

Los Angeles Valley College

Department of English – Program Review 2009

I. Executive Summary

The Department of English is committed to providing our students with the opportunity to develop their reading, writing, and research skills by studying rhetorical conventions, composition techniques, tools of scholarship, and literature. It 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 the students to conduct research work and express their positions in scholarly papers that reflect effective communication skills and the ability to use library resources correctly. Further, the department seeks to introduce the students to a wide range of literary forms, as well as literature from many diverse cultures, in order to develop within the students an appreciation for and an understanding of the relationship between literature and culture. The department seeks to graduate A.A. majors in either (A) English or (B) liberal studies so as to enable students to transfer to the University of California, California State Colleges and Universities, or the private 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 and advanced writing skills, literature classes in English and American studies, and elective classes. In English the composition courses are offered every semester, and enough literature courses are given each two year period. Students have the opportunity to take a wide range of literature classes to fulfill the requirements of diverse colleges and universities, and we have a small number of elective classes such as English 215, Shakespeare, and English 252, the Bible as literature, that provide specialized education for majors as well as for people in the community who are interested in specialized areas of literary studies. These courses are offered infrequently but when given, have significantly high enrollments. To date we have also offered a large program of classes in both the winter and summer sessions, although the program has recently been cut back due to budget constraints.

In Spring, 2009, the English department completed the Student Learning Outcomes for its courses. Each set of SLOs for English courses is accompanied by an assessment procedure designed to evaluate the student attainment of specified objectives.

At present there are 16 full-time members in the Department of English and approximately 41 adjuncts. We have one full-time classified staff member. Each professor is highly qualified in his/her field and most contribute significantly to their fields of study. Many are published authors, and two have won national awards for their writing. We have faculty who are experts in Shakespeare, the Bible as literature, children's literature, creative writing, and fiction, and they have published in their fields. Further, several of the adjuncts also hold Ph.D. degrees and are published scholars or creative writers. Although we have a distinguished faculty, the full-time/ part-time ratio mandates that we need at least two additional full-time faculty members to both maintain our current program.

Other components of the English department include:

English as a Second Language (ESL) 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 (ENGL 80, 82, and 83) are introductory, NDA, and provide a transition to the English language. The second group of courses (ENGL 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 of 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. There are still some problems that we need to overcome, but the building is now highly operative and provides a good learning environment for both the students and the faculty.

During renovations, building upgrades included new student desks, internet access, new computers and headphones, and instructional software. The role of instructional technology is growing, and the number of classes that the English department offers from online instruction has generated a greater need for personal contact between students and faculty. One of our departmental objectives is to further work with this trend by developing hybrid and online courses. The English department has significantly increased its offering of distance education classes, and we serve students throughout the United States. One of the changes that we have in our current online instructional programs is the adoption of new educational materials that are integrated with current websites that allow students greater research potential and prepare them for four year colleges and universities. It is essential for us to develop techniques that integrate technology into the curriculum. Many faculty members have participated in technology instruction; eight

teachers are certified online instructors, the department can identify courses that are suitable for online instruction and prepare essential educational materials.

The English department offers a comprehensive program and continues to expand its offerings based on the needs of the students and the budget restrictions 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.

LOS ANGELES VALLEY COLLEGE
PROGRAM REVIEW SIGNATURE/TITLE PAGE

DISCIPLINE: ENGLISH AND EDUCATION

PROGRAM NAME: English

Date Review Completed: June 26, 2009

Department Chair and Program Review Chair:

Dr. Alfred Zucker

Program Review Committee:

1. Dr. William Wallis

2. Professor Cheryl Stoneham

3. Professor Jacqueline Stark

4. Professor Ida Ghaffari

Dean of Instruction:

Dr. Carol Yee

V.P. of Academic Affairs:

Dr. Sandy Mayo

Academic Senate Representative:

III. Program Review

A. Introduction and Purpose

Program Review is in keeping with Valley's objective to create a Master Plan that will introduce assessment mechanisms, link budget with research and planning, and prioritize goals and expenditures. The English department recognizes the importance of conducting a SWOT (strengths, weaknesses, opportunities, and threats) analysis in order to assess its achievements, identify areas for improvement, and develop priorities to justify its proposals for college-wide support.

B. Brief History

The English department has always been Valley's largest academic department, the one most intimately acquainted with students' lives, and the one whose course offerings respond necessarily to the widest range of students' academic needs.

In the 1950s most students came to Valley for the first two years of college, for the remedial work they needed before essaying college courses, or for a sample of college life before settling into one of the often promising jobs available to high school graduates. The English department offered only one remedial course, English 21, roughly equivalent to the university's Subject A. Students who enrolled in English composition would find themselves among thirty to thirty-five classmates, most of them just out of high school, the great majority living at home with English-speaking families. Financial aid meant scholarships or the G.I. Bill. A few students transferred to four-year schools; most, for lack of purpose or interest, ended their formal education at Valley.

The immigration reforms of 1965 and 1990 have brought to southern California wave upon wave of immigrants, many of whom have settled in the San Fernando Valley. Depending on where in the world the disasters at home and the possibility of escape have outweighed the hardships of immigration, Valley's students have been augmented by Vietnamese, Cambodian and other southeast Asians, Lebanese, Israelis, Palestinians, Chileans, Salvadorians, Filipinos, Iranians, Guatemalans, Armenians, and Jew and other minorities from the republics of the former Soviet Union.

