

	Signature Page					SI
English-and-Humanities-2013						
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College of Marin Program Review Signature Page • CG v.I February 2008						

Program Overview–Introduction

English-and-Humanities-2013

Last Update: 1/31/2014 22:0:50

Instructions: *Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.*

I. Program Definition

Outline the unique qualities that define the importance of your program.

The allocation of teaching units for the department has remained relatively constant for the past several years: 186.650 total, 3 of which are for Humanities and 15 for Philosophy. Class sizes range from 25 to 28 in composition courses, with class maximums set slightly higher in electives, as well as in Philosophy and Humanities.

As of Spring 2014, the full time faculty and their specialties will be as follows:

- Win Cottle: Developmental Writing, Reading, and Composition
- Ingrid Kelly: Composition, Developmental Writing, Post Secondary Reading, Critical Thinking, Literature
- David King: Composition, Reading, Critical Thinking, Literature
- Alisa Klinger: Composition, Reading, Critical Thinking, Literature
- Cara Kreit: Developmental Writing, Reading, and Composition
- John Marmysz: Philosophy, Humanities
- John Sutherland: Composition, Critical Thinking, American Literature, Children's Literature

The specialties within the discipline are as follows:

- Composition
- Creative Writing
- Critical Thinking
- Literary Studies
- Philosophical Studies
- General Humanities
- Reading

All courses above the level of English 120 are university-level transfer courses with articulation agreements in place with CSU, UC, and many private institutions, such as Dominican University. Only English 120 is a pre-college, developmental course. The English Skills Department offers two other versions of English 120: an accelerated course (120AC) and a course designed for English language learners (120SL). Humanities and Philosophy courses are university-level transfer courses. The department offers an Associates Degree for Transfer in English as well as an Associates Degree in Humanities. An Associates Degree for Transfer in Philosophy will be available soon.

As core courses for students, whether seeking degrees or to transfer, English composition offerings are among the most important courses at the college since they are often required as prerequisites, for graduation, and/or to fulfill general education requirements at College of Marin, CSU, and UC. The English composition sequence also offers distance education and hybrid modes of delivery, which allows a greater population of students to access these courses. Moreover, the composition courses are offered throughout the day at the Kentfield campus, with evening sections available every semester at both Kentfield and Indian Valley. Many in-person sections of our composition courses are taught in computer classrooms, such as Austin Center 144, which allows students to use technology to write, edit, revise, research, and collaborate within the classroom setting. The department hopes that more traditional classrooms can be converted to computer lab rooms in order to help a greater number of students develop their reading, writing, and researching skills and

abilities using the modern tools required for today's writers.

Instructional Specialists, the College of Marin Writing Center, and the Online Writing center help support these composition courses. ISs provide classroom support, while both faculty and instructional specialists tutor students one-on-one in the Writing Center in Learning Resource Center 120. English 120 students are required to spend hours at the Writing Center as part of the course. The Writing Center also offers a study lab space with work tables, computers, and a printer. The English Department intends to continue improving the Writing Center space with more computers and more effective tracking software to help determine student needs and use of resources. The Writing Center also serves students outside of the composition sequence with writing from any course or with college applications and personal statements. The Online Writing Center is offered through Moodle and is especially helpful for students taking distance education versions of the composition courses. Students taking in-person courses also take advantage of the Online Writing Center's tutoring and resources, as do students from across campus.

Creative Writing and literature courses cover diverse subject matter and are popular among transfer students, English majors, and lifelong learners.

Because of their appeal to life long learners and to essential issues that retain their appeal to all students, Philosophy and Humanities offerings, likewise, are healthy and diverse.

We have formal partnerships with Dominican University and Mills College for mentoring graduate students in English as apprentices in the English classroom. We also have formal and informal connections with UC Berkeley, San Francisco State University, and other institutions where our faculty has received fellowships, conducted research, guest lectured, taught courses, presented papers, and engaged in collegial exchange.

We have relationships with local writers' organizations, the San Francisco Maritime Museum, and even the Wordsworth Trust in Grasmere, U.K. Additionally we have ties with national and state organizations such as NCTE, CCCC, NRA, NCCRA.

Philosophy Program

Currently the Philosophy Department consists of one full-time faculty member, John Marmysz, and one part-time member, Anthony Johnson. The department also keeps a list of qualified candidates for adjunct employment opportunities. In the Fall 2005 semester, the Philosophy Department offered only two classes. Currently the Philosophy Department offers at least six courses per semester on a regularly rotating schedule. All philosophy courses at COM transfer to four year institutions in fulfillment of the humanities requirement.

Since 2005, John Marmysz has reorganized the philosophy courses at COM and has introduced an internet based Introduction to Philosophy course. Each semester, two sections of this internet course are offered in addition to the regular rotation of traditional courses.

Humanities

Current Analysis

The Humanities Department at COM is interdisciplinary in nature, with classes cross listed between a broad spectrum of departments, including: History, Art, Ethnic Studies and Film. Most of these course offerings are scheduled at the discretion of the individual departments that cross listing is shared with. Four courses, Introduction to Humanities A, Introduction to Humanities B, Introduction to World Religions and Myth, Symbol and the Arts, are scheduled on a regular rotation by the Humanities Department itself. Currently I, John Marmysz, am the only full-time faculty member charged with coordinating this department. The Humanities Department does, however, maintain a list of qualified candidates for adjunct employment.

All Humanities courses at COM transfer to four year institutions in fulfillment of the humanities requirement. COM also offers an AA degree in Humanities that requires students to sample a broad range of courses in such diverse areas as: Architecture, Art, Ethnic Studies, Dance, Communications, English, Music and

Philosophy.

II. Program Purpose

Pathway:

Transfer

Briefly describe how your program fits into the pathways you have chosen.

English department course offerings are designed to guide our students toward a number of closely-related goals: we want our students to develop critical thinking abilities, to be aware and appreciative of their own and other cultures, to develop reading and composition skills and processes, and to develop the technological skills that will serve them throughout their college experience and in their professional and personal lives, and to pay disciplined, informed, and critical attention to language in print and visual media as well as in their own writing.

Our faculty serves an increasingly diverse student population. The faculty is committed to helping students learn to understand, interpret, and analyze a variety of texts from different ages and social contexts, and in different genres. The faculty encourages students to develop as writers and thinkers, learning to express their own opinions and to incorporate information and critical opinions of others. Guiding students to consider multiple perspectives, which both challenge and confirm their own developing points-of-view, accomplishes these goals.

The focus of English studies at its inception was on close readings of literature from Great Britain, Germany, France, and later the United States. Such curricula have failed to take into account changes in population patterns, developing technologies, and intellectual thought. Recognizing the shortcomings of traditional models, and in order to respond to the new developments in literary and composition theory as well as to meet the needs of our students in the new century, the English Department revised many of its courses during the Discipline Review process of 1998, requiring that specific attention be paid to issues of gender, race, class, sexuality, and multinational studies.

A revision of the program and the major has provided students and faculty with new perspectives, which we expect to be the foundation of our work in the next decade. All of our current course offerings immerse students in approaches to writing and reading that are firmly grounded in contemporary theory. This is a practice that requires ongoing professional development and constant adjusting and refining. Above all, our goal is to enable our students to join us as careful discerning readers, incisive writers, effective researchers, critical scholars, scholarly critics, and innovative thinkers. We expect that these critical thinking abilities will allow students to draw connections between the intellectual activities of the classroom and the world.

The development of Distance Education courses over the past 10 years has been vital in reaching out to students who may not be able to take courses any other way. Often students cannot find a class to fit into their schedule, or their work responsibilities or child-care responsibilities hinder their ability to take specific courses; however, with the development of online and hybrid courses, the department is able to reach these students and offer classes that better meet the needs of their demanding schedule. Additionally, the students who learn better from online environments, and students who are differently-abled often look to our online courses to aid in their college success.

III. Students Served

Briefly outline what students are served in your program.

Demographics (Students in English Humanities courses)

**Statistics from PRIE for Fall 2012 - Spring 2013, retrieved 1/15/2014

Total Number of Students Served: 2004

Age:

Age 24 and under:	69.4%
25-29:	12.1%
30-34	5.0%
35-49	9.5%
50+	3.9%

Gender:

Male	49.3%
Female	50.5%

Ethnicity:

Am. Ind / Alaskan	.20%
Asian	9.1%
Black or African American	5.4%
Hispanic	28.0%
Multi-racial	6.5%
Haw / Pac. Islander	.45%
Unknown	3.3%
White	46.9%

IV. Program History

Briefly outline the recent history of your program.

The English Department at College of Marin has a long tradition of high standards and an impressive success rate for transfer students. As we now serve an increasingly multiracial and multi-ethnic population, we have tried to adapt our approach to accommodate our student demographic. The English sequence offers broad opportunities for transfer students in addition to providing a solid foundation for our many students who are seeking an Associates degree.

