanent members of the Lindamood-Bell Learning Processes staff, not only in the U.S. but also abroad. Currently, five of the staff operate private tutoring practices locally.

7. Describe your faculty and staff's satisfaction with the program including its ability to meet students' needs.

The program is entirely student-centered; each student's program is tailored to his or her specific educational requirements, and the tutors are well able to meet the student's needs.

Reading Center faculty and staff integrate their work with that of the English Department, the ESSC, the ESL Department, Academic Support, Supportive Services, and Medical Assisting in an effort to make their assistance available to a wider population on the MPC campus.

Tutors meet individually with the Instructor of Record at the end of the semester to review written feedback from the Program Coordinator and peer tutors. They are encouraged at this time to discuss issues of concern about the program and staff.

8. Discuss the adequacy of your staffing, supplies, equipment, and facilities to meet your program goals. Also discuss any trends/changes in these areas that are pertinent to your program.

Staffing is inadequate, and therefore, the Reading Center is unable to meet the needs of the ever-growing numbers of MPC students who assess into the program each semester.

The current facility would permit the Center to serve as many as sixteen students per hour, twelve hours per day—effectively twice the number the Center works with now—but staff shortages prohibit this possibility.

The facility and equipment are brand-new, but staffing remains inadequate, given the need for the Reading Center's services.

9. Explain how external factors (e.g. state budget, local economy, local job market, Ed Center expansion, changes in technology) are influencing your program or have affected your program in the past, and describe any measures that have been taken to respond to these factors.

The Reading Center at MPC has suffered staff cuts during the past several years, resulting in the reduction of staff hours from 300 to 230 hours per week. In response, the Center has had to double the number of students during many tutorial sessions.

Changes in the economy and in technology have raised the level of anxiety among members of the community who lack strong reading and writing skills, and more students have been requesting evening and weekend hours so that they can improve their skills for

the workplace. The Reading Center does not have enough funding to pay staff to meet this demand from the community. As it is, the Center's staff is stretched thin and students must routinely wait a semester or more for a space in the program.

Student Information

1. What are students' programmatic expectations and goals? How does the program respond to those expectations and goals?

Students are asked to state in writing their program and educational goals at the beginning of each semester, and at the end of the semester are asked to determine whether or not those goals have been met.

Their educational goals vary; however, between 45% and 55% of them are interested in transferring to a four-year school.

The most common program goal stated is that they want to improve their reading and spelling.

2. Discuss the indicators of student satisfaction pertinent to your program.

Examples:

a. How do you measure student satisfaction?

Student satisfaction is measured each semester by testing⁴ and by survey. In addition, students fill out evaluations at the end of each semester.⁴

b. What did you learn from those measures?

At the end of each semester, students meet with their tutors to go over pre- and post-test comparisons, so they can see the progress that they have made and determine whether or not they have met their goals for the semester.

c. How does your program deal with complaints?

If a student were to have a complaint, it would be handled by the Program Coordinator, on site, and referred to the Instructor of Record if the student were not satisfied.

Formal grievance procedures are established by the college. These move from the department chair, to the division chair, to the dean or VP of Student Affairs, to a college-level grievance council.

⁴ The English 351/352 and Sound Symbol Lab Program Evaluation Survey is included in an addendum to this program review.

d. What changes did you implement in response to the student complaints and/or satisfaction measures? If no changes, why not?

Repetition restrictions: Students would like to repeat ENGL 351/352.

The Reading Center would need more funding in order to make more tutoring hours available.

Waiting List: The Center is offering ENGL 351 in a class format during the Winter session.

3. How well do students appear to be progressing through the program/department?

Retention rates are high and students' post testing indicates good grade-level increases in reading and spelling.

4. Discuss what your program is doing to promote student access, success, and equity. Identify any barriers to these.

- a. Promoting Student Access: Unlike many basic skills programs, the Reading Center at MPC accepts students at any stage in their educational progress. They may be non-readers; they may have tried and failed a number of reading, writing and/or spelling programs; they may be ESL, university transfer or special education students; they may be stroke or heart attack victims who must relearn to read, write and spell; they may have a history of substance abuse or incarceration that has hindered their education; they may be single mothers on a mandatory fast-track into the workplace; they may be highly-educated professionals who have never learned to spell; or they may be children who are bright and motivated, but discouraged because they find reading and spelling "boring," "hard" or difficult.
- b. Promoting Student Success: Many students come to MPC for the first time because they've heard about the Reading Center's long and successful history with LiPS®, a program developed by Lindamood-Bell Learning Processes in San Luis Obispo, California. Because the program is tailored to the needs of each student, newcomers to the campus are less apprehensive and more likely to follow through. If a new student stays for a semester in the Reading Center, that student is far more likely to persist, not only in English 351/352, but in other courses, as well. Students who develop fluency as readers and writers through phonemic, symbolic and conceptual awareness are far more likely to be successful.
- c. Promoting Student Equity: Reading Center students range in age from six (in MPC's Reading for Kids program) to eighty years of age, yet they all have in common that they are building a strong foundation of linguistic patterning that will serve them for the rest of their lives.

External Relations

1. Identify any program or service that is similar to yours within the college and/or in neighboring institutions or agencies and describe the impacts of that similarity.

MPC's Reading Center—on a college campus, offered to students for the price of tuition—is unique not only in the area but also in the nation. The Reading Center at MPC has open access. The Center is pleased to employ the cutting-edge programs developed by Lindamood-Bell Learning Processes, San Luis Obispo, California. MPC's Reading Center was established as a laboratory for Lindamood-Bell in 1977 and served as a test site for the LiPS® program.

2. Describe how your program coordinates with other programs on campus and how successful you feel you are in these efforts.

Beginning in 2003 with the move to the ESSC in the new MPC library, the Reading Center now interacts on a daily basis with the English, ESL and Academic Support centers. In addition, the former Instructor of Record, Paola Gilbert, has incorporated the Reading Center as a Lab requirement associated with the two lowest reading classes, ENGL 322 and ENGL 302. This association has resulted in students being able to move more rapidly through their basic reading instruction.

The Reading Center continues to work with the ESL Department on ways in which its strategies can help with English pronunciation. ENSL 328, Pronunciation and Spelling, implements Reading Center methodologies, and students are pre and post tested by the Reading Center each semester. MPC's Reading Center pioneered this work. In addition to working with MPC's ESL students, the Reading Center at MPC has also assisted faculty from other countries with pronunciation strategies.

The Reading Center takes referrals from Supportive Services, but only after it has done its best to find spaces for students enrolled in the English Department's courses.

3. Describe and evaluate the support that your program receives from other college programs or service areas:

- **Instructional Technology (IT)**

The Reading Center has two office computers, four staff computers that are shared by the staff in the other centers on the first floor of the Library, and six computers for students' use.

All staff have campus email accounts and are encouraged to attend IT training sessions. The Reading Center relies on IT for computer assistance, as well as on the ESSC Instructional Technician, Brian Streetman. Brian is flexible and often comes to the Center's rescue.

- **Management of Information Services (MIS)**

The Reading Center does not interact with these services.

- **Human Resources (HR)**

HR is helpful in ensuring that the Reading Center meets hiring practice and employment standards. The Center works very closely with HR.

- **Student Services**

In a one-on-one setting, students feel comfortable mentioning needs and concerns that should be addressed. The Center's staff often refers students to appropriate Student Services programs such as Financial Aid, Supportive Services, the nurse and Counseling.

- **Facilities**

It is a delight to be in the new library building. Facilities works very hard to respond to problems and to maintain the cleanliness of the building.

- **Public Information Office**

The Reading Center has little to no contact with the Public Information Office.

- **Fiscal Services**

The Reading Center has monthly contact with Fiscal Services to maintain Staff Payroll and the Lindamood® for Kids Program.

- **Other:** In an effort to meet the needs of the greatest number of students, the Reading Center works closely with MPC's English Department, English & Study Skills Center, Library, Supportive Services, College Readiness, EOPS, Women's Programs and Medical Assisting. The Center shares ideas, faculty and students. Emergency Procedures: Since the library is such a large facility, the library staff and other programs in the Library & Technology Center building have developed an Emergency Plan of their own that is compatible with the campus Emergency Plan.

4. Describe your program's involvement with the community at large through

- a. **activities involving recruitment and articulation:** The Reading Center's program is well known in the community, and it often serves as a gateway into MPC. The Monterey County Literacy Alliance, the Adult Literacy programs in Seaside and Pacific Grove, educational therapists, York School, Santa Catalina, MPUSD elementary, middle and high schools, as well as Cabrillo and Hartnell colleges are some of the places that refer students to us on a regular basis. In this way, we serve as an important and responsive link to the community.
- b. **partnership with educational institutions:** The Reading Center has an opportunity to establish partnerships through the Literacy Alliance Campaign, but the Program Coordinator's current workload prohibits her from pursuing this beyond the point of attending Literacy Alliance Campaign meetings.
- c. **collaboration or partnerships with businesses, government, or private agencies:**
 - i. The Reading Center at MPC is a founding member of the Monterey County Literacy Alliance, a county-wide organization composed of libraries, social service agencies, public school districts and small, community literacy initiatives. The Alliance has been instrumental in raising public awareness in Monterey County with regard to the need for additional literacy services and outreach, and it is currently helping to

coordinate a county-wide survey, through Tellus/Diganos, of local literacy needs. The Alliance has served the community as a liaison with businesses, including several hotels and both large, daily newspapers in Monterey County; with CSUMB through its service learning program; and with local political entities, such as the Monterey County Board of Supervisors. The Program Coordinator for the Reading Center at MPC has served on the board of the Literacy Alliance since its inception.

- ii. Members of the Reading Center staff are often invited to speak to groups of educators, social service workers and community members about the Center's work.
- iii. The staff and students of the Reading Center at MPC have participated in a wide array of community fund-raising activities throughout the Reading Center's existence.

Part III: Summary

1. In reviewing your data and responses, what do you see as your program's greatest strengths? Greatest weaknesses?

The program's greatest strengths relate to faculty, staff, and services. The program's greatest weakness is its dependency on a stagnant budget.

2. What do you see as your program's greatest challenges during the next five years? Greatest opportunities?

The Reading Center faces two significant challenges related primarily to budget constraints: (1) Provide appropriate (discipline-specific) faculty oversight for reading labs, and (2) meet the increasing demand for Reading Center services. The greatest opportunity involves serving students who have the greatest academic need, so they might experience success personally, academically, and professionally.

Part IV: Recommendations/Goals

1. Identify the goals that were identified in the last program review and describe whether they were attained or not. If not, why not?

Goals identified in the last program review are as follows:

2003-2004 Program Review Goals	Attained?
We anticipate being able to assist all students at MPC who need our services.	No. We currently do not have the budget to assist the students who need our services.
We plan to work closely with the ESSC and the English Department's Reading Program Coordinator, in order to make	To some degree. Working with Reading Instructors, we assess all ENGL 302 and ENGL 322 students for the lab portion of

available Reading Center instruction to a wider group of students.	their reading classes, but we have not had the funding to hire additional tutors to meet the demand of students whose assessments demonstrate that they would benefit from Reading Center instruction.
We will require an increase in our staffing, at least up to the levels of five years ago, making it possible for us to increase the number of students we tutor by 25%.	No. We have not received the funding to make this possible.
We would like to establish a facility at MPC's Ed Center in order to work with students there who will need our services.	No. Currently, there is not a budget or facility plan to accommodate this need.

2. Specify clearly in this section your program goals for the next five years, your plans to achieve them, the responsible person, and a timeline for completion.

1. The Reading Center would like to receive additional funds to meet reading lab student needs as ENGL 322 and 302 student numbers increase. An increase in students requires an increase in tutoring hours. In Fall 2004, the Reading Center worked with 45 lab students. By contrast, this Fall the Center has 99. In addition, ENGL 302 is now offered in the summer, and the Reading Center is functioning as the lab component for that class. Yet the Center has not received an increase in funding; although last year the Center was able to use some Basic Skills funds, they are not a part of the Center's permanent budget. As a result, the Reading Center will be \$20,000.00 over budget in the hourly temporary category by the end of fall semester 2008. Ideally, the Center would like to register all students who need its services. Currently, there is a waiting list, and students often have to wait a full semester before they can enroll. Such a long delay impacts a student's ability to achieve success in his or her current classes.
 PLAN: Increase the amount of general funds that are allocated for the Reading Center; the Center will emphasize this need again in the Action Plan this Spring as the increased funding is needed to meet the increasing numbers of students requiring the Center's services. The Center will also inquire about assigning lab units, for example, to ENGL 402 and 422, and assigning a full-time Reading Instructor to head all of the reading labs, making the Instructor of Record for the reading labs a Reading Instructor (rather than the ESSC director or ESSC instructional specialist) so that the increased demands on the Center can be tracked. The Center will also continue to pursue other ways to ensure that as the numbers of students in the reading labs increase the Reading Center funding will increase as well to permit the Center to address the educational needs of those students.
 RESPONSIBLE PERSON: Reading Center/MPC General Funding.
 TIMELINE FOR COMPLETION: Ongoing.
2. The Reading Center would like MPC's office of Institutional Research to collect data about the Reading Center to confirm that students who test into and use the

Center's services show significant increases in retention and persistence over their peers. Such studies will affirm student learning and progress that is tied directly to the Center; the studies will also underscore the need for adequate funding for the Center to enable it to meet the needs of all MPC students who could benefit from its services.