In Spring of 2004, to address from another angle the problems of great inconsistencies in composition courses, the composition committee proposed, and full-time members of the department ratified, an experimental reading and writing test of the intermediate composition (English 28) course for students near the semester's end. The test is given to all English 28, and ESL 363 classes, each semester, but not in the winter and summer programs, and it is graded holistically. We want to continue this testing program and use the data from it to devise curriculum and methodology that will enhance student achievement in English 28 and the ensuing freshman composition (101) program.

We have also noticed that over 3/4 of the students who complete English 101 (Freshman Composition) go on to complete the second semester composition course (102 or 103) satisfactorily, and they are well-prepared for either the state college or university system. As such, while we continuously strive to improve the quality of our program, there is considerable evidence to substantiate that our transfer program is meeting its goals. Further, the students who transfer from LAVC to CSUN or UCLA do very well in upper division English courses, and a significantly large proportion of our English majors who transfer to UCLA not only maintain averages above 3.0, but many of them have been cum laudes, magna cum laudes, summa cum laudes, Phi Beta Kappas, and three have been class valedictorians. [3.9-4.0 GPA] (Joseph Meisel, Barak Raviv, and Casey Finley)

C. Mission and Philosophy

The Department of English is committed to providing our students with the opportunity to increase their social awareness and broaden their educational experience by studying the grammar, literature, structures, and vocabulary of the language. The department seeks to advance writing proficiency and cross-cultural competency, teaching students the language skills and cultural knowledge necessary for succeeding in today's ever-moving world of diversity, global markets, and political, scientific, and cultural collaboration. The department seeks to graduate A.A. majors with an advanced command of reading and writing skills commensurate with the college's mission and overall analytical, critical, and communicative skills essential for them to function effectively as educated members of the global community.

The department also fulfills a service mission by offering writing classes for students who must meet the composition requirement for transfer to 4-year institutions, literary study, intellectual and cultural enrichment, and for students and faculty in other disciplines for whom a knowledge of literature and composition may be a valuable professional tool.

D. Departmental Goals

In the current 2009-2010 year, our department goals are to develop and implement two new Distance Education courses, English 253 (opera as literature) and English 208 American Literature 2). As of February, 2010, these goals have been accomplished.

For 2010-2011 our goals are to increase full-time faculty by adding at least one new full-time faculty member each year starting this year and for the next five years to fulfill specific curriculum and program needs and to develop a plan for the evaluation of basic the basic ESL courses (ENG 80, 82, & 83).

For 2011-2012 our goals include returning Humanities room 102 to classroom status and conducting an evaluation of the basic ESL courses in order to make recommendations for improving instructional effectiveness.

In 2012-2013 our goals include the expansion of a holistic grading program for English 21 as well as for other composition courses and to develop a plan for evaluating the ESL for academic purposes courses (ENG 361, 362, & 363).

In the fifth year, 2013-2014 our goals include conducting an evaluation of the ESL for academic purposes courses (ENG 361, 362, & 363) in accordance with the established plan and reviewing and recommending student support groups in the department.

E. Contribution of the Department to the LAVC Community

The Department of English is a significant part of the college, contributing not only to the mission of college, but also serving the community. By providing an ESL course of study it enables second language learners to become integrated into the community and obtain jobs consistent with their abilities and interests. Its literature courses help students to understand the various cultures of the world and their relationship to significant historical, political, and social events. The composition and writing skills programs enable students to communicate more effectively and succeed in upper division and graduate institutions.

As outlined in our Educational Master Plan, LAVC offers a wide diversity of English courses including ESL, composition, linguistics, literature, and teaching methodologies. We have an extensive range of courses that serve our community's current needs, while we prepare students for upper division and graduate school. Some of our English majors have gone to prestigious UCs and Ivy League Schools and have earned their M.A. and Ph.D. degrees.

The community has significant respect for the LAVC English program in honors and the various honors programs offered by the department both in academic studies and extracurricular activities. Dr. Zucker handles the all-U.S.A. Phi Theta Kappa academic honors program which is held every year in Sacramento, and every student that LAVC has nominated has won top state honors. We have also had the youngest (13 years) State of California honors graduate who received recognition on the floor of the State Senate and is now a Ph.D. candidate. Further, LAVC participates in the PTK honors topic program, the Ivy League admission program, and a diversity of honors activities through the leadership of the English department.

F. Long-term Departmental Needs and Objectives

1. We must hire two new probationary instructors to help with the extensive curriculum needs.
2. We need to expand the number of honors sections due to the growth of the Transfer Alliance Program.

3. We need to ensure that the matriculation English testing program (ACCUPLACER) accurately places students in the classes appropriate to their ability.
4. We need to continue expanding our online program, as it has been very successful.

G. Description of the Program

Curriculum – Degrees Offered

The department offers courses leading to an Associate of Arts degree in English. The course of study involves at least two composition courses and the balance of required and elective literature courses. Students who are planning for elementary or secondary teaching may also take elective courses in education.

Curriculum – Combined Courses

English has a wide range of combined courses in its honors program. Most of our combined courses are in the honors curricula. We offer English 101, 102, and 103 honors/regular combined composition classes and English 205, 206, 207, & 208 combined honors literature classes. All of these courses offer advanced curricula parallel to that offered by UCLA, and all have received commendations from UCLA faculty.

Curriculum – Lower Level Courses

We offer a comprehensive basic skills program that has rapidly expanded over the past few years. We now have three levels below freshman composition with English 33, 21, and 28 (the standard pre-freshman comp course). We try to successfully reach students of all ability levels and are very effective with English 28 students; however, we need to work on the retention rates for English 33 and 21. We also offer a two-tiered ESL program including basic skills courses (English 80, 82, and 83) and ESL for academic purposes (English 361, 362, and 363).