Our course offerings, though diminished, are still as varied as circumstances allow: a sequence of composition courses designed to prepare our students for English 150 (1A), 151 (1B) or 155, which transfer to the UC or CSU system and fulfill important general education requirements. In addition, we offer electives and are continually trying to rebuild the elective program. The English department's writing program is sound. Typically, students from College of Marin do well in English and other classes that require writing after they transfer.

Based on the 2009 Program Review, we received three additional full-time English Instructors in 2012. While this has helped our Composition program meet the needs of our students, the 75% full-time to 25% part-time ratio is still not met. Our part-time faculty are skilled and dedicated, but it is understandably difficult to coordinate course expectations and grading standards when many of our instructors must rush to other colleges to fulfill the rest of their teaching obligations. The department intends to continue filling its ranks of full-time faculty.

Student Support Services

Over the last five years significant improvements and recommendations have been made to the Online Writing Center, an important student service that has increased student success in the English Program. As a result of the data collected from the analysis of student use, success and retention in the Online Writing Center, a list of recommendations is made (included below) each term to improve student success and access.

Background:

The OWC is accessible 24/7 to help students with writing assignments for all college subjects. Students can get help with grammar, idea development, and organization, as well as with research and essays. The OWC also assists students with transfer, scholarship, and job applications, including resume and cover letters. Instructional Specialists respond to forum posts within 24 hours.

In the summer of 2011, the College migrated to Moodle as the primary course management system. The College conducted a pilot during the summer of three online courses: English 150, English 151 and Physical Education. The OWC was migrated to Moodle and was offered for the first time in a Moodle format.

In contrast to the summer pilot of three online sections (serving approximately 85 students), the fall 2011 term linked the OWC to all English sections (092 098, 120, 150, 151, 155) that included Moodle sites (309 students).

Students in English sections with instructors not using Moodle were not enrolled due to integration issues with Banner. IT reports that these issues will be resolved in spring 2012 when ALL COM students and instructors will have automatic access to the system. Nonetheless, students in any other section were still able to request enrollment to the OWC by submitting a request to moodlehelp@marin.edu. A total of 36 students requested OWC access via Moodlehelp during the term.

Number of Students: The OWC served a total of 309 students in the fall 2011 term.

Summer 2011 Recommendations: Considering the data collected during the spring 2011 term, and noting that the OWC will expand service to all students in the spring 2012 term, the following recommendations are suggested:

â?¢

Â? Increased hours in instructional support staff to meet the demand for online tutoring. The OWC will be open to all students in the spring 2012 term and will need increased support. One way to accomplish this goal would be to require that all ISâ??s scheduled in the Writing Center to check the OWC and respond to messages the last half hour of their scheduled assignment.

â?¢

Â? More tutors scheduled with an equal number of hours, for example 5 online tutors scheduled for 4 hours a week would garner more consistency than 1-3 tutors assigned with arbitrary hours--one at 10 hours a week, one at 2 hours, etc. More tutors scheduled for fewer hours promotes a wider availability during the week for answering student questions.

â?¢

Â? Since the OWC has expanded access for spring 2012 and beyond, all students will now have access to the OWC via the MyCOM portal, increased IS hours should be assigned to the OWC in the future.

â?¢

Â? A fixed and agreed upon staffing plan to insure the stability of the program is needed. The past practice of relying on instructors to â??donateâ?? hours to staff the OWC cannot sustain the growing needs of the OWC.

â?¢

Â? An IS or teacher familiar with Moodle should be assigned and available in LC 120, the on-campus Writing Center, at least one day a week for one hour (preferably more) to answer Moodle related questions about the OWC or other issues with online classes to help students in person with orientation, navigation and other support issues.

â?¢

Â? Improved oversight of the scheduling and workload for the Instructional Specialists. Too often ISâ??s are assigned who are uncomfortable/unfamiliar with Moodle or with online tutoring. Ideally, each IS could be assigned at least one hour of online tutoring along with their traditional role of tutoring in the Writing Center.

â?¢

Â? Increased hours for tech support to answer student help requests.

â?¢

Â? Increased marketing to ***instructors*** and students. The widest use of the OWC is from classes where *instructors* are familiar with the service and with Moodle.

â?¢

Â? Mandatory, paid training sessions for ISâ??s at different points in the semester, each term to cover effective tutoring strategies both online and face-to-face.

During Phase 2 of the Moodle Migration in Spring 2012, access to the OWC was made available to all COM students and instructors. A self-registration system was added to the Moodle OWC, facilitating user access for all students and faculty. The number of enrollees grew to 368; most significant, however, is that all but 4 of these enrollees made use of the service once enrolled. When the Moodle OWC moved to self-enrollment for Spring 2012, 98.91% of enrollees used the site. In other words, active use of the OWC increased by more than 45% when students had to self-enroll for the service rather than receive it as an automatic extension of their English courses as was the practice in Fall 2011.

Spring 2012 Recommendations

- **Sufficient funding to meet staffing needs.** Increased access to the OWC by self-registration for all students requires increased staffing. Staffing levels are about the same as they were before the OWC expanded its service to all students by self-registration. While efforts were made not to publicize the OWC too aggressively in Spring 12 because of limited staffing, sufficient staffing is needed to keep pace with the OWC's growth as a result of its migration to Moodle.
- **Staffing plan needed.** The OWC was under-staffed during the Spring 2012 term, and as a result, publicity about the service was curtailed. It is vital that a staffing plan be in place so that ISSs can be assigned for the semester's start and so that more publicity to student groups and classes can occur during the first weeks of the semester—the target period for letting students know about campus services for their support and success. Publicity for the OWC needs to begin at the semester's start since this is also the time when ISSs are least busy responding to students, using their hours to provide orientations and outreach until active tutoring of students is underway in week 3 of the semester.
- **Integration into planning cycle.** These recommendations, along with past recommendations, to support and fund the OWC and the DE program at COM

have been noted in previous reports and Program Review requests; however, these reports have not been integrated into the system for funding in the program review cycle. A feedback loop is necessary to insure that recommendations get forwarded to the appropriate committee to be included in the funding cycle.

- **Sustainable**

infrastructure. The OWC currently exists as a grass roots effort born of faculty persistence and grant support. In order for this important student service to continue in a sustainable way, a permanent funding source is needed for staffing and coordination of the site. Each semester, including summer, the OWC needs to be restored and groomed for student use, ISSs need to be assigned and trained, and data collection and reporting need to be performed. These tasks are routine, and they are dependent on a sustainable infrastructure for online student services.

- **Organizational**

plan. Presently, the OWC is in numerous people's area, since it is part of the English Department's Writing Lab (John Sutherland and David Snyder), Learning Resources (Susan Andrien), and Distance Education (VP of Instruction). It also has its own faculty coordinator. The OWC coordinator attends to the Moodle site, trains and schedules ISSs, monitors and assures quality, and performs publicity and reporting functions. The roles of the chair, dean, director, and vice president need to be streamlined so that staffing is funded, hours of staffing are set to meet the demand, and ISSs are assigned when the semester begins. Creating an organizational plan with responsible parties for action items would make operations smoother and the OWC more sustainable.

- **Provisions for**

Summer 2012 semester. It behooves the College to provide online students in particular and all students in general with writing across the disciplines support during the summer session, as it does during the academic year.

During Summer 2012, access to the Online Writing Center (OWC) was available to all COM students and instructors by a simple self-registration process available once logged into MyCOM and Moodle. While only 4 fully online summer courses were offered during Summer 2012, students from these courses as well as face-to-face summer courses made strong use of the OWC services. The number of enrollees grew to close to **100 participants**. Typically, participants frequent the OWC repeatedly throughout the summer for self-service and tutor support. In all, the OWC received **3,146 views** of writing support documents, web links, and discussion forums. The discussion forums alone received **2,933 views**.

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The OWC underwent significant developments, both in terms of design and content, during Summer 2012. Content was developed to specifically meet the needs of our growing English Language Learner (ELL) users. **“Practice Activities For Writing Skills”** and **“Practice Activities For English Language Learners”** areas in the OWC, providing students and instructors with content-based materials to enhance writing across the disciplines. Additionally, **VoiceThread**, an interactive presentation tool that enables students to use video, audio, and text simultaneously to discuss writing issues and concerns

was developed to introduce the Moodle-OWC to students.

Plans for additional design elements were made, including a Fall 2012 launch of a "Meet the Instructional Specialists" social presence feature, whereby students can see who the ISSs are and read about their interests and experiences.

Summer 2012 Recommendations for the OWC:

- **Sufficient funding to meet staffing needs.** Increased access to the OWC by self-registration for all students requires increased staffing. In other words, sufficient staffing is needed to keep pace with the OWC's growth as a result of its migration to Moodle and self-registration capacity.

- **Staffing plan needed.** It is vital that a staffing plan be in place so that ISSs can be assigned for the semester's start and so that more publicity to student groups and classes can occur during the first weeks of the semester—the target period for letting students know about campus services for their support and success. Publicity for the OWC needs to begin at the semester's start since this is also the time when ISSs are least busy responding to students, using their hours to provide orientations and outreach until active tutoring of students is underway.