PLAN: The Center will provide the Institutional Researcher with a series of typical pathways and trajectories of students that she can follow that will allow her to gather pertinent and relevant data to show the Reading Center's impact on retention and persistence of students.

RESPONSIBLE PERSON: Reading Center/MPC Institutional Researcher.

TIMELINE FOR COMPLETION: Ongoing.

3. The Reading Center would like to participate in collaborative efforts to strengthen student success.
 - a. The MPC Reading Center addresses the needs of low literacy students on campus, who currently do not have an established program to enter. Therefore, the Reading Center wants to participate in and help establish a pathway for such students, perhaps in a learning community or other connected learning experience that would help these students achieve success. The Center is ideally suited to meet these students' needs in collaboration with various programs and classes on campus. (Such a learning community has been presented to the BSI committee by the Student Success Task Force, and by Supportive Services Reading Instructor Terria Odom-Wolfer; if the proposals go through, the Reading Center anticipates participating in these efforts.)
 - b. The Reading Center would like to participate in other collaborative efforts, such as the learning community goal above, including participation in a collaborative effort with a math class. Students' difficulties with math are often due to weak language skills, and the Reading Center would look forward to establishing a course of study to address those needs.
 - c. The Reading Center would like to establish a facility at MPC's Ed Center in order to work with students there who will need the Center's services.
 - ❖ MPC's Reading Center would be valuable at the Education Center, since both basic skills courses and English courses are being considered for that campus.
 - ❖ The Reading Center's instruction targets the most vulnerable population of students, providing them with reading, writing and comprehension skills and strategies that can enable them to be successful in their other courses.
 - ❖ The Community Interest Survey done by the Institutional Research Office reflects an interest in basic skills curriculum in the Seaside, Marina area, which indicates that the Reading Center would be well received in that community.
 - ❖ The Reading Center instruction is highly successful for helping those who are learning proper pronunciation of English, and it would serve as an excellent bridge to the high percentage of citizens who speak English as a second language in that

community. The Reading Center could serve as a link between those students and the ESL department on the main campus.

- d. The Reading Center would like to seek out possible collaborative efforts within the wider community, including alliances with CSUMB's Reading Center/Program, the Chartwell School, and Adult Ed, for example, to address literacy needs of a possibly wider range of students and with a broader base of resources.

PLAN: The Reading Center anticipates and very much looks forward to collaborative efforts on the MPC main campus, at the Ed Center, and in the larger community. The Center's services can be offered in tandem with any class at any level, and the Reading Center is eager to increase the success of even greater numbers of students through these innovative ventures and venues.

RESPONSIBLE PERSON: Reading Center Staff.

TIMELINE: Over the next few years, depending on the funding and time releases for the instructors involved in the learning communities coming through, for example, to make such efforts possible.

4. Define and continue to improve and expand MPC's Reading Center.

PLAN:

- Expand lab offerings for reading class students: Incorporate the Visualizing & Verbalizing® program and use this as a new lab module for reading class students (422/402) who will be better helped by this module than by the current reading center lab modules (Sounds and Symbols or Reading Café).
- House books and other materials to enrich student experience in the Reading Center.
- Maintain currency and enhance teaching through professional development.

RESPONSIBLE PERSON: Reading Center and Reading Program members.

TIMELINE: Ongoing.

5. Continue to circulate a newsletter on program issues and news items in the fields of literacy and reading development.

PLAN: Continue to publish a newsletter that informs the wider MPC campus of program issues and news items in the fields of literacy and reading. The Center subscribes to a number of literacy and reading research publications and the faculty and staff are involved in ongoing education through attendance at workshops and conferences, both locally and beyond that keeps them abreast of issues and effective practices in literacy education.

RESPONSIBLE PERSON: Reading Center staff.

TIMELINE: Ongoing.

6. Define and continue efforts to improve and expand MPC's Reading Program.

PLAN:

- a. Support the hiring of more full-time Reading Instructors in the English Department, in part, to meet the increased demand that will come with the prerequisite of ENGL 112 for ENGL 1A beginning Fall 2010, and to meet the requirements from the Chancellor's Office in reference to AB 1725.

- b. Continue to advocate for the need for students to enroll in reading classes: attainment of successful reading skills will strengthen student success in all classes across all disciplines, helping students in their careers, aiding them in their everyday lives and empowering them to realize their often-untapped individual potentials.
- c. Support having one or more full-time Reading Instructors oversee the Reading Center and other Reading Programs and labs in an effort to bring cohesion to the reading program and to support and strengthen student success, as well as to meet the mandate of AB 1725.
 - ❖ A recently posted advertisement for employment at MPC calls for the hiring of two part-time Reading lab instructors, whose duties will include being present in the lab at all times when students are working in the lab (as required by AB 1725).⁵
 1. As a result, the Reading Center will thus be listed as a separate entity and with the following classes associated with it in the upcoming MPC catalog and schedule:
 - a. ENGL 320, Practical Reading
 - b. ENGL 330, Reading in Context
 - c. ENGL 351, Phonemic Awareness
 - d. ENGL 352, Comprehension and Critical Thinking Skills
 - e. ENGL 402, Introduction to Academic Reading Lab
 - f. ENGL 422, Fundamentals of Reading Lab
 - ❖ The reshaping of the Reading Center thus redefines the Reading Center. Under the restructuring, as per AB 1725, reading lab instructors will oversee all reading-lab instruction.
 - ❖ When the budget permits, a full-time Reading Instructor will be hired as the Reading Center Director, and that person will oversee all reading-lab associated instruction and coordination.
 - ❖ Such restructuring allows for reading instructors to develop further modules for the reading class students to meet various identifiable/assessable needs.
 - ❖ The Reading Program will continue to ensure adequate funding for the LiPS® program and the Verbalization & Visualization® program lab instruction.
- d. Support a Reading across the Disciplines Program headed by a Reading Instructor. The Reading Program would need to determine whether this would be part of the “new” Reading Center, which would be overseen by a full-time reading (lab) instructor, or whether it would be a self-standing Program in the lab headed by a Reading (lab) Instructor.
- e. Support the creation of other programs that would support readers, such as a Reading for Athletes Program.
- f. Seek to improve, enhance and expand offerings

⁵ The English Department has put in a request for a third, part-time Reading Lab Instructor, so that the lab can maintain its current time schedule for students.

- g. Actively engage in research, attend conferences, and participate in other activities to better understand how to best meet students' needs.
- h. Meet regularly as needed (Reading Center/Program) to discuss concerns and bring forth new ideas and suggestions.

RESPONSIBLE PERSON: Reading Center and Reading Program members.

TIMELINE: Ongoing.

3. Prioritize your goals and plans, listing the highest priority first.

- First.** Establish a system that will allow additional funds when the ENGL 322 and 302 student numbers increase. (Goal #1 above).
- Second.** Have MPC's office of Institutional Research collect data about the Reading Center to confirm that students who test into and use the Center's services show significant increases in retention and persistence over their peers. (Goal #2 above).
- Third.** Participate in collaborative efforts to strengthen student success. (Goal #3 above).
 - a) Learning communities
 - b) Ed Center Reading Center facility
 - c) Community collaboration
- Fourth.** Define and continue to improve and expand MPC's Reading Center. (Goal #4 above).
- Fifth.** Define and continue efforts to improve and expand MPC's Reading Program. (Goal #6 above).
- Sixth.** Continue to circulate a newsletter on program issues and news items in the fields of literacy and reading development. (Goal #5 above).

4. Prioritize, within and between categories, requests for faculty, staff, supplies, equipment, and facilities. Describe how those requests are linked to your prioritized program goals and plans.

Without adequate funding to cover staff hours sufficient to meet the educational demands of MPC students who need the Reading Center services, the Center is rendered incapable of pursuing its program goals or undertaking its plans in a way that best meets student needs. Although the Reading Center is thankful to be graced at present with sufficient supplies, equipment and facilities, the seriousness of the lack of funding to match the increasing numbers of students in need of services cannot be understated. Without adequate funding, the Reading Center is unable to help all the students who need the Center's help to attain success, not only in their classes at MPC, but also, as research bears out, in their future endeavors in life.⁶

⁶ See footnote 1.

Speech Communication/Communications Department Self Study

Part I: Preamble

Description

The Speech Communication department (which encompasses both Speech Communication and Communications courses) provides instruction in the theory and practice of human communication in numerous contexts, including public speaking, interpersonal, small group, intercultural, leadership, and media.

Role and Function

Speech Communication curriculum offers students the opportunity to become competent communicators in a variety of contexts and communicative situations. The curriculum is taught with such consistency that the core theory, principles, practices are delivered to all learners. The curriculum is taught with sufficient diversity that multiple methods are implemented toward the end of achieving learner recall, understanding, application, analysis, synthesis and evaluation, capturing every level of learning (C.f., Bloom's *Taxonomy of Educational Objectives: Cognitive Domain*).

A member of the Humanities division at MPC, the Speech Communication department offers curriculum that meets many of MPC's goals, including the promotion of academic excellence and critical thinking; creating pathways to success that address the diverse, holistic needs of MPC students; and providing educational programs and services in Seaside and Marina that meet community needs. Nearly every course is transferable to university-level programs; some possess direct matriculation to CSU and/or UC.

Outstanding Features and Characteristics

The Speech Communication department offers excellent instruction, a breadth of courses, and healthy enrollments. Understanding speech communication theory and possessing effective communication skills are excellent preparation for living, vocational and professional pursuits.

The Speech Communication department supports the mission of the college: "Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community." To fulfill this mission, the Speech Communication department focuses on meeting the following goals:

- Transfer to a four-year college or university
- Develop career skills
- Develop basic skills

☒ Provide life-long learning opportunities.

Historical Areas of Concern

The Speech Communication Department has experienced few areas of concern. Areas of most recent concern are related to unavailable adjunct faculty and changes in technology.

Prior to the beginning of this semester, the department was unable to attract qualified adjunct faculty and thus was unable to grow its program. Now the department is hopeful that the program can grow, even with the loss of another adjunct. Currently two new members have joined the department, and a third adjunct is expected to come on board in the spring.

The second most trying area of concern has to do with changes in technology. For many years, a VHS camcorder was used to record speeches for student viewing. However a couple of years ago the camcorder broke at approximately the same time the VHS format went out of favor. Now DVD camcorders are available, but these are much less easy to use. Gone is the simple process of recording and handing a tape to a student; now speeches must be recorded, imaged, and then given to the students. The department needs to find a timelier manner of recording speeches for student viewing.

Part II: Analysis

Curriculum Review

All course outlines will be reviewed by the end of Spring 2009.

Program Information

1. Present and discuss the quantifiable factors pertinent to your department/program by semester over the last three years.