Student Learning Outcomes

As of Spring 2009, the department completed the Students Learning Outcomes for all of its courses. From the beginning of our departmental discussions concerning the SLOs there are consistent and strong faculty agreement as to the nature of the SLOs, especially for the initial test course (English 28.)

Our work on writing the Student Learning Outcomes dates back to 2006, beginning with the involvement of Dr. Gayle Fornataro and Professors Jacquie Stark, Meredith Kurz, Rod Moore, and Adjunct Instructor, Ida Ghaffari. From 2006 on we sustained some difficulty with the completion of the course outlines, but we have been very consistent in

our agreement with respect to the SLOs. Under the direction of Chairman Al Zucker and with the help of Professors Bill Wallis and Rod Moore, we developed the SLO and method of assessment for literature, and Professors Wallis and Moore worked on the SLOs and method of assessment for creative writing. Chairman Zucker helped to formulate the SLOs and methods of assessment for the independent studies courses which have been largely adopted from a standardized package for directed studies.

After acquiring a more comprehensive understanding of the nature of SLOs and their methods of assessment, Chairman Zucker helped to rewrite some of the SLOs for the literature classes and Professor Fornataro, with the help of the Composition Committee, rewrote them for the writing courses. All of the SLOs and methods of assessment were finally approved unanimously by the department.

The faculty's common expectations for student outcomes related to English are as follows:

1. Using correct conventions of language, format, and research skills, students would be able to perform common and advanced communicative functions through a diversity of composition styles and formats.
2. Using principles of literature, students would be able to effectively analyze major writings from a diversity of cultures to enhance their understanding of the historical, political, and social environments represented in their readings.

The SLOs of the department have been submitted for approval with the course outlines. The assessment model for English 28 (the pilot course) will emphasize SLO #1 above: the use of correct conventions of language, format, and research skills in order to perform common communicative functions through a diversity of compositions styles and formats. Given the progress of our students in the English 28 examination for the past five years, we anticipate that the results of our assessment procedure will substantiate the achievement of our SLO objective and provide a basis for continued growth and further writing progress.

Students

Unless stated otherwise, the LAVC Office of Research and Planning compiled all data in this section. (See Appendix B) The latest data available is for the Fall 2008 semester.

Campus-wide, 68% are minority students; 32% are white; the percentage of Latino students has climbed steadily from just over 20% in 1989 to nearly 45% in 2008. For the English department, these figures vary slightly as follows: 64% are minority students, while 31% are white. Latino students tend to make up the majority in our non-degree courses and English 28, but their numbers decline in the college-level literature courses.

Sixty-two percent of our English department students are female, 38% male. In almost all English courses the number of females equals or exceeds the number of males. Only 40% of our students are in the traditional college-age group for the community college (under 20); 29% are 20-24, 17% are 25-34, and 14% are 35 and over. The various age groups are dispersed throughout our program.

Only 57% of our students consider English their native language; of the 43% for whom English is a second language, the largest groups are Spanish (18%), Armenian (13%), and Russian (3%.) With respect to citizenship, 70% of the department's students are American citizens, 14% are permanent residents, while the remaining 10% hold other residency statuses. Only 1% of our students are F1 Visa students, a possible reflection of the district policy of encouraging our students to study abroad rather than bringing large numbers of foreign students here to study.

All incoming LAVC students must take the English Placement Test (ACCUPLACER). Students may choose to take either the ESL or ENL test. The majority of non-native speaking students take the ENL test, and most of them place in either English 33 or 21, the lowest level of English. The lower the level of the class the lower the retention rate; undoubtedly reflective of the level of difficulty for the student. We have made a considerable effort to use resources (Writing Center, Learning Center, and Reading Center) provided by our campus partners, to help increase the retention rates, but student success is to some degree limited by the demands which they face outside of their college work. (i.e. employment and family responsibilities). These requirements often severely limit the amount of study time that students have available.

Most of the department's students attend college part-time. Among the ESL students over two-thirds of them work at least 20 hours per week while they are attending school, while over 25% of them work 40 hours per week or more. The necessity for them to work a large number of hours considerably limits their study time. Yet, over 90% of the ESL students consider it important that they go to college, and most of the students come from cultures where education is very significant.

One strong indicator of college preparedness is the educational attainment of parents and/or older siblings. Our current data does not indicate whether other members of the students' immediate families have college experience, but LACCD data compiled from the 2000 census indicates that the attainment of a B.A. or higher degree in households in the surrounding community was approximately 25.2%. For the community colleges with whom we compete most directly for our students, the comparisons are as follows: Glendale, 28.8%, Pasadena, 37.5%, and Santa Monica, 44.4%. This means Valley is drawing students from households with lower educational parental attainment than our neighboring colleges.

A further indicator of the lack of preparedness for college among students is their level of mathematics courses. Most of our students have either taken no math at all or only lower than college level math courses. ESL students who have recently come from foreign

countries have a stronger math background than students who graduated from American high schools, but lack of math background carries over into the students' abilities in logical analysis and concept development in their compositions.

As such, data gathered from the community surrounding the college suggests that we will be dealing with the challenges associated with economically disadvantaged students in the future. According to demographic data compiled by the LACCD research office, based on the 2000 census, the community surrounding Valley, from which we draw the majority of our students, has a 12.4 percent poverty rate. The colleges that compete most closely with us, Glendale, Pasadena, and Santa Monica have poverty rates of 13.6%, 9.5%, and 8.7% respectively. The 2008-2009 State of the County Report of the United Way of Greater Los Angeles reports a slight improvement in the number of children living below the poverty rate countywide (-1.2%) and near the poverty rate (0.4%) since 1993, but school lunch enrollments are up 5% over that same period. Public school enrollments increased by 117,686 students, while the student-teacher ratio dropped 2.3%; more students were added to the special education enrollments, while there was a 2% drop in the number of students considered fluent in English or bilingual. High school graduation was flat during the five year period, at approximately 58%, but there was a 2% increase in the number of graduates with courses for UC admission and a 14% increase over the period 2003-2008 in SAT score averages.