- **Integration into planning cycle.** These recommendations, along with past recommendations, to support and fund the OWC and the DE program at COM have been noted in previous reports and Program Review

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 it is
 part of the English Department's Writing Lab (John
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 Education (Chialin
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 coordinator
 attends to the Moodle site, trains and schedules ISs ,
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 functions. The roles
 of the chair, dean, director, and vice president need to be
 streamlined so
 that staffing is funded, hours of staffing are set to meet the
 demand, and
 ISs are assigned when the semester begins. **Most importantly,
 the IS appointments need to be made no later
 than the first day of the semester, if not before, so that
 their schedules
 can be created and so that the publicity work can begin.**
 Creating an
 organizational plan with responsible parties for action items
 would make
 operations smoother and the OWC more sustainable.

Instructional Specialists Program History (Student Support Services):

The

Instructional Specialist program has been an integral part of the English Department for forty years. These dedicated professionals have provided invaluable service to the program under a succession of various titles -- initially Readers, then Instructional Assistants, Instructional Aides, and finally their current title, Instructional Specialists. Without them, we could not possibly provide the accessible tutoring, specific conferencing, and detailed feedback on student writing that is essential to good composition pedagogy. They are patient and knowledgeable tutors as well as valuable adjuncts in course planning, pacing, and presentation.

This

program has flourished for longer than most of us have been associated with College of Marin. In the late 1960s, the cap in developmental composition classes was raised from approximately 20 students to as high as 45 per class; in exchange for this cost-saving measure, English faculty were assigned Readers to assist with the overwhelming paper load. Readers evaluated student essays, graded grammar and mechanics tests, and eventually tutored students and assisted in classrooms if requested by the instructor. In the 1980s, their title changed to Instructional Assistants as their job description expanded to include more tutoring and staffing the Writing Lab. In the 1990s, the enrollment cap for developmental writing courses was finally lowered to 35, and by 2012 all composition courses had been lowered to 28. Their current title, Instructional Specialist, accurately captures the level of expertise required for the complexity of their job: anything from tutoring students on the fine points of punctuation, or helping them to organize ideas to accommodate different rhetorical modes, or explaining logical fallacies, to helping students to analyze poems, plays, or novels.

Instructional

Specialists are particularly valuable to the overall consistency of the program because they see at close range the various skills that are required for each course in the English sequence and thus can help students most effectively. They can anticipate which reading selections are likely to confuse students, and can assess which approach will be most effective. For several decades, a typical pattern has prevailed: After several years, an I.S. may compete for a part-time teaching position; and after several more years, may ultimately compete for a full-time teaching position, should one eventually arise. Although this pattern is certainly no guarantee of employment, it does promote and maintain essential continuity, consistency, and norming of course standards at various levels.

Currently,

the ISs perform a variety of duties, evaluating papers, tutoring in the classroom and the writing lab, tutoring online, and working closely with instructors to help struggling students. These tasks are arranged between the faculty and the ISs depending on the needs of the students.

The

department looks to hire new permanent ISs in order to maintain the program. Over the past few years, several part-time and full-time ISs have retired, and this has left a large hole in the program. There are currently (2014) only 58 IS hours that are permanently assigned of the original 203, the remaining hours being assigned temporarily semester to semester. These temporary ISs require new training every semester and aren't able to develop long-term working relationships with faculty. The relationships between the faculty and ISs are an important part of the program and hiring permanent ISs will allow for continuity and stability

in the program.

Electives

Unfortunately, our department offers fewer courses in its elective program than it has historically. The department intends to develop and support further elective courses, including cross-disciplinary courses, as well as learning communities with other disciplines in campus.

Curriculum

In 2013, revisions to the Course Outline of Record for English 150 and 151 to include the hybrid format of instruction were pursued. (It turns out that there were errors on the Course Outlines of Record for ENGL 120, so it seemed prudent to work on all three and submit them to the Curriculum Committee together.) Revisions were submitted to the Curriculum Committee during Fall 2013, and approval is expected in Spring 2014.

Future Plans

The English Department looks to fulfill a full-time position to run the Writing Center, to train faculty and staff, to offer writing workshops for students in all disciplines. We need a full-time faculty member to run the Writing Center so we can expand services to students. This full-time position would be responsible for the re-design and expansion of the campus Writing Center.

Within the last 10 years, 8 full-time instructors have retired. Only 3 positions have been filled. Presently, we have no faculty coordinating the Writing Center. There is minimal training, planning or management of the Writing Center. Currently, each full-time faculty member jumps in when necessary to train, plan and advocate for the Writing Center, but no real oversight exists.

Two

other instructors, Larry Tjernell and Blaze Woodlief, teach one to two class in English per semester. The remainder of the courses are taught by ETCUM's (10), instructors from the part-time pool (3) and emergency hires (5).

Attachments:**List and briefly describe any attachments**

Philosophy Program

Current Analysis

Currently the Philosophy Department consists of one full-time faculty member, John Marmysz, and one part-time member, Anthony Johnson. The department also keeps a list of qualified candidates for adjunct employment opportunities. In the Fall 2005 semester, the Philosophy Department offered only two classes. Currently the Philosophy Department offers at least six courses per semester on a regularly rotating schedule. All philosophy courses at COM transfer to four year institutions in fulfillment of the humanities requirement.

Since 2005, I, John Marmysz, have reorganized the philosophy courses at COM and have introduced an internet based Introduction to Philosophy course. Each semester, two sections of this internet course are offered in addition to the regular rotation of traditional courses.

Student enrollment in philosophy courses has dramatically increased at COM since 2005. During the Fall 2005 semester, there were a total of 75 students who completed philosophy courses. During the Spring 2006 semester, a total of 101 students completed philosophy courses. During the Fall 2006 semester, 93 students completed philosophy courses. During the Spring 2007 semester, 103 students completed philosophy courses. During the Fall 2007 semester, there were 185 students enrolled in philosophy classes. During the Fall 2008 semester there were over 187 students who completed philosophy courses. During Spring 2009 semester over 189 students completed philosophy courses. During the Fall 2009 semester over 175 students completed philosophy courses. During the, Spring 2010 semester there are over 200 students enrolled in philosophy classes. During the Spring 2013 Semester, there were approximately 200 philosophy students again.

Student satisfaction with the quality of philosophy courses at COM is consistently high. In addition to routine yearly administrative evaluations, I administer student satisfaction surveys each semester. The aspects of philosophy courses that students commonly highlight as strengths are the following: good organization, instructor enthusiasm, productive and intense class discussions, interesting material.

Future of the Department and Projected Needs

Given the documented increases in student enrollment and documented student

satisfaction, I would recommend an expansion of the philosophy program at COM. Future plans should include the introduction of more diverse course offerings, more web based classes, more evening classes and the development of an AA degree program in philosophy. Expansion of this sort will require the hiring of new faculty, both adjunct and full time.

During the 2013 semester, I, John Marmysz, submitted the forms to start an AA program in philosophy, and I submitted forms for the introduction of three new classes.

Humanities

Current Analysis

The Humanities Department at COM is interdisciplinary in nature, with classes cross listed between a broad spectrum of departments, including: History, Art, Ethnic Studies and Film. Most of these course offerings are scheduled at the discretion of the individual departments that cross listing is shared with. Four courses, Introduction to Humanities A, Introduction to Humanities B, Introduction to World Religions and Myth, Symbol and the Arts, are scheduled on a regular rotation by the Humanities Department itself. Currently I, John Marmysz, am the only full-time faculty member charged with coordinating this department. The Humanities Department does, however, maintain a list of qualified candidates for adjunct employment.

All Humanities courses at COM transfer to four year institutions in fulfillment of the humanities requirement. COM also offers an AA degree in Humanities that requires students to sample a broad range of courses in such diverse areas as: Architecture, Art, Ethnic Studies, Dance, Communications, English, Music and Philosophy.

In 2005, I undertook a discipline review of the Humanities program at COM. In the process of conducting this review I came to understand the difficulty involved in overseeing such a broad and interdisciplinary program. Because of the fact that classes from so many different departments are cross listed as Humanities classes, it is quite difficult to monitor the content, scheduling and quality of the courses offered.

In Fall 2005, I taught two courses with a total enrollment of 63. In Spring 2006, I taught two courses with a total enrollment of 81. In Fall 2006, I taught one course with an enrollment of 26, and in Spring 2007 I taught one course with an enrollment of 38. In the Fall 2007 semester I taught one Humanities course with an enrollment of 31. During the current semester, Spring 2010, I am teaching one Humanities course with an enrollment of 51. During the Fall 2014 semester, I am scheduled to teach one Humanities course: HUM 118.

Student satisfaction with the Humanities courses, as measured by the surveys I administer each semester, tends to be very high, although there are some courses that appear to be better received than others. In particular, the courses in World Religions and Mythology appear to be particularly popular. This course consistently has very long waiting lists and many students are turned away each semester that it is offered. I cannot vouch for

the popularity or quality of the courses I have not taught as there is no standard survey that is applied consistently and campus wide in order to make this measure.