The Speech Communication department offers courses that support the CSU, IGETC, and MPC General Education requirements as described in the following chart:

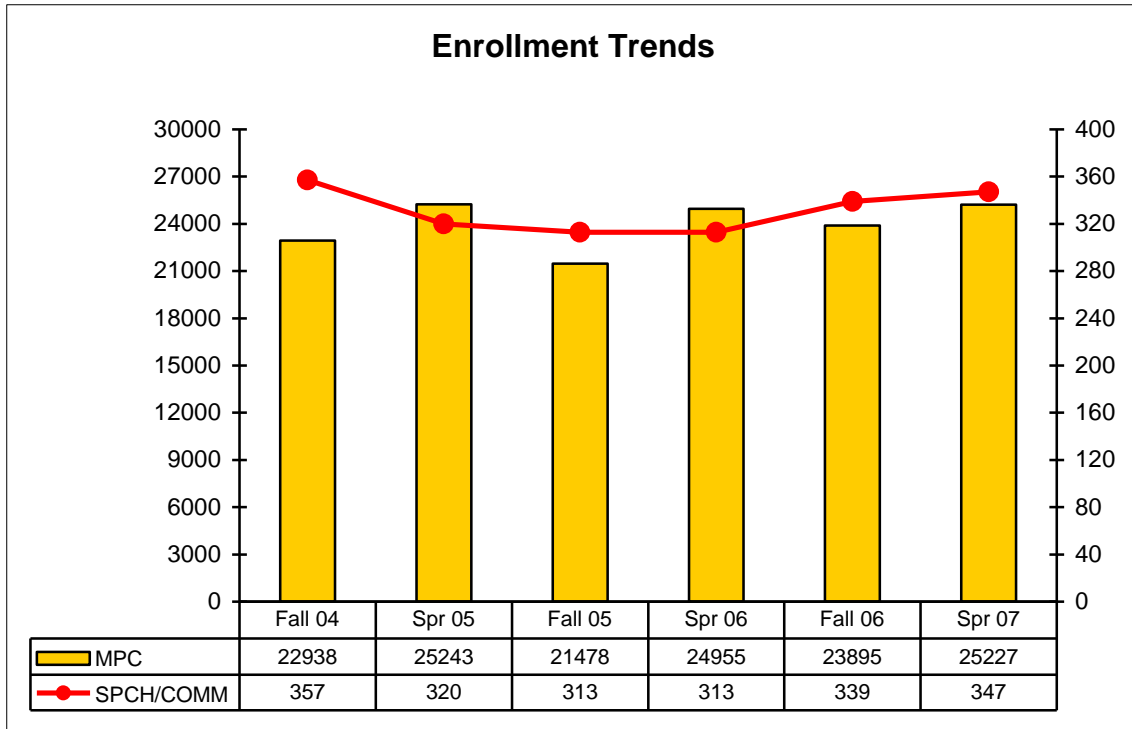
Course	CSU GE	IGETC	MPC GE
COMM 5	C		C
COMM 8			C
SPCH 1	A1	1C	A2
SPCH 2	A1	1C	A2
SPCH 3	A1		A2
SPCH 4	D	4	C, F
SPCH 6			
SPCH 50			
SPCH 54	A1		A2

SPCH 61			
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It also offers students the opportunity to earn an Associate in Arts degree with an emphasis in Communication Studies and participates with other disciplines to proffer students well-rounded degrees and certificates.

	COMM 5	COMM 8	SPCH 1	SPCH 2	SPCH 3	SPCH 4	SPCH 6	SPCH 50	SPCH 54	SPCH 61
AA Comm Studies			x	x	x		x			
AS Int'l Business						x				
AS Nursing (students select one)			x	x	x					
Fashion Merchandising Certificate				x						
Graphic Arts Certificate						x				
Human Services Certificate						x				

Mass Media Methods (COMM 5), Introduction to Public Speaking (SPCH 1), Small Group Communication (SPCH 2), Interpersonal Communication (SPCH 3), Intercultural Communication (SPCH 4), and Leadership Communication (SPCH 54) have been offered consistently through the last few years. During the last three years data indicates that Speech Communication courses, especially SPCH 1, 2 and 3 have had healthy enrollments. Enrollments have been fairly consistent with the enrollment trends of the college; enrollments tend to dip in spring (in comparison with the college), but that is probably because this program doesn't offer Early Spring courses:

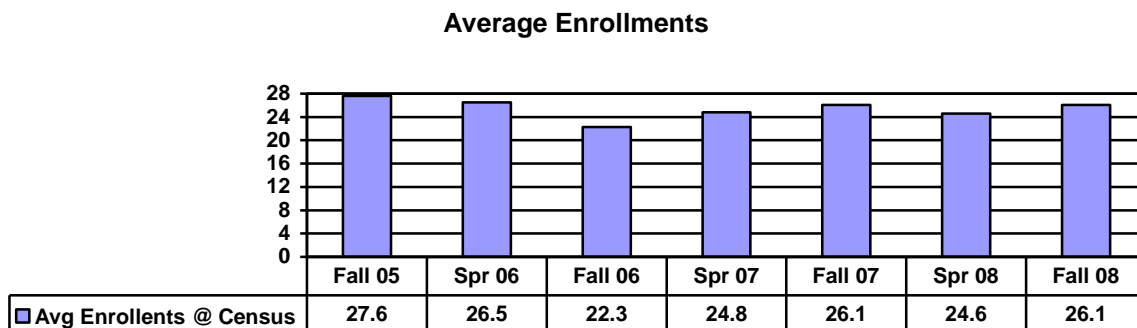


Enrollment trends should also be considered in respect to FTES/FTE. Speech Communication FTES and FTE are as follows:

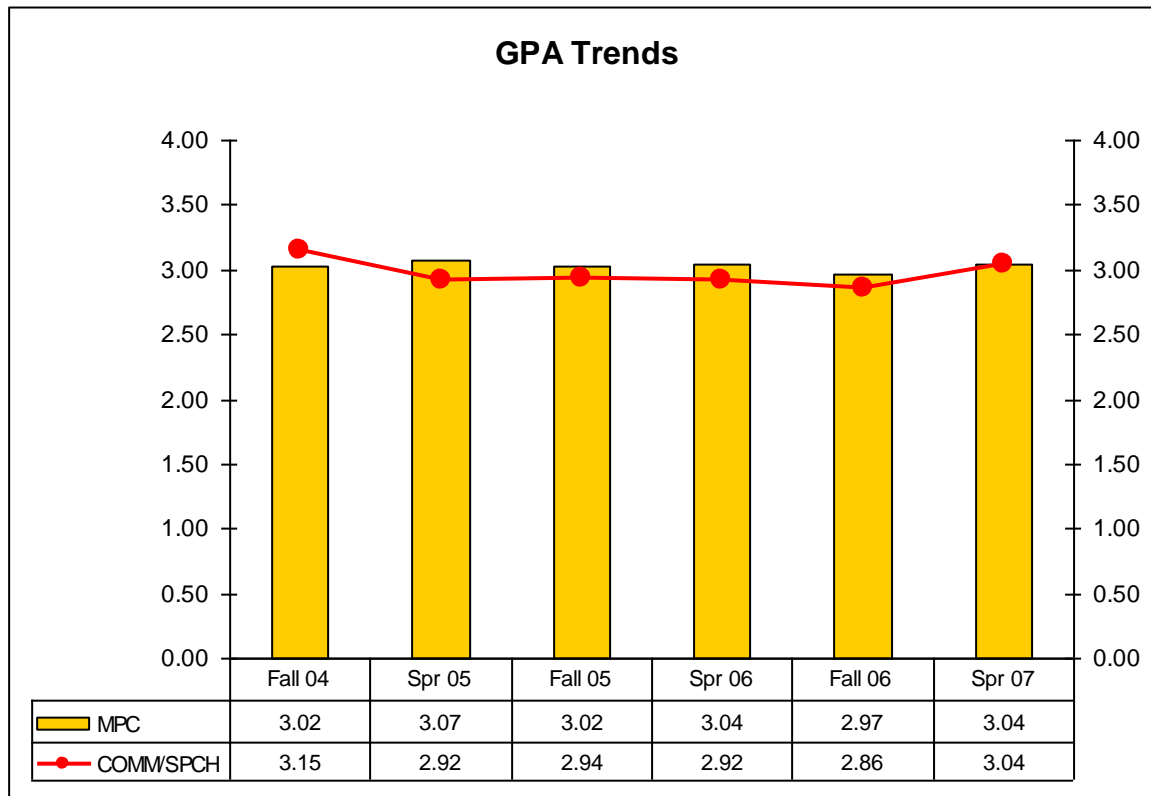
FTES and FTE by Fall and Spring Semesters

	Fall 05	Spr 06	Fall 06	Sp 07	Fall 07	Spr 08
FTES	33.80	33.08	32.95	31.15	35.71	36.91
FTE	2.40	2.60	3.00	2.40	2.50	3.00

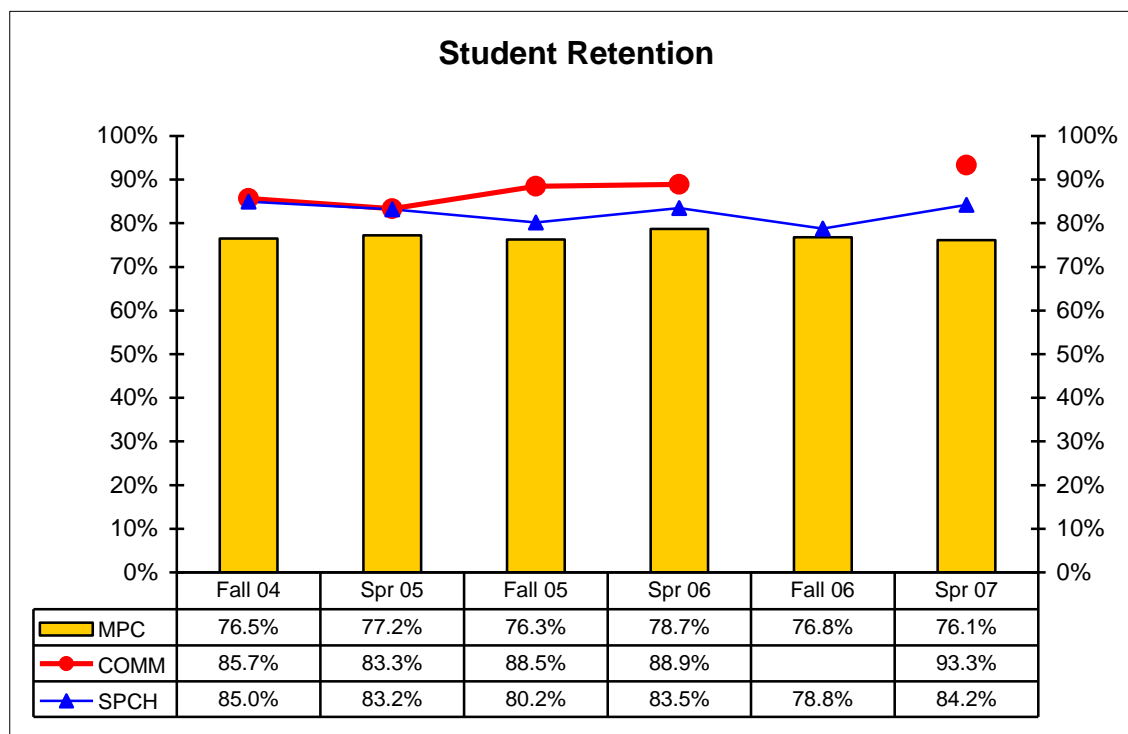
By census date, SPCH classes are typically 90-100% full, as indicated by the following:



GPA trends in Communications and Speech Communication courses are in keeping with the trends of the college, as demonstrated below:



Retention rates for Communications and Speech Communication courses are high:



2. Describe progress made in identifying learning outcomes for the program and steps taken to collect evidence of student learning that address the outcomes specified.

Learning outcomes have been identified for all Speech Communication courses. Faculty have begun to communicate SLOs to their students, assess student outcomes through the use of MPC's SLO form, and consider how they might further assist students in achieving the learning outcomes.

3. If your program is an occupational program, additionally present data.

The Speech Communication department is not an occupational program.

4. Describe the current scope and sequence of the program's course offerings.

The course offerings are fairly broad for a smaller community college. Students have the opportunity to gain a solid foundation in Speech Communication courses before transferring to a university. Courses offerings are as follows:

- COMM 5: Mass Media Methods
- SPCH 1: Introduction to Public Speaking
- SPCH 2: Small Group Communication
- SPCH 3: Interpersonal Communication

- SPCH 4: Intercultural Communication
- SPCH 6: Argumentation and Debate
- SPCH 50: Forensics
- SPCH 54: Leadership Communication
- SPCH 61: Student Speakers Bureau

5. Describe the scheduling of your courses or services as they apply to your program or service.

Speech Communication courses are offered every day of the work week in the mornings, afternoons, and evenings. The department has successfully offered traditionally-scheduled and not-so-traditionally-scheduled classes. The following chart indicates the course offerings this fall:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		SPCH 3		SPCH 3	
8:30					
9:00	SPCH 1		SPCH 1		SPCH 1
9:30		SPCH 2		SPCH 2	
10:00	SPCH 1		SPCH 1		SPCH 1
10:30					
11:00	SPCH 2		SPCH 2		SPCH 2
11:30					
12:00 pm					
12:30	SPCH 1	SPCH 2	SPCH 1	SPCH 2	SPCH 1
1:00					
1:30					
2:00	SPCH 54	SPCH 2	SPCH 54	SPCH 2	
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					
6:00	SPCH 1	SPCH 1	SPCH 3		
6:30					
7:00	SPCH 2				
7:30	(Marina)				
8:00					
8:30					

Fall/Spring/Summer scheduling patterns for Communications and Speech Communications courses is as follows:

	Fall 05	Spr 06	Sum 06	Fall 06	Spr 07	Sum 07	Fall 07	Spr 08	Sum 08	Fall 08
COMM 5	1	1			1		1	1		1
SPCH 1	5	5	1	6	6	1	5	6	1	6
SPCH 2	4	4	1	4	3	1	4	4	2	5
SPCH 3	2	2		2	2		2	2		2
SPCH 4				1			1			1
SPCH 6	1			1						
SPCH 54										
TOTALS	13	12	2	14	12	2	13	13	3	15

It is significant to note that this semester, fifteen classes were offered. Most of these classes were filled to maximum capacity. It appears that the department has an opportunity to grow its program.