LACCD demographic reports show that the ethnic makeup of the community has shifted dramatically in recent years. In 1990, Whites constituted 55% of our service community, and Latinos were 40%. Today, the ratio has almost reversed itself with Latinos being the largest ethnic minority.

From this data, we draw the following conclusions:

1. The availability of economic resources for residents of the LAVC service community has continuously diminished, and many students must be geared toward short term rather than long term educational goals. They cannot afford to spend as many years in collegiate preparation as their predecessors and more commonly need educational programs that prepare them for full-time employment in the workplace when they complete their course of instruction at Valley.
2. The number of immigrants, first generation Americans, and students who are the first in their families to attend college is increasing rapidly each year.
3. The number of English as a Second Language students is increasing greater than their demographic representation in the community.
4. Over the past five years the number of students whom we serve in the English department has grown extensively. We have added more writing and computer based classes. Despite the annual increment of several new sections

each semester, we have had to turn away many students each semester because we are filled to capacity and lack the funds to open more classes.

5. The number of students who need basic instruction in reading skills has grown dramatically. Many of our entering students cannot read at the middle school or high school level. Our reading courses are limited both by available funding and their inclusion in two separate departments. While the English department recognizes and appreciates the work of the Developmental Communications department in providing many of the reading classes needed by our students, the two departments do not agree as to whether these Developmental Communications reading courses should be alternative prerequisites for English 21 or should be required in conjunction with English 33 for students whose entrance test scores show a necessity for remediation in both reading and composition. Both departments need to dialogue further in order to reach a compromise that would meet student needs and be acceptable to both Developmental Composition and English department faculties.

Enrollment and Retention Trends:

Although enrollment at Valley has remained fairly constant with slight fluctuations from semester to semester, the enrollment in the English department has grown considerably so that our average class size has increased from 28 to 36, and our maximum class enrollment has increase to 38.

The pool of students who want to enroll in English classes has increased significantly the past two years consistent with the increased number of students enrolling in the college; the availability of sections of courses has declined significantly due to a severely diminished budget. Of the students who are able to secure class placements in English the retention rate has fluctuated from 2004 to 2008 but is consistent with the college's retention rate. In 2008, LAVC retention rate was 66% and the English/ESL retention 67%. However, due to the small number of students involved in the two Education courses, a limited number of enrollments or drops can significantly affect the retention rate.

According to the Department Chair, in the past year our greatest student growth has been in English 33, due to declining entrance test scores; however, the demand for English 101 is the highest amongst the transfer courses. The greatest recent ESL growth is still in English 83 and 363. We need to have a greater number of beginning ESL classes. We also need to form a partnership with the non-credit ESL department to foster a transition for students into credit ESL courses.

Since the English department is currently overwhelmed with students needing ESL, basic skills, and developmental courses, as well as courses needed for transfer, it is more a matter of attempting to accommodate demand than to sustain and increase enrollment in these areas.

Faculty and Staff

Following is the list of our FT faculty:

Ellen G. Davis

1969. Professor of English. B.A., Stanford University; M.A., UCLA.

Ellen Davis has taught English as a second Language to UC bound transfer students in the honors program, in both traditional and computer-equipped classrooms. In addition to developing workshops to promote the exchange of ideas in the English department, she has also served as Chairperson of the Composition Committee and has worked with computer graphics.

Gayle Fornataro

1999. Associate Professor of English. B.A., California State University, Long Beach; M.A., Humboldt State University; Ph.D., State University of New York, Buffalo.

Gayle Fornataro has taught in both our PACE/VCAP and regular programs and has contributed extensively to the development of our online composition programs. She has served as Chairperson of the Composition Committee and has developed the holistic evaluation program for English 28. She has also coordinated the revision of the composition course outlines for the program review process.

Marion Heyn

1994. Associate Professor of English. A.A., Los Angeles Valley College; B.A., UCLA; M.A., CSU Northridge.

Marion Heyn has taught both creative writing and composition at all levels, including ESL. She started our online program and has been instrumental in integrating instructional technology into the curriculum. She has done a considerable amount of work in Instructional Design for online education.

Leslie A. Hope

1968. Professor of English. B.A., M.A., UCLA.

Leslie Hope specializes in American cinema, especially the "Classical Period" of the 1930s and 1940s, and in Los Angeles area settings in literature and film. She frequently attends screenings at UCLA and the Los Angeles County Museum and attends conferences and seminars in the area of her specialization. She has also worked extensively with our online English composition program.

Reginald S. Hubbard

1996. Professor of English as a Second Language. B.A., Boston University; M.S. USC; M.S., Kensington University.

Reginald Hubbard specializes in educational program development with an emphasis on English language programs. He has conducted research in the United States, Europe, and Asia, and for over twenty-five years has been responsible for teaching English, designing courses (including materials development and testing). He has authored several articles and books in his subject area and attends conferences pertaining to language development and general issues related to education.

Meredith Kurz

2001. Associate Professor of English. A.A., LAVC; B.A., M.A., CSUN.

Meredith Kurz has taught in both our PACE/VCAP and regular programs and has contributed extensively to the development of our composition program. She is an expert in linguistics and teaches many of our language development courses. She coordinates the English department's scholarship awards program and works with the LAVC Patrons.

