

## Executive Summary

**Q:**  
A brief recap or highlights of the entire program review document. (500 words or less)

- Highlight major strengths and weakness.
- Highlight areas for improvement over the next 3-6 years.

### Response:

The Department of English and ESL (including Education) is committed to providing the students with the opportunity to develop their reading, writing, research, and critical thinking skills by studying rhetorical conventions, composition techniques, research tools, and various forms of literature. The develop also includes English as a Second Language (ESL), linguistics, and education. The department seeks to advance knowledge in a diverse range of writing skills to enable students to conduct scholarly research and the ability to use a diversity of library resources effectively. Further, the department seeks to introduce students to a diversity of literary forms, as well as the literature from American, British, and World cultures, in order to develop within them an appreciation for and an understanding of the relationship between literature, society, and history. The department seeks to graduate Associate in Arts majors in English, so as to enable students to transfer to the University of California, California State Colleges and Universities, and the private and ivy league colleges. However, we seek to fulfill all of the goals of the community college, as specified in the Master Plan for Higher Education in California. To this end, we have developed six departmental functions:

1. Transfer education
2. General education
3. Multicultural and international education
4. Continuing adult education
5. Occupational education
6. Enrichment and community service education

The department offers courses leading to an Associate in Arts degree in English. Students need to complete composition courses in freshman (101) and advanced writing skills (102 or 103), literature classes in English and American studies, World Literature or Literature in Translation electives (for UC transfers), and other elective classes. In English the composition courses are offered every semester, and literature courses are given at least once during the two year period. Students have the opportunity to take some literature classes for fulfill the requirements of diverse colleges and universities, and we cooperate with other colleges in the LACCD for the other classes, such as Shakespeare (required by UCB). Currently, we also offer English 252, the Bible as Literature, to meet the foreign language in translation requirement for the UCs. Some courses are offered infrequently but when given have significantly higher enrollments. To date we have also offered a significant number of writing classes in the winter and summer sessions, although the program has recently been cut back due to budget constraints.

Other components of the English department include:

English as a Second Language (ES), as part of basic skills, serves to meet the needs of students who may or may not be fluent in their native language, but have to master English composition skills in order to succeed in the college curriculum. The college offers both credit and non-credit ESL courses, but the English department only offers the credit courses which include seven classes. The first group of courses (English 80, 82, and 83) are introductory, Non Degree Applicable, and provide a transition to the English language. The second group of courses (English 361, 362, and 363) are more advanced, for academic purposes, and provide a transition to the English composition program. These classes are six units each and include five hours of lecture and two hours of laboratory work. English 361 and 362 are NDA, but students who pass 363 with a "C" or better are eligible to take English 101.

The English department facilities underwent major renovations in the Summer, 2008, and the Humanities Building was remodeled. The outside shell did not change, but the inside rooms were redecorated. The building process had significant difficulties, and much of it was delayed beyond the contract date, but the facility opened on time. However, many of the construction problems caused considerable frustration for faculty, and the process of completing the facility took at least six extra months.

Since 2008 there has been few major changes. We have not been able to add FT faculty (with one exception) due to the recession. We have converted H100 and H102 to classrooms, which have added significant space, and we have reconstructed H114 (a shared facility). We have increased class size to 45 which has significantly increased FTES (an absolute necessity), but we have had to make adjustments to reach the greater number of students. We have new administrators, all of whom have been supportive of our educational program. We have noted new demographics within our student body which has had its impact on the curriculum, but using a more practical approach to learning student retention and achievement have increased.

The English department offers a comprehensive program and continues to expand its offerings based on the needs of the students and the budget restricts that we now face. The problems that need to be addressed are largely based on budget and cutbacks that we did not anticipate and were thrust upon us by the California fiscal shortfall. We have improved our relationships with the high schools, as well as the CSUs and UCs, and we have increased multicultural components in our classes in order to expand student knowledge and fulfill transfer requirements as requested by the CSUs and UCs.

## Participants

**Q:** Please indicate the individuals that participated in the completion of this program review.

Response:

Validation & Feedback

Validation Comments for Program

Q:

Response:

\*Reviewed. KD

Comments for Review Committees

Q:

Response: