

MISSION: Does program meet the District’s mission and established core competencies? Does program reflect the District’s diversity?	Status					
	03-04	04-05	05-06	06-07	07-08	09-10
Current Recommendations						
a) Consider requiring of students English 101 as a requirement toward the AA degree					C	
b) Review course outlines and course contents for rigor, consistency, and continuity consistent with the requirements of a four-year college or university so that incoming professors will understand the objectives and requirements for all literature courses					I	
c) Revise course outlines to measure student outcomes					I	
d) Explore differences between any course and its honors equivalent and work with articulation officer toward ultimate acceptance by state colleges and universities					C	
e) Advance innovative programs such as distance education and technology in the classroom					I	
f) Encourage students to pursue a habit of lifelong reading for personal development and recreation through forums, book clubs, book-of-the-year promotions, and other activities					I	
g) Continue to explore scheduling options to ensure access for all students					I	
h) Continue to engage colleagues in the Transfer Center and in Counseling to discuss student needs and class offerings in order to ensure transfer within two years					I	
i) Pursue participation with the GOAL! grant to improve program outreach and assessment to better serve the Hispanic population					I	
New Recommendations						

ANNUAL PROGRAM REVIEW SUMMARY for ENGLISH 03-04

Full Review Due: 09-10

NEED: How is program addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?	Status					
	03-04	04-05	05-06	06-07	07-08	09-10
Current Recommendations						
a) Offer more sections of English 40 and 100 to help students graduate within two years					C	
b) Help students prepare for and ultimately transfer to English 101 by amending English 100 with a section which introduces and requires a literature component and requiring a written response					I	
c) Continue to research transfer rates and success of transfer students so that we can monitor our progress in meeting their needs					C	
d) Revisit all courses to ensure they are current with IGETC standards and, if possible, apply for IGETC approval if the need is there					I	
e) Renumber the placement levels for English courses to allow for a passing of the 101 prerequisite					C	
f) Continue to push for uniformity of instruction at the 40, 100 and 101 levels, especially among adjuncts, to ensure that all incoming students are academically prepared for 103, 103H and 104					C	
g) Explore a mentorship program for adjuncts to help them meet the objectives of course outlines					C	
h) Update the adjunct faculty handbook					C	
New Recommendations						

<p>QUALITY: Are lec/lab unit values appropriate? Have the course outlines been reviewed/updated regularly? Are disciplines appropriate? Is faculty development adequate? Does program support State and District emphasis on critical thinking, problem solving and written expression? Does program meet stated objectives in the form of SLOs? Are course pre-requisites and co-requisites validated?</p>	Status					
	03-04	04-05	05-06	06-07	07-08	09-10
Current Recommendations						
a) Develop a statement of academic integrity as a deterrent for plagiarism, and seek district funds to cover faculty use of <i>turnitin.com</i> as a way to check for plagiarism					C	
b)) Provide in-service opportunities for coordination and norming for professors of any course that requires the proficiency exam					C	
c) Develop more specific guidelines for course outlines for conference time in the English 100 classroom					N/A	
d) Establish a well-equipped, professionally staffed writing lab					C	
e) Train supervised tutors to better serve the objectives of the tutorial program and to ensure uniformity within the program					C	
f) Explore the idea of adding an optional lab component to English 101 and above which could be linked to the writing lab					I	
g) Continue to involve library faculty and staff in instructional support and provision of print and non-print resources for all course offerings					C	
h) Establish a committee that meets each term to make recommendations for textbook changes for adjuncts					I	
i) Offer an annual retreat for the purpose of discussing teaching philosophies and methods					I	
j) Re-examine and make recommendations regarding the current English proficiency examinations					C	

ANNUAL PROGRAM REVIEW SUMMARY for ENGLISH 03-04 Full Review Due: 09-10

New Recommendations						

FEASIBILITY: Are facilities, equipment, and library resources adequate? Are evening programs and services adequate? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?	Status					
	03-04	04-05	05-06	06-07	07-08	09-10
Current Recommendations						
a) Continue the library's commitment to purchasing new books and videotapes that support the courses					C	
b) Hire instructional aids with a minimum BA to help students in the proposed writing center					C	
c) Reconfigure the smart panels for easier access in the classroom					N/A	
New Recommendations						

COMPLIANCE: Do course requisites meet Federal, State & District requirements? Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?	Status					
	03-04	04-05	05-06	06-07	07-08	09-10
Current Recommendations						
a) Continue to strive for conformity of instruction at the 101 and 101H level, especially among adjuncts, to ensure that all incoming students are academically prepared for 102, 103, 103H and 104					C	
b) Re-number placement levels to ensure that the registrar's office can block unqualified students from enrolling in 102, 103, 103H and 104					C	
c) Continue to articulate with the local high schools as well as the California State University and University of California systems					C	
d) Pay adjunct professors to attend more extensive orientation sessions to maintain high quality instruction between sections					C	
e) Hire a research consultant to validate the Accuplacer results					C	
New Recommendations						

PROGRAM SLOs	Cycle Stage					
	03-04	04-05	05-06	06-07	07-08	09-10
1. Communication						
a)						
b)						
c)						
2. Computation						
a)						
b)						
c)						
3. Creative, Critical, and Analytical Thinking						
a)						
b)						
c)						
4. Community/Global Consciousness and Responsibility						
a)						
b)						
c)						

PROGRAM SLOs	Cycle Stage					
	03-04	04-05	05-06	06-07	07-08	09-10
5. Technology/information competency						
a)						
b)						
c)						
6. Discipline/Subject area specific content material						
a)						
b)						
c)						