Ross A. McLean

1969. Instructor in English. B.A., CSULA; M.A., University of Arizona.

Ross McLean has taught a wide range of English composition courses and is an expert in Shakespeare. He also teaches the English department reading courses and works with students across the curriculum.

Robert A. Metzger

1989. Professor of English. B.A., Yale University; M.A., Ph.D., UCLA.

Robert Metzger specializes in American literature, especially the modern and postmodern periods. He is a published writer of fiction, as well as non-fiction, and has taught creative writing (short story) for many years.

Jessica Mintz

2001. Associate Professor of English. B.A., UCLA; M.A., CSUN.

Jessica Mintz has served as a specialist in the LAVC Learning Laboratory and as an online instructor in the English department. She specialized in modern

American literature and has developed a distance education course in the field. She has also taught a diverse range of composition courses.

Rod V. Moore

1988. Associate Professor of English. B.A., UC Berkeley; M.A., UC Davis; M.A., USC.

Rod Moore is a nationally recognized fiction writer. He is an authority in British literature and linguistics, and has championed causes for individual rights and the dignity of all. He has developed LAVC's Puente program to help second language Hispanic students become fully integrated into the college program of studies and has done remarkable work that meets a significant need within our academic community.

Susan Pierce

1989. Associate Professor of English. A.A., LAVC; B.A., M.A., UCLA; M.A., CSUN.

Susan Pierce has served as an Associate Professor of Counseling and has taught the full range of composition courses for the LAVC English department. She also has extensive expertise in mythology.

LaVergne D. Rosow

1999. Associate Professor of English. A.A., Orange Coast College; B.A., Chapman University; M.A., CSU Long Beach; M.S., TESL, USC; Ed.D. USC.

LaVergne Rosow's research on adult and family literacy and language acquisition is published in many of the major language and literacy journals; her books are used in teacher education and sociology classes. She has designed and delivered teacher education programs in California and Thailand, and is considered a national expert in the area of children's literature.

Jacqueline M. Stark

1968. Professor of English. B.A., UCLA; M.A., Penn.

Jacqueline Stark has taught poetry, drama, and fiction courses as well as English and World literature classes at LAVC and other community colleges and has also taught in Norway on a Fulbright exchange. She has served as a reader for the national AP board, a former tutor for the Writing Center, and a Vice-Chairman of the English department.

William G. Wallis

1988. Professor of English. B.A., Southern Illinois University; M.A., Ph.D., University of Nebraska.

Bill Wallis teaches in both the ESL and English programs and is known for his honors logic courses, creative writing, and the opera as literature. He has published widely and both a Pulitzer prize nomination and national recognition for his works. He is a former opera singer and is an acclaimed scholar in his field.

John P. Zounes

1966. Professor of English. B.A., Siena College; M.A., UCLA.

John Zounes is an expert in contemporary American literature and has taught the complete spectrum of composition and literature courses at LAVC, as well as ESL. He works with an extensive diversity of students from a wide range of backgrounds and is known for his teaching skills.

Alfred J. Zucker

1963 (LACCD), 1988 (LAVC). Professor of English and Chairman of the English department. A.A., LAVC; B.A. (Honors/Phi Beta Kappa), M.A., Ph.D. UCLA; M.A., CSULA; M.A., (2: American History/American Government), CSU Long Beach; M.A., Loyola Marymount University (ABT); Post-Doctoral Research at Harvard University.

Alfred Zucker specializes in nineteenth century American and British literature, as well as the Bible as literature. He has taught in his area of specialization for the past forty-five years. He directs the Phi Theta Kappa campus honor society and co-sponsors the LAVC Ivy League Admissions Program. His PTK honor students have consistently won top state and national honors and have been recognized for the past twelve years on the California Academic Awards team. He has also been very successful in getting LAVC honors applicants into Ivy League schools such as Harvard, Princeton, Dartmouth, and Amherst Colleges.

Our part-time faculty also present an impressive record of achievements, with M.A. and Ph.D. degrees, a great deal of teaching experience, and active participation in their profession. Some are published authors, and several are pursuing higher degrees in their fields.

The English department currently has 16 FT and 41 PT instructors. Almost all PT faculty are teaching two classes. In addition, we have several instructors in special assignments such as VCAP or the Afternoon College. These programs are continuing to grow at a rapid rate and now include honors classes offered to students in the local high schools. We offer a large program at Polytechnic High School, but we anticipate that it will be

curtailed by the budget restrictions for the 2010-2011 year.

Colleges and universities that invest in their faculty succeed in educating their students to a high level of achievement. Our department has a need for more full-time positions in order to reduce the FT:PT ratio. Part of the problem is that some of the FT faculty are released for other responsibilities. In the Fall, 2009, the department chairman asked the IPC for two new full-time faculty positions in English. Given the current budget crisis, we still would like to see some augmentation of the English department staff.

By virtue of our discipline, all faculty are qualified to teach reading, composition, and literary skills. Faculty in our more specialized areas, such as ESL, linguistics, and literature all have the particular specialty required in their areas of expertise. Departmental standards are maintained through regular curriculum review, monitoring and implementing exit requirements, and faculty evaluations. The department has also introduced an English 28 holistic composition examination that has been very effective in improving student achievement at that level.

The English department has a full-time secretary on “D” basis assignment whose responsibilities for general office duties include:

1. Assisting the chair and all department faculty
2. Scheduling meetings and arranging appointments for the chair
3. Independently taking action on matters of non-technical administrative detail
4. Ordering departmental supplies
5. Preparing work and repair orders
6. Receiving and screening incoming phone calls
7. Receiving and screening incoming correspondence and reports, including referral of correspondence to other personnel in the office or to other offices, and personally responding to matters delegated by the chair.