6. Describe your faculty and staff in terms of their diversity, past and recent education/training, and workload.

Full-time faculty:

- Dan Fox: Instructor for all Speech Communication courses; currently serving as the Speech department chair; teaches five sections as load and often one section as overload, including 3 to 4 different courses; M.S. and Ph.D. in Speech Communication.
- Diane Boynton: Instructor for all Speech Communication courses; currently serving as Humanities Division Chair; past Speech Department chair; M.A. in Speech Communication; currently teaching one section of SPCH 3.

Part-time faculty:

- Allston James: Instructor for Mass Media Communication; full-time English Instructor at MPC; MA in Communications; his writing has appeared in numerous national and regional publications; currently teaching one section of Media Mass Communication.
- Debbie Sturt: Instructor for Public Speaking; MA TESOL, BA Communication Studies.
- Laura Ainsworth: Instructor for all Speech Communication courses; MA in Communication; currently teaching two courses.
- Molly May: Instructor for Public Speaking; teaching one to two sections of Public Speaking; full-time ESL instructor at MPC; M.A. in Teaching English as Second or Other Language; widely traveled; currently teaching one section of Public Speaking.
- James Stewart: Instructor for all Speech Communication courses; Ph.D. Communication; expected to teach one to two sections Spring 2009 semester.
- Pat Roberts: Instructor for Public Speaking and Argumentation; BA in Social Science and California Secondary Teaching Credential; teaches one to two sections of Public Speaking. Occasionally teaches one section of Argumentation.

- Ron Triplett: Instructor for Interpersonal Communication; MA Clinical Psychology, Licensed Marriage and Family Therapist; currently teaching one section of Interpersonal Communication.

7. Describe your faculty and staff's satisfaction with the program including its ability to meet students' needs.

Feedback was garnered from both part-time and full-time faculty regarding this area, and comments focused on three major themes: curriculum, facilities, and staffing. Faculty indicated a desire to add two courses: Oral Interpretation of Literature and Classroom Communication. Comments also related to an interest in "sprucing up" the Speech Communication classroom and the need to hire another full-time faculty member to support the program.

8. Discuss the adequacy of your staffing, supplies, equipment, and facilities to meet your program goals. Also discuss any trends/changes in these areas that are pertinent to your program.

The Speech Communication program has recently been limited by the number of available adjunct faculty. At the moment, it appears that more courses may be offered; relying on adjunct to support a program is problematic, however.

BH 106, the classroom currently designated as the Speech Communication classroom, is appropriate for instructional needs. It is a "smart" classroom with whiteboards and tables and chairs. The tables are easy to move to create a public speaking or small group setting. The classroom also has a small cabinet in the back of the room to house a camcorder used for videotaping speeches and small group activities.

The department continues to be challenged with recent camcorder technology. Currently, saving images to student disks is challenging, in that it is not instantaneous; it takes valuable classroom time to complete the task.

9. Explain how external factors (e.g. state budget, local economy, local job market, Fort Ord expansion, changes in technology) are influencing your program or have affected your program in the past, and describe any measures that have been taken to respond to these factors.

External factors do not appear to seriously impact the Speech Communication program. Two basic courses are directly transferable for the General Education requirements in most 4-year colleges in the state of California. The remaining courses fulfill various elective functions for students, including areas such as oral communication, human behavior, and culture. Thus, course offerings and enrollments remain fairly stable regardless of the state budget, local job market, and local economy.

The Speech Communication department has maintained an active, consistent presence in MPC's Education Center at Marina, teaching at least one course there each semester since it opened. We intend to maintain these offerings and expand them to include both basic courses, perhaps others as well.

External changes in technology have impacted our use of technology to facilitate instruction. The advances most influential for us at this point are Internet web development and digital cameras. We've purchased two digital cameras in the hope of facilitating digital recording of student speeches and presentations. While they have been successful, they are also too time-intensive for practical use as an instructional tool. The primary purposes of providing recordings to learners are to (1) facilitate their ability to critique oral communication, and (2) encourage self-reflection and evaluation of the presentations they give to others. Both objectives advance learning a great deal. Our next step has been to acquire a digital camera that allows the instantaneous recording of the subject (solving the time-delay issue), and enables us to load the recording presentation to a departmental Web page, where learners can get access to it. This would allow us additional benefits: (A) the collection and cataloguing of individual and group presentations, by type of assignment, so that students in any course can access them, observe, and conduct evaluations. It would become a growing library of student samples for all instructors, whether they are currently recording student presentations or not. (B) Having such a developed Web page would also increase the general visibility of MPC, and allow us to display the creative work of our students. (C) Such a feature potentially pays Public Relations dividends to the college as a whole, the discipline of Speech Communication, and the department.

Student Information

1. What are students' programmatic expectations and goals? How does the program respond to those expectations and goals?

There are a variety of expectations and goals among learners in our department. Some take courses for particular interest in an area, such as Leadership Communication, or Intercultural Communication. Others come to specifically enhance their ability to communicate orally in public, focusing on courses such as Public Speaking and Group Communication. Some students specifically express interest in learning about team-based communication, usually because they are currently managers, or plan on being hired to manage small working groups. These students tend to gravitate toward Group Communication curriculum or Leadership Communication. Still others are interested in fulfilling their General Education curriculum requirement, many times selecting Public Speaking due to its broader transferability among colleges and universities across the U.S.

2. Discuss the indicators of student satisfaction pertinent to your program.

Examples:

e. How do you measure student satisfaction?

There are four ways in which we currently measure student satisfaction: (1) Some instructors have students fill out short questionnaires toward the end of the course, usually designed to access learner feedback regarding specific assignments, but also gathering general satisfaction responses about the course in general, both in open-ended and scaled structures; (2) other instructors garner information casually from students as they are taking the course, or as they prepare to depart the course at the end of the semester/session; (3) other instructors read comments that students make in end-of-course reflection papers, where learners are encouraged to offer their input for the course, as well as suggestions for future sessions of the same course; and (4) instructors who have their course and instruction evaluated (which is done periodically for all instructors, according to an evaluation schedule) make use of the opportunity to read student comments and feedback, as well as gain more quantifiable data from the scaled responses to learning satisfaction.

f. What did you learn from those measures?

Various conclusions were reached, including: (1) Students are generally very satisfied with both the curriculum and instruction in the Speech Communication department. (2) Learners appreciate having a spectrum of courses that appear to obviously apply to various contexts of communication and work. Examples include: public presentations (equipping them with specific presentation skills and principles: Spch 1 and 2), leadership, group and team-based interaction (empowering them to lead and function effectively within a small group: Spch 2 and 54), dyadic and interpersonal contact (enriching friendships and close relationships with others: Spch 3), intercultural and cross-cultural communication (equipping them to connect with others from diverse backgrounds: Spch 4). (3) Students enjoy the active and interactive nature of much of the instruction, which utilizes Active Learning theory and practices, and leans away from passive models. (4) Learners find the use of Service-Learning (S-L) and Problem-Based Learning (PBL) methods especially enriching for instruction. Service-Learning, in particular, is something that many U.S. colleges and universities are requiring as part of their undergraduate curriculum, and having some early exposure to that method, as well as the benefit of getting involved in the surrounding community while applying their course curriculum, is mentioned frequently among learners giving course feedback where S-L was utilized (such as Spch 2, 4, and 54).

One area where a pattern of lower student satisfaction emerged was regarding the Spch 1 textbook. We have changed that textbook once in the past few years, opting for one more narrative in form, yet maintaining our two prime objectives to (A) offer a text that is thorough and clear in the basics of public speaking, and (B) kept the cost as low as possible for students. Problems emerged in three areas: (1) the supplemental materials offered by the publisher, with promises of greater utility, greater Internet access to research and other on-line tools, was too often a source of frustration, for both instructor and students; (2) while the narrative was more

engaging as a written text, it seemed to lack some of the traditional fundamentals of standard textbooks, and (3) it lacked the actual audiovisual student samples of speeches, commonly offered as supplemental materials with more traditional (and more expensive) textbooks. While we have some tapes of student samples in the department, they are not from our textbook curriculum, and they are rather dated.

g. How does your program deal with complaints?

Formal grievance procedures are established by the college. These move from the department chair, to division chair, to the dean or VP of student affairs, to a college-level grievance council.

h. What changes did you implement in response to the student complaints and/or satisfaction measures? If no changes, why not?

No other patterns were evident among the student complaints, other than the one mentioned in item b. above. We are in the process of gathering more detailed responses from instructors regarding the current textbook, as well as suggestions for optimal textbook design. We are considering putting together a textbook committee, who can gather a selection of textbooks from publishers for review, conduct their own evaluation of those texts and their resources, and offer the best recommendations for our department.

3. How well do students appear to be progressing through the program/department?

Students consistently progress through Speech Communication department curriculum. Given that Speech Communication curriculum is not an A.A. program, students are not expected to progress through a sequence of courses.

4. Discuss what your program is doing to promote student access, success, and equity. Identify any barriers to these.

- a. **Promoting Student Access:** (1) scheduling of classes to meet the needs of as many students as possible; (2) maintaining instructor office hours at scheduled times, and at times when students are likely to be on campus; and (3) offering office hours outside of regularly schedule hours.
- b. **Promoting Student Success:** Rewards and praises offered by instructors to students who perform well in individual courses (i.e., “Yes” buttons in Public Speaking, and “Egg Launch Awards” in Group Communication). We also have instructors who nominate learners for the *Humanities Division Book Award*, an academic award that includes public recognition, certificate of achievement, and a cash award to assist the student in buying books and school supplies.
- c. **Promoting Student Equity:** We maintain grading standards, course access criteria and standards, and student advising standards. Each of these areas impact student equity, by (1) enabling learners to proceed with coursework successfully,

(2) guarding the quality of the education they receive, (3) encouraging learners in their educational pursuits, and (4) informing learners about options and choices available to them.

External Relations

- 1. Identify any program or service that is similar to yours within the college and/or in neighboring institutions or agencies and describe the impacts of that similarity.**

Area community colleges and universities offer similar courses, and because of this, we share adjunct faculty. No one community college or university has a corner on the market; we all serve our communities in appropriate ways.

- 2. Describe how your program coordinates with other programs on campus and how successful you feel you are in these efforts.**

The Speech Communication program coordinates with Student Services, in that SPCH 54/PERS 54 is taught alternately through our program and Student Services. The Speech Communication Department works amenably with the ESSC, as well (many of our students use this learning center as they create outlines or write essays).

- 3. Describe and evaluate the support that your program receives from other college programs or service areas:**

- **Instructional Technology (IT)**

IT provides the support we need when our computers become dysfunctional (or non-functional!). We are pleased with their support.

- **Human Resources (HR)**

HR has been very helpful in advertising for positions and assisting us with hiring new adjunct faculty.

- **Student Services**

We have worked well with numerous Student Services. Women's Programs and Student Services often provide textbooks and other helpful means of support to our students.

- **Facilities**

Facilities has responded in a timely manner to our needs.

- 4. Describe your program's involvement with the community at large through**
 - a. activities involving recruitment and articulation,**
 - b. partnership with educational institutions**
 - c. collaboration or partnerships with businesses, government, or private agencies.**

The program itself has not been involved with the community at large. However, SPCH 2 classes often complete service learning projects that impact (in positive ways) the community. Projects impact various cities through clean-up projects, hospitals, schools, and various service organizations (Meals-on-Wheels, Habitat for Humanity, etc.).

Part III: Summary

1. In reviewing your data and responses, what do you see as your program's greatest strengths? Greatest weaknesses?

The Speech Communication department offers excellent instruction, a breadth of courses, and healthy enrollments.

2. What do you see as your program's greatest challenges during the next five years? Greatest opportunities?

The department's greatest challenge will be to keep committed adjunct faculty who provide excellent instruction to our students. Its greatest opportunity has to do with growth; we anticipate continued healthy enrollments.

Part IV: Recommendations/Goals

1. Identify the goals that were identified in the last program review and describe whether they were attained or not. If not, why not?

Goals identified in the last program review are as follows:

2003-2004 Program Review Goals	Attained?
To offer the Leadership course as soon as feasible.	Yes. SPCH 54 was offered
After establishing/confirming curricular need through Needs Assessment and Analysis, develop a Classroom Communication course when feasible	No. A Needs Assessment and Analysis needs to be developed. Given the strong enrollments in the Speech Communication program's traditional courses and the lack of availability of a more adjunct faculty, time and energy has necessarily been focused on meeting the current need.
To remain alert to on-going needs of our relevant community toward the end of effective curriculum development, design and delivery	Yes.
Encourage the renewal of the <i>Phi Rho Pi</i> debate club, offering faculty advising and	No.

financial support when feasible.	
Acquire supplemental videos as instructional resources.	Yes.
Acquire an adequate instructional space that is under the administrative control of the speech department; and/or make the existing BH 106 location adequate for instructional purposes by changing the desks to a size appropriate for the size of the room, acquiring clean, professional carpeting in BH 106, upgrade the chalkboards to whiteboards, purchase a digital document scanner, and purchase a ceiling-mounted digital projector.	Yes. BH 106 has been painted and recarpeted. "Smart" technology, new classroom furniture, and whiteboards have been purchased to enhance instruction and the classroom environment.
Expand offerings at Ft. Ord site.	Yes. SPCH courses have been and will continue to be offered at the Ed Center.
Plan for an additional FT Speech Communication position.	No. Other positions have taken precedence. The need continues for another FT Speech Communication position.