Future of the Department and Projected Needs

Given the diverse nature of the courses offered by the Humanities Department, the difficult complications that are involved in overseeing this program and given that the college offers an AA degree in this field, I would suggest that in the future, a full time faculty member, with a degree in Humanities, be hired whose exclusive duties are to teach Humanities courses and coordinate and review this program.

Faculty Members

English-and-Humanities-2013

I. Program Faculty

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Cottle	Win	

<u>Status:</u> Full-time, tenured	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No
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<u>Years of Service:</u> 6	<u>Specialty:</u> Reading, Composition -
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Leadership: List involvement in committees or other service

Win Cottle has been involved in the implementation of placement testing for the department. She is also involved in numerous committees involving technology, student success, and curriculum development.

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Kelly	Ingrid	

<u>Status:</u> Full-time, tenured	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No
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<u>Years of Service:</u> 14	<u>Specialty:</u> Composition, Reading, Literature, Critical Thinking -
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Leadership: List involvement in committees or other service

Ingrid Kelly developed the Online Writing Center for the College. The Online Writing Center provides online access to tutoring for students, an important student service at the college which supports teaching in different modalities to support student needs. The English Department has traditionally been a key support for offering students in all disciplines with help in writing. In the first WASC report, the accreditation team noted that the OWC was one of COM's strengths and acknowledged that services like the OWC and the Writing Center should continue to be supported.

Ingrid Kelly is also involved in the planning of the Distance Education program at the college, revising the English curriculum to initiate an online program in English Composition, participating in the Program Review process and in the technology planning for the college.

Committee Work & Service to the College

Writing Center Coordinator, College of Marin. Development, creation and management of an Online Writing Center for College of Marin College. Organized Instructional Support staff, performed publicity activities, maintained online tutoring site, and fulfilled reporting requirements. (2001-20012)

Hiring Committee, College of Marin, English Department (2011)

Secretary/Elections Officer of Academic Senate (2006-2008)

Faculty Senate Representative (2004-2008)

Distance Learning Committee (2007-2010)

Chair of the Technology Committee (2003-2007)

Distance Education Coordinators Training Course, UCSD Extension Curriculum Development, College of Marin. Development and revision of English Department curriculum and creation of an online writing center. (2001-present)

Professional Review of latest edition of the *Little Brown Handbook* for Pearson Longman (2004)

Professional review services for Longman Publishers of a textbook proposal and first draft manuscript for a new developmental writing book.

Selection Committee, Hiring of a Consultant to Implement the Technology Plan (Spring 2005)

Accreditation Committee for Technology (2004)

Professional review services for Prentice Hall Publishers of a proposed integrated reading and writing text.

Educational Master Plan Committee (2003)

Hiring Committee for Journalism Instructor (2003)

Online Instructional Institute, UC Berkeley, Berkeley CA. (June, 2000)

Excellence in Education and Innovation Grant Award: Redesign and Update of the Moodle Online Writing Center, 2012

Basic Skills Initiative Project Grant Award: Ways of Supporting ESL Students in the Writing Center, 2012

Professional Development

Building Online Community with Social Media, [@One](#), California Community College Chancellor's Office, 2012

Designing Effective Online Assessments, [@One](#), California Community College Chancellor's Office, 2012

Creating Accessible Online Courses, [@One](#), California Community College Chancellor's Office, 2012

Introduction to Teaching with Moodle, [@One](#), California Community College Chancellor's Office, 2010

More About Moodle, [@One](#), California Community College Chancellor's Office, 2010

Online Learning Certified Trainer--California Virtual Campus; July, 2004

Invited Presentations & Workshops

(2012). Presenter: Moodle Moot West Coast, "Designing an Online Writing Center for Student Support and Success," Woodland Hills, CA.

(2012). Presenter: Online Teaching Conference, "Designing an Online Writing Center for Student Support and Success," San Jose, CA.

(2012). Online Writing Support for All COM Students in the New Moodle OWC, FLEX Workshop, College of Marin.

(2011). Tools & Tips for Teaching with Moodle: An Introduction to COM's New Learning Management System, FLEX Workshop, College of Marin

(2004-2011). Creating Online Instructional Resources FLEX Workshops, College of Marin.

(January, 2005). Getting Started with WebCT FLEX Workshop, College of Marin.

(January, 2005). Faculty Panel: Using WebCT to Support Student Learning. FLEX Workshop, College of Marin.

(August, 2004). Spotlight Presentation: Online Writing Center at CoM. FLEX Workshop, College of Marin.

(August, 2004). Using Discussion Boards to Enhance Student Participation and Success in WebCT. FLEX Workshop, College of Marin.

(January, 2004). Introduction to [dot.com](#) COM's New Online Interdisciplinary Writing Center. FLEX Presentation, College of Marin.

(November, 2003). Preparing for WebCT Upgrade and Conversion. Faculty FLEX Workshop, College of Marin.

(2003). Invited to lead a workshop and presentation at the **English Council of California Two Year Colleges (ECCTYC)** 2003. Conference: Crafting Literacies. Workshop title:

Designing and Implementing an Online Writing Center with Limited Staffing and Budget. (November, 2003). COM's New Online Writing Center. COM's Spotlight Series to Build Community, Improve Communication and Learn What's Happening at COM, sponsored by the College Employee Development Committee, College of Marin. (November, 2003). Responding to Students in an Online Environment. Instructional Specialist Workshop, College of Marin. (January, 2003). COM Panel of Faculty Presenting Assessment Strategies. FLEX Workshop, College of Marin. (January, 2003). Creating Online Resources with WebCT. FLEX Workshop, College of Marin. (August, 2002). Using Templates with WebCT. FLEX Workshop, College of Marin. (January, 2001). COM Panel of Online Courseware Developers. FLEX Workshop, College of Marin. (January, 2001). Effective Computer Strategies in the COM Writing Lab. FLEX Workshop, College of Marin. (January, 2001). Understanding the Chaffey College English Department Curriculum. Invited presentation and workshop sponsored by the Writing Center at Chaffey College for tutor Training.

Last Name

King

First Name

Dave

MIStatus:

Full-time, probationary

Shared W/other program(s): Year Retired:

No

Years of Service:

2

Specialty:

Composition, Literature

Leadership: List involvement in committees or other service

Curriculum Committee Chair
G.E. Committee Co-chair

Last Name

Klinger

First Name

Alisa

MI

M

Status:

Full-time, probationary

Shared W/other program(s): Year Retired:

No

Years of Service:

5

Specialty:

English Composition and Literature, Teaching English as a Second Language, Distance Education

Leadership: List involvement in committees or other service

-Member of the Distance Education Committee

-Co-coordinator of the campus-wide Writing Center and the Online Writing Center

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Kreit	Cara	S

<u>Status:</u> Full-time, probationary	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No
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<u>Years of Service:</u> 5	<u>Specialty:</u> English Composition and ESL	-
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Leadership: List involvement in committees or other service

- Basic Skills Initiative Steering Committee (2012-present)
- Education Planning Committee (2012-present)
- Strategic Planning Task Force (Spring 2012)
- SLOAC (2011 - present)
- Faculty Inquiry Group Co-Coordinator (Fall 2013)

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Marmysz	John	A.

<u>Status:</u> Full-time, tenured	<u>Shared W/other program(s):</u> <u>Year Retired:</u> No
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<u>Years of Service:</u> 8	<u>Specialty:</u> Philosophy	-
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Leadership: List involvement in committees or other service

Participant, Faculty Inquiry Group (FIG).
College of Marin. Fall, 2013.

Member, Veteran's Advisory Council. Fall, 2013 -
present.

Member, United Professors of Marin Executive

Council. Summer, 2013 - present.

Member, Distance Education Committee. College of Marin. Spring, 2011 - present.

Member, English Faculty Hiring Committee. College of Marin. Fall, 2011.

Advisor, Phi Theta Kappa National Honor Society. 2009-2011.

Member, Library Accreditation Self-study Committee. College of Marin. Spring, 2009.

Member, English and Humanities Program Review Committee. College of Marin. Spring, 2007.

Member, Committee on Student Learning Outcomes. College of Marin. Fall, 2007.

Discipline review of Philosophy and Humanities departments. College of Marin. Spring, 2006.

Member, Student Disciplinary Committee. College of Marin. 2005.

Last Name

Sutherland

First Name

John

MI

Status:

Full-time, tenured

Shared W/other program(s): Year Retired:

No

Years of Service:

Specialty:

-

Leadership: List involvement in committees or other service

<u>Last Name</u>	<u>First Name</u>	<u>MI</u>
Tjernell	Larry	
<u>Status:</u> Full-time, tenured	<u>Shared W/other program(s):</u> Yes	<u>Year Retired:</u>
<u>Years of Service:</u>	<u>Specialty:</u>	-

Leadership: List involvement in committees or other service

Non-Instructional Support Staff

English-and-Humanities-2013

I. Current Support Staff

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u> Other	<u>Hours/Week</u>	<u>To support:</u> Classes
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Leadership: List involvement in committees or other service

Over the past few years, several part-time and full-time ISs have retired, and their positions have not been permanently reassigned. This has left a large hole in the college IS program. There are currently only 58 IS hours that are permanently assigned of the original 203, the remaining hours being assigned temporarily semester to semester. These temporary ISs require new training every semester and aren't able to develop long-term working relationships with faculty. The relationships between the faculty and ISs are an important part of the program, and hiring permanent ISs will allow for continuity and stability in the program. We need to fill the 145 unassigned IS hours with permanent employees.