Adjunct Faculty

In general, most daytime basic skills and composition classes are taught by the adjunct faculty, due to a long-term funding problem in the LACCD. However, over the past four years we have added two new FT positions by the transfer of two .5 positions from the defunct PACE program and one FT transfer from the Learning Center. Most of our adjunct instructors have been here for over 10 years, and they are very dedicated to the college and the department. All of them have M.A. degrees in their field and/or meet minimum district/state employment requirements. Most of them exceed these requirements, and several have Ph.D.s and are published scholars/writers in their respective fields. We have no difficulty getting adjuncts for our English classes but do have problems getting qualified applicants for ESL since demand for these teachers far exceed the number of people available. However, our adjunct ESL instructors also exceed the minimum district/state requirements, and several have Ph.D. degrees or the equivalent.

The English adjunct faculty at LAVC are very dedicated professionals, and many of them attend department meetings, work on the holistic grading projects, help with maintaining the Fuji Library, and serve on department committees. Lecturer Ida Ghaffari, the elected adjunct representative, has served on committees, wrote course curricula, helped with advising students, and has raised over \$5,000 for our annual Shakespeare project. Many of our adjunct professors advise the chair and vice-chair and participate actively in as many department projects as time will allow. We are very grateful to all of them, some of whom have been here for over 20 years.

The adjunct faculty include all of the following:

Mr. Vartan Alexanyan
Ms. Tracy Bachman
Dr. James Bland
Mr. Leslie Boston
Ms. Tara R. Botel
Ms. Beth M. Brown
Mr. David M. Cook
Ms. Elaine S. Dewaal
Ms. Erin Delaney
Ms. Alexa Dimakos (unranked)
Mr. Michael E. Duffy
Dr. Anwar S. El Issa
Ms. Ida Ghaffari
Ms. Cynthia Glucksman
Ms. Jessica Hasson
Mr. Patrick B. Hunter
Ms. Deborah R. Kaye
Ms. Elana S. Kent-Stacy
Ms. Joan Y. Koplow
Ms. Evelyn M. Lager
Mr. William H. Lomen
Ms. S. Caress Maggiore
Ms. Jane K. Magwood
Ms. Lila W. Mayer
Ms. Eileen McGarry
Mr. Robert B. Olsberg
Mr. John U. Peters
Dr. Phil Poulos
Mr. Mohammad Rafii
Ms. Nancy L. Ramsey
Ms. Virginia L. Requa
Ms. Padma Sahgal
Mr. Martin J. Shea
Mr. Edmond M. Sherman
Ms. Nancy C. Shiffrin

Ms. Marcia W. Sibony
Mr. Jeffrey Sosner
Mr. Gordon L. Veatch
Mr. Richard Wimmer
Mr. Brian A. Yablon
Dr. William A. Zanghi

**All faculty are ranked on the seniority list unless otherwise noted

Staff

Currently the English department has only one staff member, its department secretary. Josh Logan Wible graduated from Leonardtown High School in Maryland, served four years in the United States Marine Corps and attended LAVC where he was an honor student who majored in film studies. He participated actively in LAVC student government and served as the elected Student Body President. He has outstanding clerical and administrative abilities and has been an invaluable asset to both the department and its chair. He plans to attend USC where he will major in film studies.

Facilities, Equipment, & Technology

Offices:

The Department of English is housed in the Humanities Building, which is shared with the Speech and Broadcasting departments. Of the nine classrooms available in the building, seven are set aside for English, one for speech, and one for broadcasting, although all three departments amicably share all facilities as needed. The building also has a radio station, and an English department faculty library.

There are two English office suites in the building:

1. The main English department office (H121), which includes six faculty offices, all individually assigned, a central alcove for the secretary, a conference room (H119), and a kitchen (H117).
2. A secondary English office (H109), which includes four faculty offices, three of which are reserved for regular faculty and one for adjunct faculty.

In addition, four English department faculty members are housed in individual faculty offices located on the second floor of the Campus Center.

All regular faculty members have their own offices, and there is an office for the use of adjunct faculty. Our most significant problem is that we need more space for part-time instructors, although they frequently use the conference room to meet with their students. Our faculty works amicably with each other, and full-time faculty usually volunteer to share their facilities with adjuncts as needed.

Each office is equipped with a desk, file-box, bookcase, and computer. Since the building underwent a complete renovation in summer 2008, faculty members could

choose whether to keep their older wooden furniture or have new furniture. The chairperson, Dr. Zucker, and Professor Ellen Davis opted for the new furniture and the remaining faculty chose to keep their wooden desks and bookcases. The college has provided every faculty member with at least one new four-drawer or lateral file-box due to safety regulations.

Further, in major renovations completed in summer, 2008, there were significant changes to the restrooms, workrooms, classrooms, and the Fuji library. As a result, we converted all classrooms into technologically capable facilities, equipped with overhead LCD projectors, input/output jacks for connecting various A/V equipment, and large-scale pull down screens. Each classroom, in addition also has a monitor and a DVD/VHS player.

The Faculty Library: (H107)

The English department has a faculty library located in Humanities 107. The purpose of this library, which holds books, recordings, tapes, and texts, is to provide faculty with an opportunity to do supplemental studies and engage in research, as needed for their classes. The department has purchased materials for the library, and faculty or community members have made donations for the library.