2. Specify clearly in this section your program goals for the next five years, your plans to achieve them, the responsible person, and a timeline for completion.

	Program Goal	Plan	Person Responsible	Timeline
1.	Delete courses that haven't been offered in last 2 years.	Delete SPCH 6, 50, 61.	Dan Fox	Spring 2009
2.	Align course expectations with student ability.	Change advisories to prerequisites to SPCH 2 and 3.	Dan Fox	Spring 2009
4.	Add new courses to curriculum.	<ul style="list-style-type: none"> Oral Interpretation of Literature Classroom Communication 	Dan Fox	Spring 2010
3.	Provide appropriate public speaking (student) samples and resources for all students and instructors.	<ul style="list-style-type: none"> Purchase new camcorder w/ Foundation funds. Film speeches Load speeches through website 	Dan Fox	Spring 2009
5.	Spruce up BH 106 (SPCH classroom).	Purchase posters or work with Interior Design instructor to enhance space.	Dan Fox	Spring 2010
6.	Ensure stable instruction for the growing student population in Speech Communication courses.	Hire full-time SPCH instructor.	Dan Fox, Diane Boynton	Fall 2010

3. Prioritize your goals and plans, listing the highest priority first. Please see above.

World Languages Self Study

I. Preamble

Description

The World Languages department is a vital member of the Humanities Division. Its goal is to serve a diverse community; promote understanding and intercultural awareness; prepare students for achievement of Associate degrees, transfer to four-year colleges and universities; and prepare students for the job market.

Eight languages are currently offered: American Sign Language (ASL), Arabic, Chinese, French, German, Italian, Japanese and Spanish. Russian, although in the current catalog, has not been offered since Fall 1999.

Learning a foreign language helps develop knowledge and understanding of our multi-cultural, global environment. It allows one to move beyond linguistic and cultural egocentricity, and transcend provincial attitudes. Most importantly, it can serve to help overcome a common image of the "naive, ignorant" American.

To achieve these goals, the department strongly believes in the standard of communication in the target language. Faculty strives to employ authentic culturally-current teaching approaches and resources, and use available technology in the classroom and the language lab. On-going language and culture experiences of many faculty members further enrich the language learning experience.

The World Languages department offers excellent instruction, a corresponding lab component and a breadth of courses. Courses have healthy enrollments.

Supporting the Mission of the College

The mission of MPC is as follows: "Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community." To fulfill this mission, the World Languages Department focuses on meeting the following goals:

- Transfer to a four-year college or university
- Develop career skills
- Develop basic skills
- Provide life-long learning opportunities.

Areas of Concern

The areas of recent concern in the World Languages Department are related to lack of qualified and available adjunct faculty, need for more full-time faculty, workload inequities, inadequate lab coverage, language placement exams, and inadequate and outdated lab materials for many of the languages.

Workload inequities

There are inequities between the World Languages full-time faculty and the MPC campus standard. Currently the World Languages full-time faculty teaches sixteen lecture hours versus the campus standard of fifteen per week, and full-time faculty is not compensated for having four preparations.

The World Languages lab is a parallel program to the language courses. Faculty prepares materials for the lab and grade lab assignments. The eleven adjunct faculty receive compensation for this while the four full-time faculty currently do not.

Language lab materials

The lab materials for some of the languages in the lab are inadequate and/or outdated. Below are the current materials being used in the lab.

American Sign Language

Video: *Learning American Sign Language*, Second Edition, Levels 1& II Beginning & Intermediate,

2004

Signing Naturally Vista American Sign Language Series Level 1, 1993

Signing Naturally Vista American Sign Language Series Level 2, 1993

Signing Naturally Vista American Sign Language Series Level 3, 2001

Bravo ASL! Curriculum, Beginning American Sign Language Videocourse, 1996

Miscellaneous videos

Internet: Eight internet sites (dictionaries, fingerspelling, numbers)

Other: Three ASL dictionaries

Arabic

Video: *Al-kitaab fii Taallum al-Arabiyya* with DVDs, *A Textbook for Beginning Arabic*, Part One,

Volume One, Lessons 1-20, 2006

Audio: *Ahlan Wa Sahlan, Functional Modern Standard Arabic for Beginners*, 2000

Arabic Game: Sindbad multi media

Arabic Streaming Audios for *Aliif Baa*, 2004

Internet: Arabic Streaming Audios for *Aliif Baa*, 2004

(Introduction to written Arabic; Arabic online; *Al-kitaab fii Taallum al-Arabiyya* with

DVDs, *A Textbook for Beginning Arabic*, Part One, Volume One, Lessons 1-20, 2006; “Hi, I

am Mohamed”)

Other: Arabic-English & English-Arabic Dictionaries, *The Arabic Alphabet*

Chinese

Video & Audio: Five contemporary films

Four videos from *SCOLA*

Eleven “CLVL” videos/interviews

Internet: Five internet sites (news, grammar)

Other: Seven Chinese character grids

French

Video: *French in Action*, Part I & II, Second Edition, 1997

Audio: *French in Action* Workbooks Part I & II, Second Edition, 1997

Internet: Seven internet sites (news, grammar, verbs, dictionaries, worksheets)

Other: Verb conjugation sheets

German

Video: *Aktuell I*, Lessons 1 -10

Images: 283 pictures on a Power Point that go with the workbook (created by Sigrid Daffner)

Audio: Series of dialogues to accompany the workbook

Created dictations that accompany the workbook (by Ruth Killens & Sigrid Daffner)

Created readings from the workbook (by Ruth Killens & Sigrid Daffner)

Internet: 21 German websites

Italian

Video: *Prego*, one hour video, 6th edition

Buongiorno, cultural videos

Audio: *Prego*, 5th & 7th editions: 17 chapters

Internet: *Prego* website

Seven additional sites (grammar, dictionaries/reference, culture, news)

Japanese

Video: *Kokoro* (ten cultural videos/documentaries);

Anime: *Kiki*, one 45 minute video; *Naruto*, 33 chapters; *Hunter*, 15 chapters

Yansan: Video Teaching Materials, Japan Foundation, thirteen 8-minute videos

Audio: *Yookoso*; songs, & other miscellaneous audio.

Internet: *Yookoso* website

10 additional sites (language, culture, news)

Other: Miscellaneous cultural videos

Spanish

Video: *Destinos*, Second Edition of the Alternate Edition, Lessons 1-52, 2003

Audio: *Destinos*, audio material to accompany the textbook. Lessons 1-52

Destinos, audio material to accompany the workbook. Lessons 1-52

Destinos summaries, a series of summary recordings by Lola Jerez-Moya & Sonia Lizano,

Lessons 1-9

Conjugation Charts: Created by Ruth Killens

Grammar Practice Handouts: Created by Ruth Killens. Lessons 1-13

Video Episode Review Handouts: Created by Ruth Killens. Lessons 1-13

Internet: 22 different websites for grammar, vocabulary, reading & writing practice

Language placement exams

Presently the department does not offer placement exams. In order to determine the proper level of students, the department needs to invest in current, pedagogically sound placement exams for all languages offered at MPC.

One major advantage of having language placement exams is to identify native speakers who incorrectly enroll in beginning semester language courses. The presence of native speakers in the classroom has consistently proven to be a disruption to language acquisition by true beginners, for whom the classes are designed. This situation is particularly problematic for Arabic and Spanish.

Need for more full-time faculty

Full-time Language Lab Resource Coordinator/Instructor

There is an urgent need for full-time faculty oversight in the World Languages Lab in order to comply with the Chancellor's Office requirements. The department has requested hiring a lab coordinator/instructor with expertise in Computer Assisted Language Learning (CALL) and experience in teaching a language in the classroom, in order to maintain academic integrity between the lab and the classroom.

Full-time Spanish Instructor

There has been a long-standing need for an additional full-time Spanish instructor. With increased enrollment, this need has become even more urgent. The current staffing of the Spanish courses remains insufficient in that it does not provide for cohesion or consistency within the program. Historically, it has been and continues to be difficult to inspire a spirit of cooperation among Spanish faculty, and to coordinate quality instruction when there are only two full-time instructors, and four to six adjunct faculty.

Full-time American Sign Language Instructor

It has become increasingly difficult to find available, qualified instructors to teach on an adjunct basis. There is a need to offer additional day and evening classes to accommodate increasing student demand. All of the SIGN 1A courses offered this semester had more students than the class limit.

Japanese Instructor

There is a need to hire a full-time (or ¾-time) Japanese instructor who is also qualified to teach another language. This position would allow for development of the Japanese program to include Japanese 2B. Historically, retention of adjunct Japanese instructors has been limited to one or two semesters, making it extremely difficult to ensure continuity in the Japanese program.

Inadequate lab coverage

Currently, there is no substitute in place for the lab coordinator. In an effort to refrain from closing the lab when s/he is absent due to illness, appointments, and/or lunch breaks, office staff or students have staffed the lab. During breaks throughout the day, the

lab is left unattended and students not only work unsupervised, but with no available assistance.

Additionally, there is no faculty in the lab except during the one-hour lunch break from Monday through Thursday. The full-time faculty lab position was eliminated in 2004 due to the retirement of the lab instructor. This loss continues to put an additional strain on the full-time World Languages faculty. It should be noted that in the past, the language lab was open for student access on Saturday mornings. Currently, it is open Monday through Friday only, and given the inadequate staffing, is not likely to re-open on weekends in the near future.

Language Tutors

In order to ensure student retention, tutors are needed in all languages at the very beginning of the semester. The first two to three weeks are critical because students quickly become frustrated with learning a new language and drop the class. Unfamiliar language materials and difficult grammar concepts prompt students to request tutoring assistance during the first few weeks of the semester, but find that no tutors are yet available. Tutoring is provided through the Academic Support Center, but it takes at least three weeks before tutors are trained and ready to help. By then, it is too late. The World Languages faculty also employs tutors in the language lab; again, they are often hired and on board after students have already dropped the class. Both language lab coordinators do their best to help accommodate students' needs, but because they are understaffed and thus very busy, students' tutoring needs are left unmet.

This Fall 2008 semester, the Academic Support Center has only five language tutors: One for American Sign Language 1A and 1B; one for German 1A and 1B; one for Japanese 1A and 1B; one for French 1A and one for Spanish 1A and 1B. It should be noted that tutors are usually only available for the languages taught by full-time faculty (American Sign Language, French, Spanish), with two exceptions this semester (German and Japanese). In spite of student requests, there have rarely been tutors available for Arabic, Chinese or Italian.

Part II: Analysis

Curriculum Review

All course outlines will be reviewed by the end of Spring 2009.

Program Information

1. Present and discuss the quantifiable factors pertinent to your department/program by semester over the last three years.

The World Languages department offers courses that support the CSU, IGETC, and MPC General Education requirements as described in the following chart:

Course	CSU GE*	IGETC**	MPC GE***
ARAB 1A	C2	UC req.	C
ARAB 1B	C2		C
CHIN 1A	C2	UC req.	C
CHIN 1B	C2		C
FREN 1A	C2	UC req.	C
FREN 1B	C2		C
FREN 2A	C2	3B	C
FREN 2B	C2	3B	C
FREN 50	C2		C
GERM 1A	C2	UC req.	C
GERM 1B	C2		C
GERM 2A	C2	3B	C
GERM 2B	C2	3B	C
ITAL 1A	C2	UC req.	C
ITAL 1B	C2		C
JPNS 1A	C2	UC req.	C
JPNS 1B	C2		C
JPNS 2A	C2	3B	C
RUSS 1A	C2	UC req.	C
RUSS 1B	C2		C
SIGN 1A	C2	UC req.	C
SIGN 1B	C2		C
SPAN 1A	C2	UC req.	C
SPAN 1B	C2		C
SPAN 2A	C2	3B	C
SPAN 2B	C2	3B	C
SPAN 5	C2		C
SPAN 35A	C2		C
SPAN 35B	C2		C
SPAN 50	C2		C
SPAN 225A	C2		C
SPAN 225B	C2		C

* Students may complete one or two of these courses to fulfill the GE requirement.

** (Intersegmental General Education Transfer Curriculum) Students may complete one of the 3B courses to fulfill the GE requirement. UC requires “proficiency equivalent to

two years of high school study in same language” (a 1A language course meets the proficiency).