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Beth Sheofsky	Part-Time	Instructional Specialist	11	

Leadership: List involvement in committees or other service

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Rion Smith	Part-Time	Instructional Specialist	13	

Leadership: List involvement in committees or other service

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Rowena Southard	Part-Time	Instructional Specialist	18	Students

Leadership: List involvement in committees or other service

List of Support Staff

<u>Name:</u>	<u>Type</u>	<u>Purpose :</u>	<u>Hours/Week</u>	<u>To support:</u>
Tonya Hersch	Part-Time	Instructional Specialist	15	

Leadership: List involvement in committees or other service

Facilities Questionnaire

English-and-Humanities-2013

Last Update: 1/31/2014 18:56:6

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

English Program:

We need to prepare students to write using tools that are now considered common to a writer in any workplace; the existing facilities do not meet the current needs of the English composition student. More computer classrooms are needed in addition to upgrades to the technology in the Writing Center. Students who take writing courses in a computer classroom are better equipped to meet the challenges of a technical work place. COM needs to present itself as a 21st-Century institution to attract students and retain them. Technology is a fundamental component of student support and instruction, enabling our students to succeed in a global digital environment that requires digital literacy, as well as critical thinking and writing skills.

\Our English Writing Lab facility, LC 120, is a College Wide Writing Center where any COM student can receive help with writing projects. The Writing Center is growing, and often we have to send students away, to other labs since we do not have enough computers or space to accommodate their needs. The Online Writing Center has helped with the overflow, but we are starting to need more staff, more space and more computers to accommodate the increased access. The Online Writing Center offers 24/7 assistance with writing projects for COM students to help with the over-flow.

Approximately 8,000 students,--the entire college community will benefit from an upgrade and re-design of the Writing Center. Additionally, a Writing Center will attract new students and help existing students. The learning outcomes expected are to improve student writing across disciplines and to support faculty in designing writing assignments for their classes. We would measure student access an numbers with a new tracking system (also a facilities need) and we would measure success by noting an increase in writing across the curriculum.

Another facility need is upgrades from traditional to computer classrooms. Currently, 5 full time instructors and 8 part-time instructors in English share one computer classroom each semester. With the changing needs of writing instruction, more and more faculty specialize in teaching writing in a computer classroom. As a result, our students often meet in a computer room one day and in a traditional classroom the next. This lack of consistency affects the teaching and learning. Additionally, part-time instructors rarely have the opportunity to teach in a computer classroom, putting their students at a disadvantage. More computer classrooms are needed to meet the needs of the modern writing student.

Upgrades to 5 writing classrooms from a traditional classroom to a

computer writing classroom which would serve approximately 1000 students (30 sections in English and other disciplines in need of a computer classroom). The department requests that more computer classrooms be designed for the new English building and that faculty have control over the design of the space, where to place technology, plugs, screens, whiteboards; what kind of furniture and technology to buy to equip the space; where to place the furniture and instructor stations.

The modern writing classroom requires classrooms with computers for each student. In a Computer Classroom students have had the opportunity to learn using modern writing and research tools. The current classroom equipment is in need of repair and upgrades so we can continue to prepare students to write using tools that are now considered common to a writer in any workplace. Students who take writing courses in a computer classroom are better equipped to meet the challenges of a technical work place.

In a computer writing classroom, students are able to begin the writing process in class and continue where they left off at home, or in the writing center, simply adding to their work, rather than spending time copying their work into a computer at home. Students are able to research, add development and detail in the classroom, collaborate on projects published online, learn to communicate and write in multiple environments, blogs, social media, all tools accepted and used in the modern work place.

Students report that taking writing classes in a computer classroom allows them to write more effectively and to learn how to use modern writing tools that they will be expected to use in the work place. They feel more confident about their writing and skills as a result of learning to write with modern tools.

In a Computer Classroom students have the opportunity to learn using modern writing and research tools. The current classroom equipment is in need of repair and upgrades so we can continue to prepare students to write using tools that are now considered common to a writer in any workplace. Students who take writing courses in a computer classroom are better equipped to meet the challenges of a technical work place. Upgrades to 5 writing classrooms from a traditional classroom to a computer writing classroom which would serve approximately 1000 students (30 sections in English and other disciplines in need of a computer classroom).

Computer Classrooms would attract new students and provide access to current students to the most up-to-date writing instruction.

Philosophy

Space and facilities are adequate to support the philosophy program.

Curriculum

English-and-Humanities-2013

Last Update: 1/31/2014 19:16:45

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

English:

The English Program has two main components: a sequence of composition courses and a set of creative writing and literature courses. The composition courses--English 120, 150, 151, and 155--focus on serving transfer, CTE, and basic skills students who have completed the English skills sequence below English 120. With the exception of English 155, the other composition courses each have an in-person, a distance education, and starting next semester a hybrid mode of delivery on record to serve the maximum number of students.

The creative writing and literature courses focus mainly on transfer students and lifelong learners. We offer several levels of creative writing and a wide variety of literature courses, all of which are CSU and UC transferable, many of which fulfill multiple General Education categories.

Philosophy:

Transfer and lifelong learning.

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

English:

Ongoing pedagogical changes in the teaching of composition as well as student access technology have resulted in the development of the distance education and hybrid versions of our composition courses. An increase in the significance of information literacy and research skills has lead the department to explore changing English 150 (1A) from three units to four units to accommodate these significant skills, which are already reflected in the course content and SLOs of the course outline of record but could be made more prevalent in our curriculum. These changes in the teaching of writing place more demands on students to learn how to write in technological environments, in addition to the traditional forms. Due to these changes, the need to teach in computer classrooms has become vital to the success of our students. We need to upgrade our classrooms to meet these technological demands in the writing field.

Philosophy:

An increase in the popularity of online learning should encourage us to introduce more online philosophy classes.

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

English:

The English Department offers only an Associates Degree for Transfer (AA-T), which was implemented in 2012. The degree would only be updated to reflect any changes in the creative writing or literature courses we offer. Otherwise, the department has no plans on changing, updating, or revising the degree until necessary.

-

Philosophy: N/A

4. If available, have you created a "degree for transfer" in your discipline according to SB 1440? If so, what is it?

English:

Yes. We offer an Associates Degree for Transfer in English according to the SB 1440 legislation and Chancellor's Office requirements.

Philosophy:

I have submitted the required forms to introduce an AA degree in philosophy.

5. Have you prioritized your courses according to department goals? (Please attach blueprint)

English:

The composition sequence--English 120, 150, 151, and 155--is the bulk of courses offered by English and receives priority scheduling because of their importance for transfer and graduation. Roughly 14 sections of English 120, 18 sections of English 150, 9 sections of English 151, and 2 sections of English 155 are offered each semester.

The core group of literature courses are offered on a rotating basis, two courses each semester:

ENGL 221A - Survey of American Literature I
 ENGL 221B - Survey of American Literature II
 ENGL 222 - Survey of English Literature I
 ENGL 223 - Survey of English Literature II
 ENGL 224 - Survey of World Literature I
 ENGL 225 - Survey of World Literature II

Each of the above courses fulfills the "List A" requirement for the English AA-T and the CoM AA/AS requirement for Area C, the CSU Breadth requirement for Area C-2, and the IGETC Area 3B.

Usually, one or two other literature courses are offered each semester, all of which count toward "List B" or "List C" on the English AA-T and most of which fulfill the CoM AA/AS requirement for Area C, the CSU Breadth requirement for Area C-2, and the IGETC Area 3B.

ENGL 202 and 203 (Creative Writing I and II) are also prioritized because they can

count toward the English Degree and are popular courses for students. These courses fulfill the GE Breadth requirement for Area C-2.

It is important to note that the department advocates for including the offering of online courses each term to better meet our department goals regarding technology and access.

Philosophy:

N/A

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

English:

All courses have been updated in the last five years, including all of our composition courses whose SLOs were updated in 2013.

Philosophy:

Yes.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

English:

At this point, we do not plan to develop any new courses or degrees.

Philosophy:

I have submitted forms to introduce an AA degree in Philosophy.

I have submitted forms to introduce three new courses in philosophy:

1. PHIL 113: Ancient Philosophy
2. PHIL 114: Medieval Philosophy
3. PHIL 115: Aesthetics

Once these courses are approved, I plan to submit requests for all of the philosophy classes to also have online sections.