We recently renovated the facility with new carpets and paint, and the English chair, Dr. Zucker, and the Vice-President of Student Services, Yasmin Delahoussaye, recently secured two grants from philanthropic organizations, which provided money for the reconstruction of the library and some of its furniture, including a large maple conference table and chairs.

When needed due to the large number of construction projects on campus, the Faculty Library (renamed the Fujii Library in honor of former department chairperson, Gertrude Fujii) also serves to house small classes, seminars, and school meetings.

Equipment and Technology:

All English department faculty now have new computers with state of the art equipment. All faculty have wireless access through systems purchased with monies raised by both the English chair, Dr. Zucker, and the former speech chair, George Potsic.

In addition, the department has overhead projectors, record players (for old recordings), and radio-record-player units for faculty who have older technology that they want to use in their instructional program. We have an extensive collection of recordings for literary works, some of it purchased, and much of it donated, and we seek to augment our resources as additional monies become available. The Department Chair, Al Zucker, Professors Robert Roth, Ellen Davis, Bill Wallis, and former (deceased) professor, George Herrick, also made significant donations to our resources.

Campus Partners and Resource Utilization

1. Library:

Our campus is served by a college library, a campus partner, that has approximately 200,000 books and more than 350 periodicals. The library has access which is provided through a diversity of electronic resources such as the internet, magazine and newspaper indexes, and full text magazines and journal databases.

Due to budgetary constraints in the past five years and in the present, the library does not have a wide selection of contemporary authors for literature, although its resources for pre-1900 literature are quite extensive for a community college. The library does subscribe to a limited number of literary journals and resources for literary criticism. However, the library resources in literature are somewhat antiquated and need to be improved, as funding becomes available.

Los Angeles Valley College is expanding its library and currently has very good tutorials and information on the use of technology for research at the community college level. Although the library holdings in English and the services provided by the library are adequate for our present offerings, there is significant need to update the book holdings, journals, and periods in English, education, and ESL. Our faculty has to provide the library with more titles and request that, pending the availability of funds, the library continues to update its resources. We need to do more to update on periodical resources and to help the librarians in identifying electronic resources for literature.

2. Learning Center:

The Learning Center, a campus partner, is an important resource for our department. Until recently, the Learning Center has provided us with a small amount of Supplemental Instruction, although for English it has been minimal or non-existent over the years. The Learning Center has provided some instructional materials for basic skills and remedial English courses; however, due to budgetary restrictions, much of the materials have been outdated and have not reflected current educational theory. Nonetheless, the staff of the Learning Center has been very cooperative and has done the best that it can do given the economic situation that we face.

3. Computer and Other Labs:

The Writing Center, a campus partner, maintains a computer laboratory in Humanities 102. This open laboratory, which consists primarily of Mac based computers, is designed for individual use in writing compositions, although it is open to everyone in all subject areas. The computers have limited programs to help students with their compositions, although the English department chairman has requested that the MLA formatting program be placed on all computers. The Humanities Computer Laboratory will be moving to the new library facility when it is completed in 2011-2012.

4. Writing Center:

The Writing Center, a campus partner, has been helpful especially for our basic skills and remediation program. The professors (Hope, Mintz, and Heyn) involved in online instruction have used the Center extensively to help students who are having writing difficulties. The Writing Center director, Scott Weigand, has initiated a considerable number of specialized mini-courses that teach students how to avoid sentence fragments, run-ons, and comma splice errors. He has also developed spelling techniques that are highly effective. In addition, the Center also offers instructional materials to support regular composition classes and honors courses. The instructional program offered by the Writing Center has greatly improved the student success rate in all levels of English courses.

5. Transfer Alliance Program:

The English department is part of the Transfer Alliance Program, a campus partner. Currently the English Department chair, Dr. Zucker, who has extensive experience in the teaching of honors programs, is actively involved in expanding our TAP offerings. Professors Zucker, Werner, Davis, and Wallis are developing instructional materials for the TAP program, in conjunction with UCLA. Professor Mintz is also working on online materials in the American Literature program.

We have a wide range of TAP classes. First, the English department hosts TAP classes in every area of its transfer composition program. Professor Davis teaches Freshman Composition and draws students from several LAUSD honors programs. Professors Zucker and Davis teach the honors Introduction to Literature class which has continuing popularity amongst the TAP students. Professors Wallis and Werner teach the Critical Thinking Composition course which is designed to bridge the transition between the community college and UCLA. Second, the English department is one of very few California two-year colleges to offer TAP honors literature courses in the English major series. Professor Zucker, Moore, and Yablon teach the TAP American and British on-campus literature courses, and Professor Mintz teaches the online American literature class. All of these classes have considerable popularity with both English majors and the general student body. During 2010-2011, we plan to introduce an honors TAP class for Shakespeare and one for Bible as Literature pending Curriculum Committee approval of the TAP amendment for these classes.

Student evaluations of our TAP English program are consistently excellent, and the demand for our classes grows each year. We are very proud both of our TAP students and our TAP faculty who put in many, many additional preparation hours and have had continuous recognition from UCLA, and UC Berkeley.

6. ACE and VCAP:

The Department of English consistently works with VCAP, a campus partner, by offering a number of English classes as funding is available. The classes are taught by professors selected by the English department and meet the same requirements as teachers in our regular program. The students have been pleased with the VCAP courses, and the classes

generally fill quickly.

The Department of English works extensively with the ACE program and offers a wide range of college classes in the high schools. Dean Annie Reed has done an outstanding job of coordinating the college program especially with Polytechnic High School, and the students in these classes have been very successful in completing their goals. The high school has an advanced program wherein the students can take college courses while they are in the ninth through twelfth grades. Considering their age, especially with regard to the more advanced students, their course completion rate is quite high, and we commend their scholastic achievement. They are a valuable addition to our English department program.