***Students may complete one of these courses to fulfill the GE requirement.

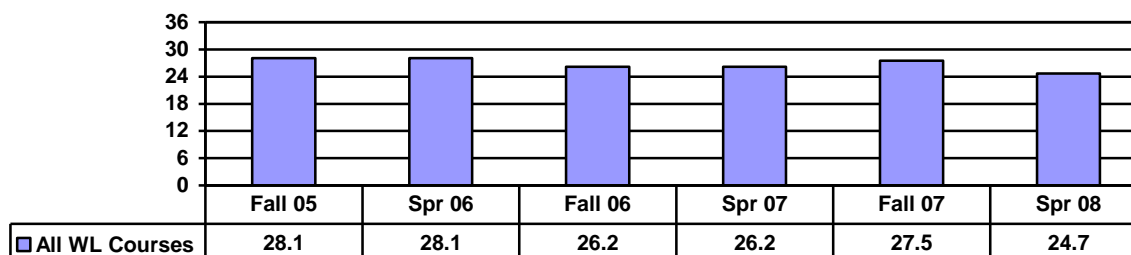
Enrollments

It is noteworthy that although students are only required to complete one or two language courses to fulfill their GE requirements, many enroll in and complete higher level courses, indicating that these students are not only focused on life-long learning, but that the quality instruction in these courses is conducive to further enrollment. In response to student demand, the department offers eight different languages with a wide selection of courses and sections. For example, Spring 2008, 20 courses and 35 sections were offered. These numbers are remarkable given the relatively small size and location of Monterey Peninsula College.

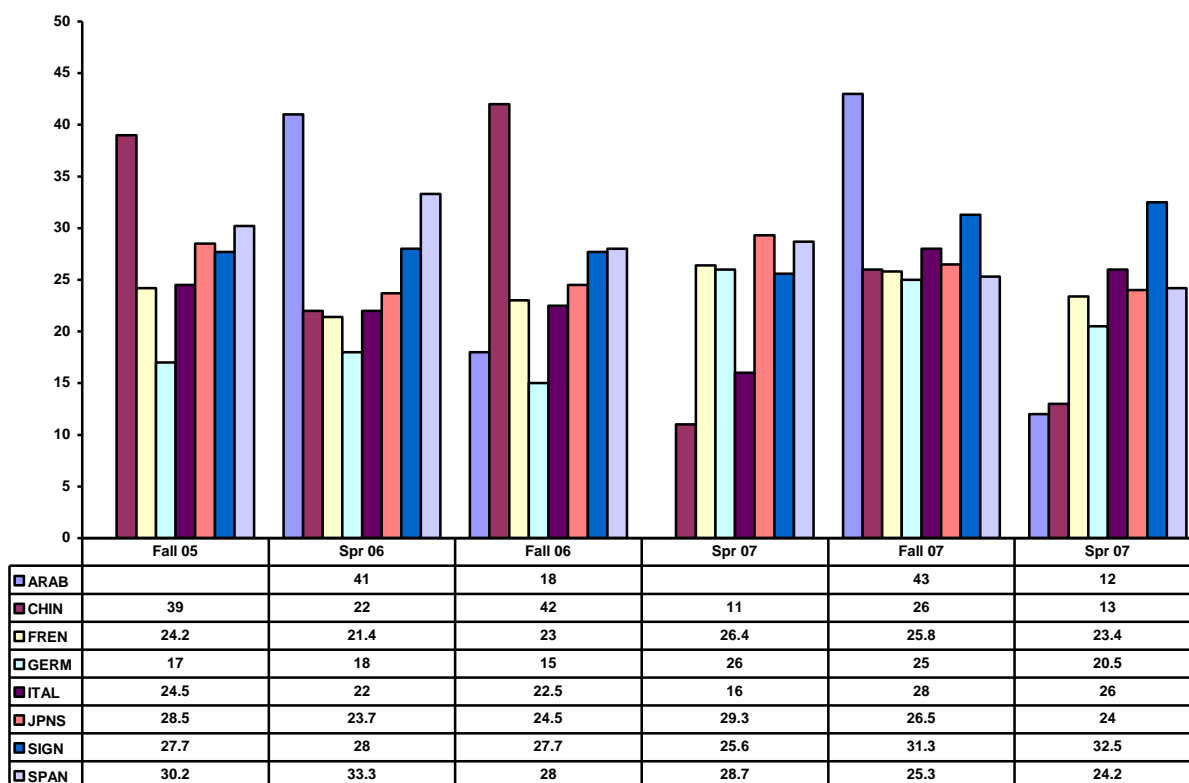
It is equally important to note that the World Languages department offers students the opportunity to earn a World Languages Associate in Arts degree with an emphasis in either French or Spanish, and an International Business Associate in Science degree in any of the languages offered by the department.

By census date, World Language courses have healthy enrollments, as indicated in the following graphs for the average enrollments in the World Languages Department as a whole and the average enrollments by each individual language in the department for semesters Fall 2005 through Spring 2008:

Average Enrollments



Average Enrollments by Language

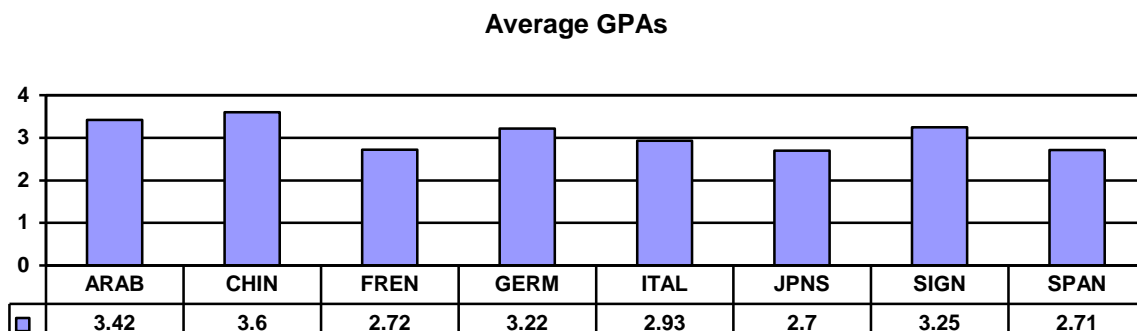
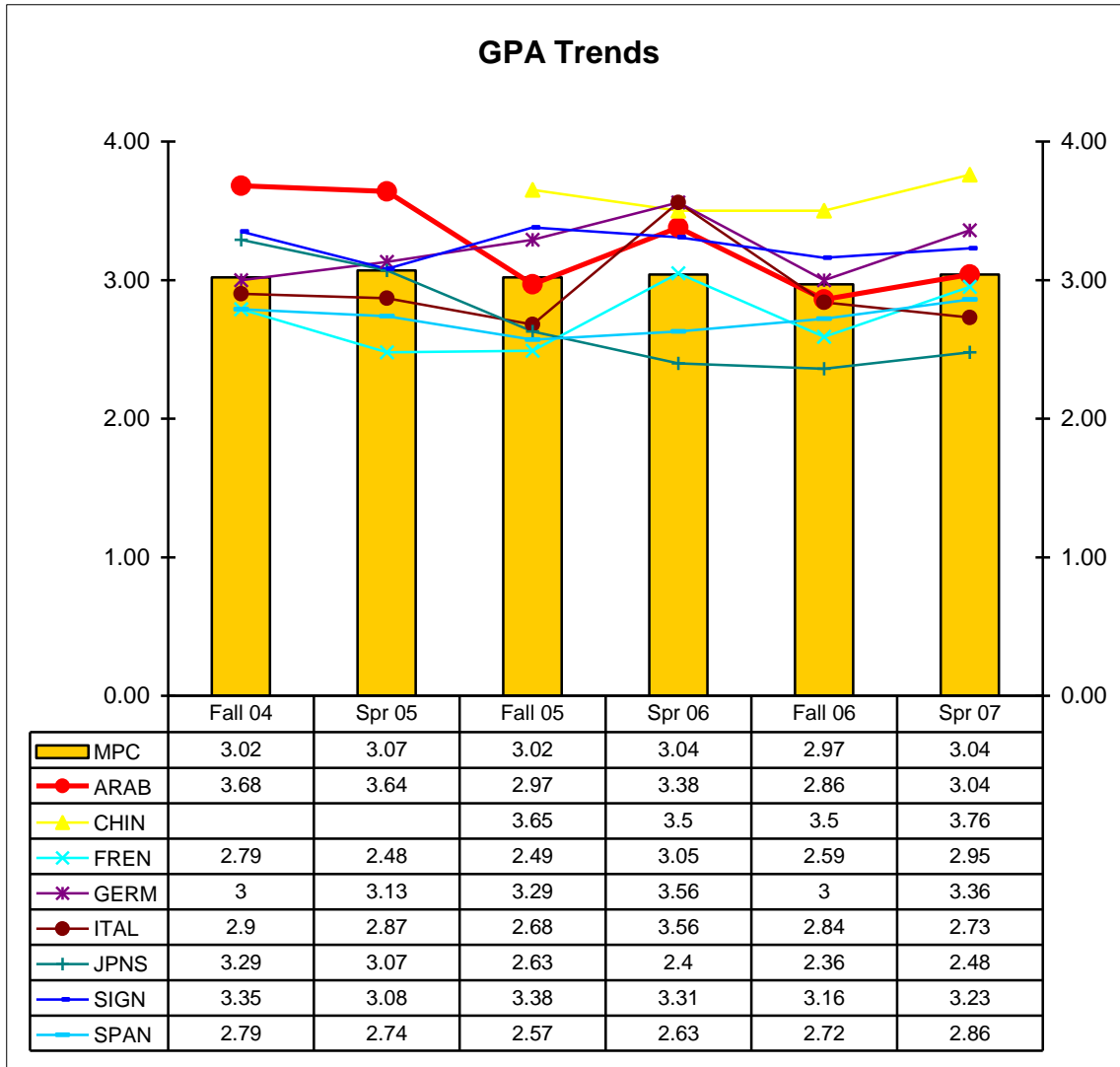


Although language courses have a maximum enrollment of 36 students (set because of facility size), classes often show over-enrollments as of census date. In these cases, students do not have places to sit in the classrooms.⁷

GPA Trends

GPA trends in World Language courses are, for the most part, in keeping with the trends of the college. GPA trends for some of the languages (notably American Sign Language, Arabic, Chinese and German) are higher than the college GPA trends. This could be because Arabic, Chinese and German tend to be more difficult languages, and students enrolled in these languages tend to be more motivated and committed than those in other languages. Note, however, that the higher GPA trend for ASL (a reputed “easier language”) and the lower GPA trend for Japanese (a reputed “difficult language”) cannot be explained using this theory. GPA trends for other languages (French, Italian, Japanese, and Spanish) tend to be lower than the college GPA trends as demonstrated below:

⁷ It is worth noting that according to second-language acquisition research and recommendations, students’ language proficiency is best when class enrollment is limited to 24 students or fewer.



Student Retention

Student retention rates for language courses as a whole tend to be lower than the college average for the following reasons:

- **Course Requirements**

Language classes (5 units) are more academically challenging/demanding and time-consuming than the campus standard (3 units). This is because students are required to attend the language lab a minimum of two hours a week, in addition to four hours of classroom instruction per week.