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

English:

The English Department has been collaborating more actively with the English Skills department. While there hasn't been much precedent for this in the past, such collaboration and dialogue seems essential to ensuring student success throughout the English pathway from basic skills to the college/transfer level. This is especially important considering how English Skills and English serve the vast majority of students at College of Marin.

We plan to work more closely to discuss pedagogical practices, assignment, and teaching methods to help ensure that our courses are aligned and our curriculum is consistent and successful. We also plan to advocate for resources that will help both departments teach its curriculum. Soon we shall be unstoppable.

Many of our faculty also collaborate with the library and counseling departments to streamline student access to these services. With the addition of new faculty to the library, we are increasingly utilizing their information literacy classroom and orientations to help our students achieve the information literacy SLOs for our courses and degree. Additionally with the development of new computer classrooms, the SLOs for information literacy will be more successful.

Philosophy:

I have collaborated with John Erdmann, from the Library, in offering a film series that complements ideas covered in my philosophy classes. John E. has created displays of relevant books in the library that would be of interest to students in my classes.

John Erdmann and I have also had discussions concerning the possibility of starting a philosophical roundtable discussion series that would take place in the library.

I have have had ongoing discussions with David Snyder and Dave King about the possibility of starting some learning communities among the Philosophy and English classes.

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.

English:

The only composition course remaining for developing a DE/Hybrid version is English 155. We plan to develop DE/hybrid course outlines so this course can be taught using a different mode of delivery if necessary.

Philosophy:

I would like to develop online versions of all philosophy classes. Judging from the popularity of the PHIL 110 online sections, I think these would attract a lot of students. I have been advised to wait until the new course outlines that I have submitted are approved before also submitting requests for the online versions.

10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

English:

The English Department does not require materials fees.

Philosophy:

N/A

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

English:

Yes. The composition courses are sequential so the requisites do not change. Requisites for creative writing and literature courses are reviewed each time the outlines are updated, at least every five years or sooner.

Philosophy:

Yes.

Student Access and Success

English-and-Humanities-2013

Last Update: 1/31/2014 22:36:35

Demographic, enrollment and student success information is available in the Data Dashboard which can be accessed through ARGOS or Intranet. Please use this information and your faculty's own anecdotal experience to answer the following questions.

I. Access

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program? (e.g. "Poor transportation from Novato and IVC to Kentfield." or "Increase in fees.")

English Dept:

- The enrollment numbers and demographic breakdown indicate that a diverse group of students are accessing our courses, across a wide age range.

The English Department is offering many different forms of instruction for our core composition sequence to improve student access as well. We offer both sequences at IVC and at Kentfield. We also offer distance education forms of 120, 150, and 151 to give students options to complete the courses remotely. In the fall of 2014, we are also going to be offering hybrid versions of our core composition courses as another possible way to improve access to our courses.

- Students tend to wait an average of 2 years before beginning their English sequence at COM, which is similar to the math sequence.

Going forward, we are definitely interested in looking into the placement test for students and cultivating a strong relationship with the Assessment Office and Counseling to provide as much support as we can to make sure students begin the composition sequence in a timely fashion and are accurately placed into the appropriate level.

II. Student Success

Based on course completion rates and grades in your courses (available on the Data Dashboard), and more importantly, based on you and your colleagues experiences in class, what do faculty in your discipline feel are significant factors or barriers influencing student success in your courses or programs? Please begin with: Students who don't succeed often struggle with _____," and then analyze what you think are the reasons behind their difficulties which could range from socio-economic factors to issues more directly related to course work or presentation.

English:

- Students who enter English 120 have an average rate of successfully passing English 150 of 47-52%, based on 2 and 4 year cohort studies.

This is a much higher success rate than students who begin lower in the sequence (92 has a 14%-33% chance of successfully completing 150). However, there is certainly room for improvement and the more the department can do to encourage students who complete 120 to enroll in 150 and to provide the support needed to successfully pass 150, the better. This could come from increasing collaboration with Counseling, increasing access to the campus Writing Center, increasing IS support services, increasing access to computer-based classrooms for 120 and 150, lowering the class caps to 25 for comp. classes, and increasing the teaching units of 150 to 4 units.

- Students in English 120 have a lower rate of success (56.94%) than other composition courses offered - 150/151/155 - which have success rates at 69-84%.

While hybrids offer students the best of both worlds--virtual and face-to-face instruction--they also enable the English Department to maximize its use of the computer lab (Austin Science Center 144) for composition instruction. The split-course format (half in a lab and half in a conventional classroom) created quite a few challenges during Fall 2013 because of the paucity of smart classrooms in the Austin Science Center. The conventional classrooms did not have wireless, and students could not access their courses? Moodle sites or work on essays and research papers during class time. Similarly, instructors could not engage in actual writing and research with their students because they did not have computers for half of their class meetings. Because of the increasing demand for computer-based composition instruction as the full-time faculty cohort in English grows and the increasing need to concentrate on informational literacy skills during class meeting times to most effectively improve students? skills, the hybrid course format is especially necessary. Once instructors begin teaching ENGL 150 and 151 in the hybrid format, it will relieve some of the pressure on the single English computer lab classroom and offer students? more opportunities to develop their technology skills.

Looking into placement test procedures may be helpful with improving this success rate by making sure students are placed appropriately. Collaborating across departments with English Skills to ensure alignment in the sequence may also be helpful. Additionally, participation in the new Student Success Early Alert System for students who are at-risk of withdrawing or failing a class may also be an effective intervention to help improve the success rate of the students. More permanent IS faculty and more access to computers and stronger tracking software in the Writing Center could help to address this as well.

Philosophy:

Students who don't succeed often struggle with:

1. Critical Thinking skills.
2. Class attendance.

Issue 1 could be alleviated with the introduction of a required logic course at the College of Marin.

Issue 2 is the result of student self-discipline. I try to encourage student attendance by taking role and making attendance part of the overall class score. Some students may have problems with attendance due to conflicting obligations such as work and family. However, I think that it should be emphasized to students that school is also an important and serious commitment.

III. Improving Student Success and Retention

Please check off which of the following student support services your students used:

- Bookstore
- Computer Labs for student use
- Counseling
- DSPS
- Financial Aid
- Library
- Transfer Center
- Tutoring

What is their level of satisfaction? Are your students having any problems with any of these services? If so, please explain.

English:

Students in English 120 are required to complete 12 hours of time in the Writing Center and receive tutoring from the IOR or IS there. Students in the summer sessions do not receive the same support in tutoring and online tutoring services than student in the fall and spring. The main problem is that there is no budget for online student support services in the summer, a problem that has been noted in the Online Writing Center Reports since 2011.

Students in all other composition and elective courses in the department utilize the Writing Center and Online Writing Center both voluntarily and through individual course requirements.

Students use the computers in the Writing Center and through our courses offered in SC 144 (formerly BC 101) and SMN 132.

Students also utilize the library. Many instructors bring their students in for library research orientations, and with the addition of 3 new full-time faculty in the Library, students have reported increasingly positive feedback about the quality and overall usefulness of these orientations.

Students use all other services checked above as well.

Some faculty have made arrangements for individual counselors to visit classes and present information about transferring, etc, and students express high satisfaction with these presentations.

Philosophy:

Students complain about bookstore prices.

Student satisfaction with DSPS seems very high. I have had many students who have utilized these services with great success.

The library offers very good resources and responsive staff.

More tutoring services would be helpful; especially for logic classes. I have had difficulty getting a regular logic tutor hired. As logic is such an important class, and as it is offered every semester, we should have a permanent tutor to help students with this difficult subject.

IV. How do you make sure your students are able to get through your program in a timely fashion? (e.g. "Schedule all required classes every semester.")

English: Our core composition classes are offered at both Kentfield and IVC in a variety of formats (face-to-face, distance ed., and now hybrid in fall 2014).

Electives are scheduled with a regular rotation of classes. The department advocates for offering a variety of online courses each semester, including summer sessions to insure students are able to successfully complete their courses in a timely manner.

Philosophy:

I schedule a regular rotation of classes.

achieved the SLOs for courses such as 150 and 151.

- 2 instructors also used a modified written communication rubric to assess SLOs mid-semester in 4 English 150 classes using a shared assessment in fall 2013.

2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

- ISs are now supporting all levels of our composition classes (120, 150, 151, and 155), which has allowed students to receive more individual support both in the classroom and in the Writing Center in each of these levels. We hope that with the filling of the now-vacant permanent IS hours in the future, we can allow for more continuity and stability in the program

- The Online Writing Center is providing a huge service to students both in distance education classes and our face-to-face English classes.

- We hope that by reducing the caps of classes to 25 and adding a fourth teaching unit to 150, we will be able to provide additional support to the students in our composition classes.

- We feel that taking a closer look at the assessment test used to initially place students in composition classes may be helpful in making sure that students are being accurately placed into appropriate levels.

- We feel that increased access to computer-based classrooms for our composition classes can strengthen the support students receive in the classroom with their writing. Additionally, more computer access in the Writing Center and more effective tracking software can improve our ability to support SLO achievement as well.

- We feel that increased collaboration with the English Skills Department to improve alignment between courses in the composition sequence can also strengthen students success.