7. Off Campus Resources:

The faculty use a wide variety of off-campus resources including various museums (especially those in conjunction with the University of California in Los Angeles), theatres, and other cultural institutions. Some professors take their classes to see drama productions. For example, professor Wallis regularly takes his students to the opera, while Professor Zucker takes his English literature students to see Beowulf, and they sometimes also visit Medieval Times. Other faculty members use the resources of the Getty Museum, and still others visit museum displays at USC, Loyola, and other Los Angeles area colleges. The department has also taken students to the Huntington to study the relationship between art and literature.

H. Needs, Analysis, and Recommendations

Program Strengths

1. We have a strong curriculum in ESL, composition (both developmental and college level), and literature. Regular assessments of effectiveness and student needs enable us to update our course syllabi on a regular basis, review exit requirements, and add new courses as necessary.
2. All of our faculty, both full and part-time, are highly committed to teaching. Many professors also engage in research, conferences, staff development, graduate school programs, and other activities that enhance their professional expertise.
3. As a review of textbook offerings in our courses shows, all of our faculty are sensitive to introducing course materials that reflect our students' diverse backgrounds.
4. Many of our honors English students win state and national awards, both through essay writing and Phi Theta Kappa, and students transferring from our program to four-year colleges succeed in winning awards and other scholarships based on their achievements at Valley.
5. Our department chairman brings in a significant amount of scholarship money from a diverse range of sources to fund several different composition awards,

- including Krupnick prizes. Further, one of our part-time instructors has been successful in obtaining donations to fund our Shakespeare program.
6. We have been able to develop several special programs that help our students achieve success, such as Puente, and a growing range of honors courses for the Transfer Alliance Program.
 7. We have smart classes in all classrooms, and computers for our secretary and for all faculty offices.
 8. The department is committed to college service, as evidenced by the number of English faculty serving on college-wide committees.
 9. Dr. Zucker, the English department Chair, is currently the chairman of the LACCD English Council.

Program Weaknesses

1. Class sizes are still too large in all of our composition courses to adequately address students' composition needs. In accordance with nationwide recommendations of the English profession, we need to reduce the size of English composition classes.
2. Over half of the sections offered in the program are taught by PT faculty.
3. It has been difficult to ensure uniformity across all standards for course content and entrance/exit requirements.

Program Opportunities

1. With our department curriculum committees operating in all aspects of our program, we have the opportunity to develop a coherent set of course and program offerings that will attract students of diverse backgrounds.
2. Explorations into new technologies for distance learning and internet-enriched classes will enable our faculty to expand the ways in which we interact with students registered in our classes.
3. We need to continue and improve our English 28 holistic examination program to alert students who are having difficulty in writing and help teachers assess student achievement. We also have a grant that enable affected faculty to meet together and review the English 28 holistic program in order to make recommendations for succeeding semesters.

Program Needs (Campus Resources)

1. More consistent funding to support the English programs and the five scheduling patterns during the year.
2. Balancing of our full-time to part-time faculty ratios.
3. More time to research, develop, and implement improvements, including grant support.
4. More pre-college level composition courses with additional available resources.

I. Departmental Plans

<i>Goal</i>	<i>Action required</i>	<i>Implementation</i>
Complete the Program Review process	Write the Program Review narrative and submit to the IPC.	2009-2010
Develop two new distance education courses.	Write the DE course supplements and submit to the VCCC	2009-2010
Increase full-time faculty by at least one hire every year for the next five years to fill specific curriculum and program needs	Year 1: reopen hiring for English position; apply to IPC for 2.0 FTE for two faculty positions to coordinate the language arts program; establish a Language Arts Program Committee to assess and plan for future growth, including the creation of lab units for all composition courses; apply for one position annually for years 2-5.	2010-2011
Develop a plan for the evaluation of basic ESL courses (ENG 80, 82, & 83).	Form a committee to study possible plans for ESL course evaluation.	2010-2011
Return H102 to classroom status	Develop proposal for ITC to find alternative means for providing open lab for students; reconfigure and upgrade H102 equipment for classroom use.	2011-2012
Evaluate basic ESL courses (ENG 80, 82, & 83) to make recommendations for improving instructional effectiveness.	Evaluate basic ESL courses based upon the plan developed in 2010-2011.	2011-2012
Implement a holistic grading program for	Curriculum committee to present a proposal to	2012-2013

English 21 as well as other composition courses	establish the program to the department.	
Develop a plan for the evaluation of ESL for academic purposes courses (ENG 361, 362, & 363).	Form a committee to study possible plans for ESL course evaluation.	2012-2013
Evaluate the ESL for academic purposes courses (ENG 361, 362, & 363) to make recommendations for improving instructional effectiveness.	Evaluate ESL courses based upon the plan developed in 2012-2013.	2013-2014
Review and recommend student support groups in the department	Appoint an ad hoc committee to make recommendations for implementation	2013-2014

The department goals for the next five years have been developed to implement the six departmental functions (see Executive Summary). Further, in order to improve the instructional program, the department will consistently, over the next five years, commit itself to implementing the contractual responsibility of evaluating all scheduled personnel.

Appendices

These Appendices include resources and examples of the forms and reports that each department utilizes to review their program(s).

- A. Student Survey and Analysis
- B. English Faculty Survey and Analysis
- C. Five-year grid of course offerings
- D. English Department Program Review Data Profile
- E. Department Goals Sheet
- F. Department Responsibilities
- G. English Degree SLO