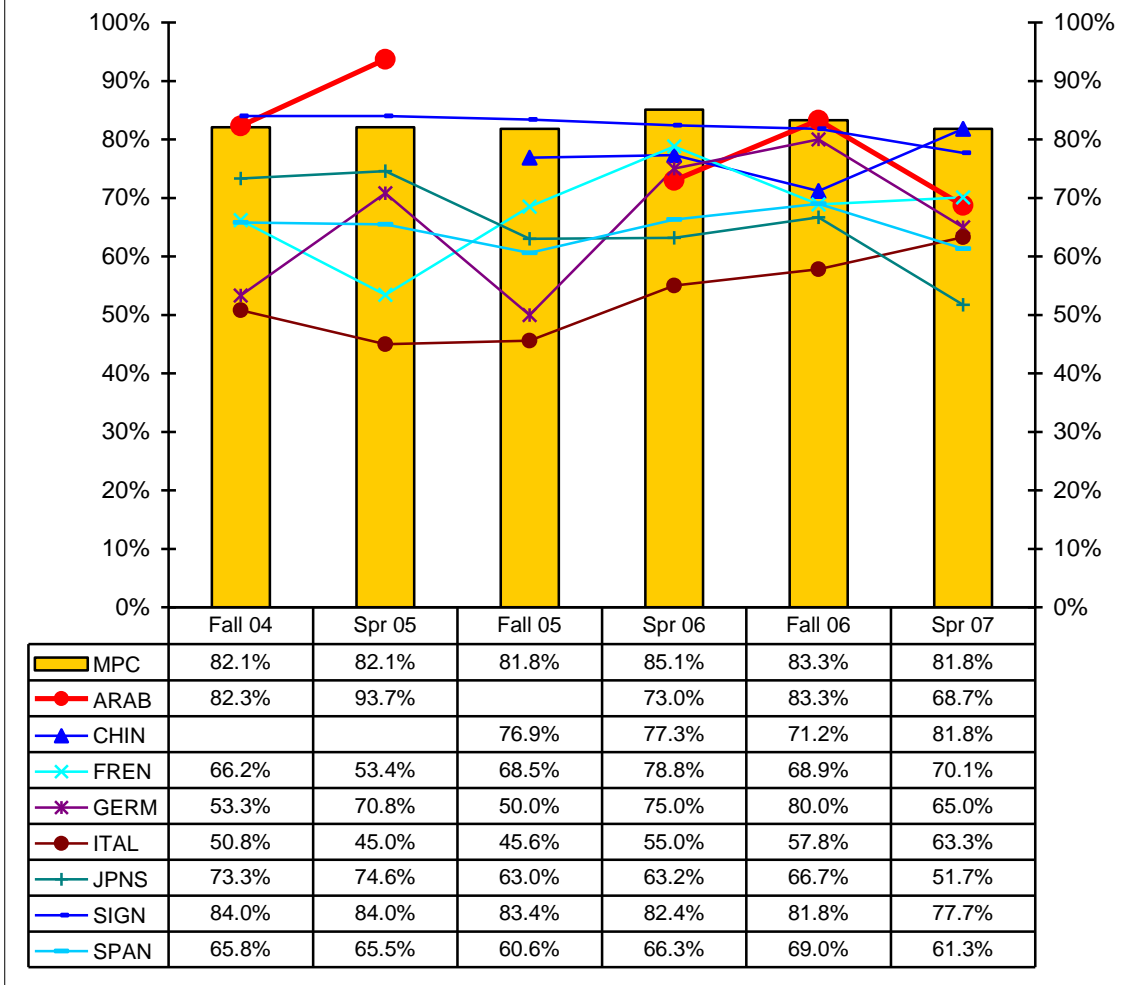
- **Large Enrollments**

High initial enrollments and large class sizes tend to lead to higher attrition rates.

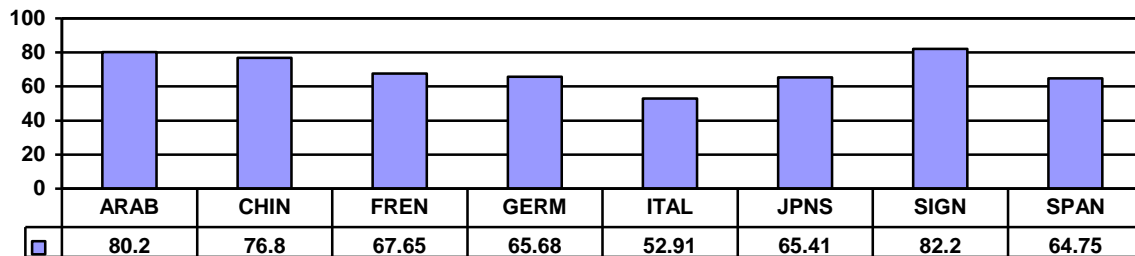
- **Course Content**

Learning a new language tends to be difficult for most students.

Student Retention



Average Student Retention by Language



2. Describe progress made in identifying learning outcomes for the program and steps taken to collect evidence of student learning that address the outcomes specified.

Learning outcomes have been identified for all World Languages courses. Faculty have begun to communicate SLOs to their students, assess student outcomes through the use of MPC's SLO form, and consider how they might further assist students in achieving the learning outcomes.

3. If your program is an occupational program, additionally present data.

The World Languages department is not an occupational program.

4. Describe the current scope and sequence of the program's course offerings.

- a. Given current course offerings, students can complete Spanish and French major requirements in two years.
- b. Full-semester courses are offered during Fall and Spring. Six-week courses are offered during Summer Session in American Sign Language, French, Japanese, and Spanish. Spanish 225 is offered at both the Education Center in Marina and on campus during Fall and Spring. For the first time, Italian will be offered Summer Session 2009.

5. Describe the scheduling of your courses or services as they apply to your program or service.

Scheduling of classes is based on student enrollment history. Currently, all five-unit courses meet six hours a week (four hours in the classroom and two hours minimum in the lab). Courses are offered twice a week, two-hours a day (morning, afternoon and evening from 8 a.m. to 9 p.m.). Our language lab hours are Monday through Thursday, 8 a.m. to 9 p.m. and Friday, 8 a.m. to 5 p.m. (closed Friday from 1 p.m. to 2 p.m.) Students are able to choose lab hours that fit their schedules.

Historically, this scheduling pattern seemed both practical and necessary for full-time students who work part-time, and for part-time students who work full time. (typically the language course is their only class).

Many colleges and universities schedule one-hour classes four days a week. Our current two day per week class schedule offers students flexibility when choosing other classes. In addition, we are considering offering some one-hour classes four days a week, to provide even more flexibility, while maximizing student opportunities to acquire language proficiency.

Fall/Spring/Summer scheduling patterns for World Language courses for the last five years is as follows:

	Fall 05	Spr 06	Sum 06	Fall 06	Spr 07	Sum 07	Fall 07	Spr 08	Sum 08	Fall 08	TOTAL sections per language level
ARAB 1A		1		1			1			1	4
ARAB 1B								1			1
CHIN 1A	1			1			1			1	4
CHIN 1B		1			1			1			3
FREN 1A	2	2		2	2	1	2	2		2	15
FREN 1B	1	1		1	1		1	2		1	8
FREN 2A	1	1		1	1		1	1		1	7
FREN 2B		1			1						2
FREN 50				1			1				2
GERM 1A	1	1		1	1		1	1		1	7
GERM 1B								1		1	2
ITAL 1A	2	1		2	1		2	1			9
ITAL 1B		1			1			1			3
JPNS 1A	1	1		1	2		1	1		1	8
JPNS 1B	1	1		1	1		1	1		1	7
JPNS 2A		1						1			2
SIGN 1A	4	5	1	4	5	1	3	4		4	31
SIGN 1B	2	2		2	2		2	2		2	14
SIGN 2A	1			1			1	1		1	5
SPAN 1A	7	7	1	7	7	1	7	7	2	7	53
SPAN 1B	2	2		2	2		2	2		2	14
SPAN 2A	2	2		1	1		2	3		2	13
SPAN 2B		1			1			1			3
SPAN 50	1			1			1			1	4
SPAN 225A			1		1			1		1	4
TOTAL sections per semester	29	32	3	30	31	3	30	35	2	30	225

6. Describe your faculty and staff in terms of their diversity, past and recent education/training, and workload.

Instructors have masters degrees in their fields and participate in ongoing training in the use of instructional technology. For example, three full-time faculty attended a three day

ACTFL (American Council on the Teaching of Foreign Languages) conference in Fall 2007. Additionally, in Spring 2008 the World Languages Department hosted a one day CLEAR (Center for Language Education and Research-Michigan State University) language technology seminar for the entire Humanities Division. In Fall 2008, two full-time faculty attended the California Community College Foreign Language Council seminar and conducted a World Languages Department survey to compare how other college language departments and labs operate.

Since 2003, the number of instructors in the department has decreased. In 2003, twenty-two instructors taught in the World Languages Department, with five full-time and seventeen part-time faculty. Currently thirteen instructors teach World Languages classes, with four full-time and nine part-time faculty.

The faculty is rich in experience and training pertinent to the languages and cultures taught. Some instructors spend summers abroad in Costa Rica, France, Germany, Japan, Macedonia, Mexico, and Spain. One faculty member is certified as an Oral Proficiency Interview Evaluator and full-time faculty members are familiar with its techniques and standards.

The faculty is diverse. With the addition of ASL to the World Languages Department, the program has been enriched with members of the Deaf community. Other cultural origins of faculty include: China, Costa Rica, France, Germany, Japan, Mexico, Morocco, Spain, and the United States.

The World Languages Lab currently has three classified employees: one full-time Lab Coordinator, one part-time, 19-hour Lab Coordinator, and one 19-hour Lab Instructional Technology Specialist. The Lab Coordinators primarily assist students with lab materials and lab equipment. The Instructional Technology Specialist's primary duties include maintaining the computer network and digitizing instructional materials.

7. Describe your faculty and staff's satisfaction with the program including its ability to meet students' needs.

Present faculty and staff in the World Languages department are proud to offer eight different languages at a college the size of MPC. However, the students' needs would be better met by increasing the number of full-time faculty and the staff in the language lab.

8. Discuss the adequacy of your staffing, supplies, equipment, and facilities to meet your program goals. Also discuss any trends/changes in these areas that are pertinent to your program.

Staffing: classroom

The World Languages Department has requested at least one new, full-time position prior to 2003. In our Program Review for Fall 2003, we expressed an "urgent" and "long-standing need for an additional full-time Spanish instructor"⁸, and recommended an additional, full-time Spanish position and the creation of a Japanese position (75%

⁸ Fall 2003 Program Review, page 10, question 16.

Japanese, 25% other language or ESL) in our Recommendations and Goals.⁹ Additionally, as mentioned on page 3 of this Program Review, the Department needs another full-time American Sign Language instructor.

Staffing: lab

One additional full-time classified employee in the lab is imperative for the following reasons:

- The Language program has grown over the last four years. Fall 2004, the program consisted of 28 language classes with lab components. Spring 2009 there will be 34 classes offered. (At present it is 4:45 p.m. on a Tuesday afternoon and there are 49 students in attendance.)
- The current 1.5 lab staffing is inadequate to meet student and instructor needs. Lab coordinators must regularly:
 - assist with voice/video recordings (ASL, French, Spanish)
 - hand out assignments and answer keys
 - clarify software applications
 - print homework assignments
 - assist students with grammar and composition questions.

Clearly these duties, combined with almost 800 students per semester, are too many for one person to handle. The English Center, in comparison, has 1,200 students per semester with two full-time classified staff and 15 part-time classified staff. The part-time staff is scheduled so that at least two or more people are on the floor at all times.

- The language lab is not consistently open all day. This Fall 2008 the lunch hour was covered Mondays-Thursdays by two tenured faculty members, but on Fridays the lab closed from 1-2 p.m. In past semesters, the lab was closed for lunch hour from Monday-Friday.
- There is no provision for lab coverage in the event of lab staff absence. Currently, the division office must look for people to staff the lab or close it for the day.

Additional student staffing should also be obtained through the Student Job Center. Knowledgeable students could assist other students and lab staff with language concerns, recordings, maintenance of equipment, cleaning, etc. Ideally, two to three students with language and/or technology experience should be present at all times in the lab, as is the case in most college language labs.

Language tutors are needed at the beginning of the semester, not only through the Academic Support Center, but also in the lab to ensure student retention. The first two to

⁹ Fall 2003 Program Review, page 12, recommendations 3 and 6).

three weeks are critical. Students become frustrated with difficult grammar structures, and with no tutors available, drop the class.

Equipment and Facilities

Language Lab

The recording program in the World Languages lab needs to be updated. The 1999 version of Divace Solo is not compatible with DVDs. At this point, Divace is mainly used for recording purposes but it has become obsolete and thus difficult for students to use. Other software, free of charge and without outside support, like GOM, media player and I-Tune, is used to play the lab's audio and video materials. Because Divace is incompatible and outdated, our students can no longer hear their answers in the headphones to compare their pronunciation with the speaker. An updated version of Divace or something similar, preferably a dual device, is needed so that students can speak and record after the speaker and listen to their recording immediately for comparison.

Cubicles or partitions are needed for individual recording. When students begin to record, the noise level increases in the lab, causing disruption and complaints from other students.

Student log-in and log-out access should occur only by an authorized staff member. Currently, students log themselves in and out, with no supervision, a practice that often leads to student abuse and unwelcome confrontations. Some students are resistant to working two hours of week in the lab, though they are required to do so by the design of the course. These students log in, sit down, begin to work, and then wander out of the lab. If the lab coordinator is busy helping another student, the wandering students are earning positive attendance without being in attendance.

In fact, the lab configuration needs to be completely re-organized. The current lab coordinator console should be replaced with a higher counter, where materials could be stored securely to prevent theft, and where lab staff could have their own work space. Such a counter would serve as a first contact point for students, who would be welcomed and assisted by lab staff with such items as log-in/log-out procedures, language and technical questions, material check-out, and document printing. This set-up would streamline current log-in/log-out procedures and be more professional.

Classrooms

Since the last Program Review, all language classrooms have been updated with multi-media technology (computers, internet, and document cameras), new furniture (tables and chairs) and window blinds.