Point of Improvement

English-and-Humanities-2013

Last Update: 2/25/2014 17:35:40

Instructions: *after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.*

I. Program Excellence (Best Practices)

Please address any of the following areas:

Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

English:

The overall program structure of the English Department has improved since the hiring of three new full-time faculty. With their participation, the department has been transformed, especially in terms of faculty collaboration, SLO's, student success services, and retention.

We have collaborated to improve student services in our program, mainly with the Online Writing Center as a student support service, campus wide.

The English Department offers tutoring to all CoM students in any discipline supporting student success at the college. In fact, WASC recognized the important role the Department plays in student access and success by indicating that one of the strengths of the college was the development and implementation of the Online Writing Center which offers students access to tutors 24/7.

Our English Writing Lab facility, LC 120 is a College Wide Writing Center where any COM student can receive help with writing projects. The Writing Center is growing, and often we have to send students away, to other labs since we do not have enough computers or space to accommodate their needs. The Online Writing Center has helped with the overflow, but we are starting to need more staff to accommodate the increased access. Currently, the Online Writing Center offers 24/7 assistance with writing projects to COM students. We have made enhancements to the Online Writing Center to improve student writing across the disciplines. The major enhancements to the OWC during Fall 2012 included design updates, promotion of a satisfaction survey, and the creation of a "Meet the Instructional Specialists" social presence feature, whereby students can see who the ISs are and read about their interests and experiences.

The IS "wall" has been wonderfully successful, most notably because students can now connect their online IS to the face of a person who helps in the face-to-face lab as well. The personalization of support fosters student learning and takes some of the distance out of distance education for our students.

While there are literally hundreds of gratitude posts in the OWC thanking ISs for their help, the most significant measure of the OWC's success and the need for a coordinator? a position that includes design and development, as well as coordinating the ISs and handling technology and user issues? is the number of users. During Fall 2012, the OWC grew to 385 self-enrolled participants from 368 during Spring 2012 and 309 participants in Fall 2011. What is even more impressive about the growth is that it is by word of mouth, since staffing shortages necessitated that we curtail promotional activities. (Our staffing was not stabilized until 6 weeks into the semester, and then it was not at a level sufficient to deal with the demand.)

Enhancements to the OWC during Fall 2013 included uploading instructors' assignments, providing face-to-face orientations at IVC and Kentfield campuses (for history, business, political science, and English classes), training a new Instructional Specialist, monitoring the satisfaction survey, and updating the Meet the Instructional Specialists social presence feature to include a new Instructional Specialist. The coordinator handles the schedules, work flow, and communications for 6 Instructional Specialists, keeping them informed about procedures and responding to their suggestions and concerns. Because of Moodle upgrades over the past year, the coordinators has had to engage in troubleshooting and created workarounds to document glitches and deal with known issues. The most challenging issues in the past year have been related to browser incompatibility with Moodle, particularly with Safari for Mac users and Google Chrome for all users.

Since Spring 2013, the number of OWC participants has grown from 372 to 411 users, signifying a growth of 39 users. The 411 registered users who accessed the Moodle site during Fall 2013 depended heavily on our course level forums for instructional support. That 411 registered users viewed the various Moodle forums and features for a total of 21,660 views during Fall 2013 is the most compelling evidence of the OWCs effectiveness. On average, that amounts to 52.7 views per user. While we know that some users use the site much more frequently than others, the overall frequency of views and the rapidity with which students return to the site indicates how much students appreciate and depend on the OWC resources and services for their success.

Staffing the OWC sufficiently has been a recurring issue at COM. Data was collected, analyzed and reported for Summer 2011, Fall 2011, Spring 2012, and Summer 2012 which indicate that the OWC has resulted in improved writing scores for students and improved retention in classes. Coordination for the summer remains the most significant challenge, however, since the College has not created a funding stream for it, though summer courses and an OWC operates each summer.

Retention, Success, & Maintaining a Supportive Environment for Students:

Our retention and success is a focus in our department and is an area which we always work to improve, as we assess our classroom SLO's. As a department we recognize that the more intensely students are engaged and involved in their own education, the more likely they are to do well, be satisfied with their educational experience, and stay in school. We realize that uninvolved students are unlikely to take advantage of campus services or activities unless there is active outreach and intervention, so we strive to provide our students with ample support services, like the Writing Center and the IS Program. We also realize that for many students, the college classroom may be the only place where involvement may arise. Students who interact with their teachers develop a support network and are more likely to persist in classes, so as faculty we try to intervene by taking an active interest and affirming students as being capable of doing academic work while at the same encouraging them to obtain assistance and become involved.

Our faculty who teach developmental courses must make considerable effort in encouraging students to persist throughout their remedial work and assisting in the transition to college-level courses, since many studies have been done showing the relationship between remedial or developmental courses and retention. As faculty we try to create an environment in which students believe that they can succeed, so students are more likely to persist and do well. We recognize that often times what appears to be lack of motivation is really students' family and work obligations, lack of self confidence, or not knowing how to study. We maintain a supportive, welcoming department to students and to colleagues by participation in the following practices:

We set high, but realistic expectations. Research has shown that a teacher's expectations have a powerful effect on student performance (Forsyth and McMillan, 1991). If you act as though you expect students to succeed, they are more likely to succeed. We provide early opportunities for success and work to increase the difficulty of the material as the semester progresses.

We help students set achievable goals for themselves. We encourage students to focus on their continued improvement, not just on their grade on any one test or assignment. We set up a grading systems that provide the possibility for students to succeed if they mastered the learning objectives even if they struggled in the first part of the course.

We realize that early and frequent evaluations through quizzes and/or short assignments will help students maintain focus and be successful. In addition, frequent evaluations will provide opportunities for you to make course adjustments if your students are struggling.

We strive to integrate study skills with the content in our discipline. For example, we often preview the texts with our students. We describe how we will use the texts and how you expect students to use the texts in your course. We explain time expectations and what students can do to master the content of our courses. We explain the difference between legitimate collaboration and academic dishonesty

We strive to build a sense of community in and out of the classroom. We often use collaborative/cooperative assignments to foster social and academic integration.

We provide opportunities for students to give feedback with classroom assessment techniques such as one-minute papers, the muddiest point and background knowledge probes to get immediate feedback to help improve student learning.

We make an effort to have discussions with colleagues to share what works. We work together to understand student retention theory, SLO's and how these can be applied in the classroom to improve student retention in our classes. We study the connections between planning and teaching our courses and we continuously work to improve interactions with students both in and out of the classroom.

Philosophy:

The philosophy program is structured in order to introduce beginning students to the main areas important for success in an undergraduate philosophy degree program. Course are regularly offered in the History of Philosophy, Logic, and Ethics.

The one full-time faculty member, John Marmysz, and the one part-time faculty member, Anthony Johnson, both have high student satisfaction ratings.

II. SLOs

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions.

Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.

1. What do you do to help student achieve particular outcomes? Do your students struggle with particular SLOs?

English:

- As of spring 2013, our SLOs for each of the classes are now measurable through the college-wide written communication rubric and have been streamlined and aligned between classes for 120, 150 and 155. This allows faculty to more accurately align courses and measure student progress throughout the semester.

- SLO assessment overall shows that students are successful at achieving college-wide learning outcomes. However, now that our SLOs are measurable through the written communication rubric, more faculty, if they so choose, can more easily measure SLO achievement in their classes.

- The Writing Center, the Online Writing Center, computer classrooms, and IS support in the classes (120, 150, and now 151 and 155) all provide additional support to help students achieve the SLOs for each class.

Philosophy:

Students are assigned multiple essay exams over the course of the semester in order to encourage writing and critical thinking skills.

In-class discussions and primary source readings foster critical thinking skills.

2. How can you improve student performance on this outcome? Give specific strategies.

English:

We would like to work on the following to help improve student success:

- Increase the teaching units for English 150 to 4 units instead of 3 units in order to give increased support to students in 150.

- Bring the English / English Skills sequence into stronger alignment through increased collaboration across departments

- Increase our capacity for providing computer-based instruction in our composition classes

- Provide additional computers and tracking software in the Writing Center.

Philosophy:

More tutoring services outside of class would be helpful.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. **Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.**

English:

1. We plan to build a better process for assessment by tracking and studying student success.

Resources: New Tracking system for the Writing Center and the hiring of a full-time Writing Center faculty coordinator. By using a new system for tracking students in the Writing Center, we will be able to better track, assess, and plan for student services programs, in terms of staffing, tutoring offerings and Writing Across the Curriculum programs.

2. We will work to better integrate and assess SLOs in our department and in our classes.

Resources: Institutional Planning Office to help with tracking student success across the Composition series.

Philosophy:

1. Introduce an AA degree program.
2. Introduce new courses.
3. Introduce online versions of all philosophy courses.

III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

English:

The department has worked to develop online offerings in the Composition series to give students the opportunity to take courses in a wide variety of formats and to meet their scheduling needs.