- 9. Explain how external factors (e.g. state budget, local economy, local job market, Fort Ord expansion, changes in technology) are influencing your program or have affected your program in the past, and describe any measures that have been taken to respond to these factors.**

Budget, Economy, Job Market

The state of the current budget in California may severely impact the efficiency of the World Languages program. On November 6, Governor Schwarzenegger proposed a 332.2 million reduction in funding for community colleges. Ironically, this proposal comes at a time when unemployed and underemployed workers are returning to the community college for re-training. As stated in the official newspaper of the Community College Association/CTA-NEA, “As is often the case, when the economy takes a downturn, community college enrollment soars.”¹⁰ The challenge for the Department will be to meet the needs of future students in a time when vital resources may be cut. Moreover, it may become more difficult than ever to attract qualified candidates who will be willing to relocate to teach in such an expensive area as the Monterey Peninsula, during an economic downturn.

Fort Ord (Marina Campus)

The Department has offered conversational Spanish courses for the past two years at the Marina campus.

Changes in technology

The language lab has expanded its hours to accommodate on-campus students; however, as more and more students continue to prefer to work off-campus, the need for on-line access to lab materials remains critical.

Student Information

1. What are students’ programmatic expectations and goals? How does the program respond to those expectations and goals?

Our program attracts students with different goals. Some are traditional, university-bound students who transfer to four-year institutions; some are high school students; some require language fluency for work; still others are enrolled for personal reasons (pleasure, travel, family).

The World Language Department responds by offering four-, three-, and two-semester programs and flexible schedules (morning, afternoon and evening classes) for eight languages. Instruction is in the target language, as prescribed by the proficiency-oriented, communicative approach. Students engage in meaningful, task-based activities, which require them to communicate in the language in real-life situations.

The Department offers Prerequisite Challenge and Credit by Examination testing to help students determine their level of proficiency in the language. The Department plans to invest in formal, on-line placement tests that will reliably assess student competency and assist in placement.

2. Discuss the indicators of student satisfaction pertinent to your program.

Examples:

¹⁰ Advocate, Volume 44, Number 1, October 2008, page 1.

a. How do you measure student satisfaction?

- i. Periodic student evaluations of instructors
- ii. Lab survey
- iii. In-class, end of semester surveys

b. What did you learn from those measures?

Most students report that they are very satisfied with their language courses and instructors. The lab survey revealed that students value the language lab and consider it a vital component of their language learning experience.

c. How does your program deal with complaints?

Formal grievance procedures are established by the college. These move from the department chair, to division chair, to the dean or Vice President of student affairs, to a college-level grievance council.

d. What changes do you implement in response to the student complaints and/or satisfaction measures? If no changes, why not?

In the event of a student complaint, individual instructors and/or lab staff are contacted and a mutually-agreeable solution is reached between all parties concerned.

In response to students' requests, lab hours have been added at lunchtime and on Friday afternoon, and more lab activities have been added to the server. Additionally, the Department now offers multiple sections of language courses at different hours (Chinese-morning, Italian-afternoon and summer, Spanish-afternoon and at Marina campus).

3. How well do students appear to be progressing through the program/department?

Many students take two semesters, three semesters, and four semesters of a given language, when available. Some take a new language after they have successfully completed one language program. Occasionally, students take more than one language at one time.

4. Discuss what your program is doing to promote student access, success, and equity. Identify any barriers to these.

The World Languages Department's flexible course scheduling, faculty availability to students, and comprehensive hours offered in the language lab are means of promoting student access to the language programs. Faculty regularly provides accommodations for students with disabilities through Supportive Services. This cooperation further promotes student access, success, and equity.

Given the obstacles to student success in language learning (age, inherent difficulty of the subject matter, unrealistic expectations, students' priority on other courses), faculty

strives to assist students in overcoming anxiety and developing self-confidence in order to achieve academic success.

Class activities and structure are designed around groups and pairs wherein everyone is expected to participate. Students who have prior knowledge and experience with the target language and/or its culture are valued as an additional resource in the classroom as they can motivate and educate beginning learners.

External Relations

1. Identify any program or service that is similar to yours within the college and/or in neighboring institutions or agencies and describe the impacts of that similarity.

At MPC, the World Languages program is similar to the English as a Second Language and the English Skills programs in that all three teach languages and have a lab component to their curriculum.

A list of similar programs in neighboring institutions and agencies includes:

- Hartnell, Gavilan, Cabrillo Community Colleges
- CSUMB (California State University Monterey Bay)
- MIIS (Monterey Institute of International Studies)
- DLI (Defense Language Institute)
- ILCF (International Language and Culture Foundation), Spanish Institute of Carmel, Monterey Language Academy --language academies.
- Adult Schools (Pacific Grove, Carmel, Salinas)

Of the four local community colleges, it is remarkable that only MPC offers eight languages. Another significant difference between MPC and other community colleges is the fundamental role our lab plays in students' language acquisition. All five-unit language courses at MPC require mandatory lab attendance whereas at some colleges, lab attendance is optional or non-existent.

With regard to institutions of higher learning:

- CSUMB offers instruction in five languages; Arabic, French and German are not offered.
- MIIS does not offer lower division language instruction, except during its Winter and Summer Intensive Language Programs.
- DLI courses are for military personnel only.

2. Describe how your program coordinates with other programs on campus and how successful you feel you are in these efforts.

The World Languages department actively coordinates with the following programs on campus:

- Collaboration with the Academic Support Center, Counseling, EOPS, and Women's Programs to provide invaluable personal support for the students.
- Collaboration with Supportive Services continues to be strong and very much needed. Students with special needs who are taking language courses receive accommodations in class and/or for test taking. It appears this population is growing for there has been an increase of students who have various degrees of learning disabilities, as well as students who are visually impaired or autistic.
- One of the ESL instructors teaches part-time in the World Languages department; several instructors have taken our courses.
- Collaboration with the Student Employment Office to hire student language tutors and readers (graders).
- Collaboration with the office of Academic Affairs. Two instructors of Spanish review the schedule of courses and the college catalogue to assure accuracy of Spanish translations.

3. Describe and evaluate the support that your program receives from other college programs or service areas:

The World Languages program has received support from the following college programs or services areas:

- **Instructional Technology (IT)** has provided invaluable training, and recommended, installed, and maintained multimedia equipment in the classrooms and faculty offices.
- The **Network Support Team** has installed, repaired, and upgraded equipment. Since installing the computer lab, there has been an increased need to coordinate with this program. They provide much-needed support when there is a major crisis that cannot be remedied by the part-time Instructional Technology Specialist.
- **Human Resources (HR)** regularly assists the Department in the process of hiring faculty, which is frequent, due to high adjunct faculty turnover.
- **Student Services** has on occasion, intervened when student behavior has been disruptive and/or threatening. The Department would like to see a more active role in providing assistance and resolution with such behaviors.
- **Facilities** personnel have provided excellent support with repairs and logistics of the building spaces and furniture that the department uses.
- **Fiscal Services** submits timely budget information to the World Languages Department and has always answered questions and requests effectively.

- The **MPC Foundation** collaborated with the World Languages Department to host a fundraising luncheon in 2005. It has also provided valuable funding for faculty to attend and host conferences, and for the French films series.
 - The **Print Shop** does an excellent job in providing timely copies of instructional materials for faculty.
 - The **Library** orders and reserves materials for courses.
 - **Institutional Research** worked with the department in the development, implementation and interpretation of extensive and valuable data in a recent lab survey.
- 4. Describe your program's involvement with the community at large through:**
- d. Activities involving recruitment and articulation
Faculty members attend the Foreign Language Association of Monterey County meetings at least once a year to keep abreast of local events, meet new language faculty and share resources.
 - b. Partnership with educational institutions
Many high school, CSUMB, MIIS and NPS students attend MPC language classes in conjunction with their regular course of studies. Several adjunct faculty also teach at other local educational institutions; still others have attended the Monterey Bay Foreign Language Project held at CSUMB.

Part III: Summary

1. In reviewing your data and responses, what do you see as your program's greatest strengths? Greatest weaknesses?

The World Languages department has a number of strengths. It offers excellent instruction, a corresponding lab component and a breadth of courses. Courses have healthy enrollments. Weaknesses in the World Languages Department are related to lack of qualified and available adjunct faculty, need for more full-time faculty, workload inequities, inadequate lab coverage, language placement exams, and inadequate and outdated lab materials for many of the languages.

2. What do you see as your program's greatest challenges during the next five years? Greatest opportunities?

The greatest challenges and opportunities are directly related to the department's weaknesses. The department must create a workable plan to ensure that lab issues and workload inequities are resolved, and that lab materials are created or purchased to enhance instruction.

Part IV: Recommendations/Goals

1. Identify the goals that were identified in the last program review and describe whether they were attained or not. If not, why not?

Goals identified in the last program review are as follows:

2003-2004 Program Review Goals	Attained?
1. Change name from the Foreign Language Department to the World Languages Department	Yes.
2. Convert HU-106 into a multimedia classroom.	Yes.
3. Establish an additional full-time Spanish position.	No. Position has not yet been approved.
4. Replace outdated computers in HU-108 (former ESL Lab) many of which have only 64 MB RAM.	Yes.
5. Upon retirement of the current lab instructor, to hire an instructor with expertise in Computer Assisted Language Learning (CALL) in order to maintain academic integrity.	No. A request for this position has been submitted and is awaiting approval.
6. Acquire software needed to update lab programs.	Some Arabic and American Sign Language software have been purchased and installed.
7. Create a department web page with links to instructors' web pages.	In progress.
8. Bring back the hours that were reduced in the lab this semester.	The lab is now open from 12-1, Monday through Thursday.
9. Compensate instructors teaching Independent Study courses.	No. This issue has not yet been addressed.
10. Create a Japanese position: 75% Japanese, 25% another language or ESL.	No. This position has not yet been approved.
11. Re-establish the following courses: Spanish for Spanish Speakers and the Study Abroad Program.	Spanish for Spanish Speakers was re-established. The Study Abroad Program has not yet been addressed.

12. Establish Sign 2B, French 5 (Literature of the French Speaking World), Spanish for Health Professionals, as well as create mini-supplementary courses in the lab, ranging from 0.5 to 1 unit.	No. The establishment of Sign 2B and Spanish for Health Professionals are contingent upon hiring additional full-time faculty. Offering French 5 would require hiring an additional part-time instructor, so is currently not being considered.
13. Establish a clear instructor substitute policy.	Yes.
14. Create a materials resource center in the lab for faculty.	No. Two cabinets were purchased for instructional materials, but are being used for lab equipment storage.
15. Recommend that the Academic Support Center offer evening hours, since our department offers 15 to 20 sections in the evening. Having access to tutoring services would be of benefit to the evening students.	No. Currently, the Academic Support Center is not open in the evenings.
16. Provide World Languages Department signs on the first floor of the Humanities building and on the entrance to the lab so students can readily find these locations.	Yes
17. Students regularly are looking for the Humanities Division Office, Humanities faculty offices, and where the stairs are to get to the second floor of the building. Provide signs/directories that would clarify these locations.	No. A request was made to Facilities.
18. Frame and hang a world map in the first floor Humanities building hallway.	Yes
19. Put names and pictures of World Languages faculty in hall display case for information for students.	Yes. Project will be updated Spring 2009.

2. Prioritized goals for the next five years, plans to achieve them, responsible person, and timeline for completion.

2008-2009 Prioritized, Five-Year Goals	Plan	Responsible Person	Timeline
Faculty			
1. Employ a full-time Language Lab Resource Coordinator/Instructor (See Faculty Request Form 2008-2009).	Submitted request on 09/26/08	Awaiting administrative decision	Fall 2009
2. Employ a full-time instructor: 75% Japanese, 25% another language	Re-submit request Fall 2009	Full-time WL faculty	Fall 2010
3. Employ an additional full-time Spanish instructor.	Submit request Fall 2009	Full-time WL faculty	Fall 2010
4. Employ an additional full-time American Sign Language instructor.	Submit request Fall 2009	Full-time WL faculty	Fall 2010
5. Address full-time faculty workload inequities (16 hours, lab compensation)	MPCTA to re-negotiate contract	Full-time WL faculty and MPCTA representatives	Spring 2010
6. Compensate instructors who teach Independent Study courses.	MPCTA to re-negotiate contract	Full-time WL faculty and MPCTA reps	Spring 2010
Staff			
7. Employ additional classified lab staff for the lab	Submit request	Diane Boynton/Ruth Killens	Spring 2009
8. Employ student help for the lab	Contact Student Job Center Fall 2008	Ruth Killens	Spring 2009
Supplies, Equipment, Facilities			
9. Purchase language placement exams	Purchase demos from BYU Spring 2009 ; Purchase program(s) as budget allows	Full-time WL faculty	Spring 2009 and ongoing

10. Establish online lab	Hire Language Lab Resource Coordinator/Instructor	Diane Boynton/Susan Steele	Spring 2009
11. Re-model lab with formal reception counter	Incorporate into Humanities Building remodel plan	Diane Boynton	Coordinate with scheduled remodel