Additionally, the department has worked on developing hybrid formats to improve enrollment, student learning, access and success.

The department will continue working on SLOs to improve success.

2012 & 2013: Make SLOs for English sequence more concise and manageable in number for student self assessment and correlation with COM's General Education SLOs

In 2012, there were over a dozen SLOs for ENGL 151 and even more for ENGL 150. Additionally, there were 6 campus-wide General Education SLOs with 3 directly applicable to English instruction. Student self-assessment of SLOs is an important data point in any discussion of instructional effectiveness, yet members of the English Department did not think that the volume and verbiage of SLOs for COM English courses would yield assessments that accurately reflected students' experience. For example, we doubted that students would understand well enough what was meant by such terminology as "verbals," "appositives," and "rhetorical modes" to assess their level of understanding of them. Members of the English Department were convinced that COM English needed to take the next step in SLO process, as numerous other colleges have: create for a student audience 3 to 6 "student friendly" SLOs that correlate with the applicable General Education SLOs, saving the existing SLOs for the course objectives faculty refer to on the Course Outline of Record. In other words, we wanted to simplify and streamline the ENGL 120, 150, 151, 155 sequence SLOs so that they would be intelligible to students, correlate well with the applicable college-wide SLOs, and offer ease of "measurability" for student self-assessment.

At the first department meeting of Fall 2012, Alisa Klinger suggested the project to colleagues. David King and Cara Kreit volunteered to work on a committee with her. Three other colleagues, Ingrid Kelly, Noel Robertson, and Tristan Saldana, sent their suggestions by email. The SLO committee met six times, discussing its objectives, organizing tasks, conducting research, developing recommended SLOs for ENGL 120, 150, 151, and 155, preparing evidence, and creating a presentation.

The specific work the SLO Committee accomplished involved studying SLOs at 6 community colleges, ones selected for their proximity to COM, their comparable size, or their similarity of program: Santa Rosa, Diablo Valley, Berkeley City, Allan Hancock, Cuesta, and College of Marin. The SLO Committee then organized all the SLOs into categories, matching the items in COM's much more numerous SLOs into categories that basically relate to writing, reading, critical thinking, and research. It also made sure that the 3 college-wide General Education SLOs relevant to English were represented in the 4 SLOs it came up with to replace the more than a dozen existing ones for COM. It developed lists of everything it covered, added, or deleted in the process, using color-coded grids to ease others' comprehension of how the Committee devised the much briefer and more streamlined set of SLOs that show progression through the ENGL 120, 150, 151, and 155 sequence.

The SLO Committee presented its materials to the English Department for feedback on January 11, 2013. Faculty members were eager to discuss the recommended SLOs, offering numerous suggestions and reveal a wide range of practices when it comes to teaching the English sequence. Colleagues discussed the terminology "rhetorical modes," in particular, since students do not necessarily understand the terminology even when they write different kinds of essays and encounter different genres. Another department meeting to discuss trimming the SLOs occurred in February 2013, when faculty engaged in more discussion of the recommended SLOs. After some revisions, the Department voted on the new SLOs. Once they were agreed upon, the SLO Committee saw the changes through the Curriculum Committee process.

The new SLOs, approved for use as of Fall 2013, are as follows:

English 120 (including DE)

Upon successful completion of English 120, students will be able to:

- Write organized and well-supported essays (500-750 words) for a variety of purposes
- Identify central ideas and supporting information needed to summarize, synthesize, and make inferences from texts
- Cite from reading and/or research materials
- Identify and/or use a variety of sentence structures to express relationships among ideas, following the rules of grammar, punctuation, and usage

English 150 (including DE)

Upon successful completion of English 150, students will be able to:

- Write organized and well-supported essays (1,000-1,500 words), using a variety of writing strategies and reading materials
- Identify and evaluate central ideas, rhetorical strategies, evidence, organization, style, and implications of texts
- Perform directed research using information technology to effectively evaluate, incorporate, and

properly cite research

- Use the rules of grammar, punctuation, and usage to write sentences that express clear relationships among ideas

English 151 (including DE)

Upon successful completion of English 151, students will be able to:

- Write organized, well-supported, and analytical essays (1,500-2,000 words), using a variety of critical techniques to analyze texts
- Identify and analyze how literary elements, criticism, historical contexts, and logical fallacies relate to texts
- Use information technology to effectively evaluate, incorporate, and properly cite research
- Write clear and fluent sentences that effectively follow the rules of grammar, punctuation, and usage

English 155

Upon successful completion of English 155, students will be able to:

- Write organized, well-supported, and analytical essays (1,500-2,000 words), using a variety of critical techniques to analyze texts
- Identify and analyze how literary elements, criticism, historical contexts, and logical fallacies relate to texts
- Use information technology to effectively evaluate, incorporate, and properly cite research
- Write clear and fluent sentences that effectively follow the rules of grammar, punctuation, and usage

In May 2013, The English SLOs officially streamlined and concise, making for more intelligibility particularly when it comes to assessment. Alisa Klinger has started to implement student self-assessments into one ENGL 150 course each semester, so that she can use the data to make targeted improvements in the 150 course.

Philosophy:

N/A

IV. Assessment of Previous Program Reviews:

1. *What resources have you been granted from your previous program reviews?*
2. *Please assess how these resources have been used to improve access, learning outcomes and student success in your program?*
3. *What changes have you implemented based on previous program reviews?*
4. *What results have you found?*

English:

1. We were granted three full-time hires.
2. Since these hires, we have made updates to our curriculum, advanced the online program offerings, increased student support services and access to tutoring (such as the Online Writing Center).
3. We have worked on implementing and assessing our SLOs.

Our previous goals were to Make SLOs for English sequence more concise and manageable in number for student self assessment and correlation with COM's General Education SLOs

In 2012, there were over a dozen SLOs for ENGL 151 and even more for ENGL 150. Additionally, there were 6 campus-wide General Education SLOs with 3 directly applicable to English instruction. Student self-assessment of SLOs is an important data point in any discussion of instructional effectiveness, yet members of the English Department did not think that the volume and verbiage of SLOs for COM English courses would yield assessments that accurately reflected students' experience. For example, we doubted that students would understand well enough what was meant by such terminology as "verbals," "appositives," and "rhetorical modes" to assess their level of understanding of them. Members of the English Department were convinced that COM English needed to take the next step in SLO process, as numerous other colleges have: create for a student audience 3 to 6 "student friendly" SLOs that correlate with the applicable General Education SLOs, saving the existing SLOs for the course objectives faculty refer to on the Course Outline of Record. In other words, we wanted to simplify and streamline the ENGL 120, 150, 151, 155 sequence SLOs so that they would be intelligible to students, correlate well with the applicable college-wide SLOs, and offer ease of "measurability" for student self-assessment.

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4. Results:

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English 150 (including DE)

Upon successful completion of English 150, students will be able to:

- Write organized and well-supported essays (1,000-1,500 words), using a variety of writing strategies and reading materials
- Identify and evaluate central ideas, rhetorical strategies, evidence, organization, style, and implications of texts
- Perform directed research using information technology to effectively evaluate, incorporate, and properly cite research
- Use the rules of grammar, punctuation, and usage to write sentences that express clear relationships among ideas

English 151 (including DE)

Upon successful completion of English 151, students will be able to:

- Write organized, well-supported, and analytical essays (1,500-2,000 words), using a variety of critical techniques to analyze texts
- Identify and analyze how literary elements, criticism, historical contexts, and logical fallacies relate to texts
- Use information technology to effectively evaluate, incorporate, and properly cite research
- Write clear and fluent sentences that effectively follow the rules of grammar, punctuation, and usage

English 155

Upon successful completion of English 155, students will be able to:

- Write organized, well-supported, and analytical essays (1,500-2,000 words), using a variety of critical techniques to analyze texts
- Identify and analyze how literary elements, criticism, historical contexts, and logical fallacies relate to texts
- Use information technology to effectively evaluate, incorporate, and properly cite research
- Write clear and fluent sentences that effectively follow the rules of grammar, punctuation, and usage

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Philosophy:

1. No resources requested in previous program reviews have been granted to the philosophy program. In the 2005 review, I requested the hiring of both full-time and part-time instructors.

2. N/A

3. Without any changes in resources, since 2005 I have implemented the following changes to the philosophy program:
 - A. I have updated existing philosophy class descriptions.

 - B. I have introduced online sections of PHIL 110.

 - C. I have introduced three new classes: PHIL 115, PHIL 116, and PHIL 118.

 - D. I have filed paperwork to introduce online sections of all philosophy classes.

 - D. I have filed to introduce an AA degree in Philosophy.

4. Student enrollment in philosophy classes has risen from 75 in Fall 2005 to approximately 200 in Fall 2013.

VI. Other concluding remarks.**Philosophy:**

Currently, I am the only full-time philosophy instructor on campus. There is one part-time, adjunct instructor. Philosophy classes are consistently over-enrolled. Additionally, the forthcoming philosophy degree program will require that the department consistently offer the wide variety of classes that are required for students to pursue this degree.