INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***English***
2. Person(s) completing the questionnaire: *Susan Schulter, Jen Wagner, Julie Maia*
3. Date of completion: *11/12/07*
4. What are the primary purposes of the program? Check all that apply.

- ☒ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☒ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☐ Occupational / Vocational Courses
- ☐ Student Support Services
- ☒ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The English Department furthers the college's goals by providing academic and creative writing instruction at all levels; teaching critical thinking, reading and literary analysis skills; developing information competency skills through class activities and linking courses; diversifying the curriculum by examining writers of various racial, socio economic, disability/ability and gender background; participating in the Honors, Ethnic Studies and Women's Studies program; providing writing support and assistance through the writing lab; instructing students on how to be effective peer tutors; building a strong sense of community through linked, cross-disciplinary courses; sustaining the Puente and Success programs for under-represented students; aiding students in the transfer process; expanding our online course offerings; staying current with new technology by adding an Angel component to many of our courses; regularly revisiting and updating our learning objectives and assessment processes; serving on numerous college councils and committees; advising many campus clubs for students; bringing speakers to campus through our Spoken World and Writers on Writing Series; encouraging students to participate in campus and community events through a range of enhancement assignments; providing service to our surrounding community through community service learning projects; continuing our annual Best Essays contest for students to showcase and be rewarded for exceptional expository writing; coordinating the prose and poetry competitions of the WVMCCD Foundation's Olympiad of the Arts; continuing distribution of the Norseman, our campus newspaper magazine through the Journalism Department; and maintaining a current departmental web site.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

Collaboration with Reading Department to meet the needs of under-prepared students. *In a continued and ongoing collaboration with the Reading Department, we planned to make English 905 and Reading 961 co-requisite courses. Because of Datatel complications, we have altered this plan; we are now investigating the possibility of adding Reading 961 as a pre-requisite for English 1A. This pre-requisite would encourage students who are under-prepared for working with college-level texts to enroll in Reading courses early in their college career.*

The HBA Audit. *The district-wide HBA audit allowed our department to address the question of whether the learning objectives for our various courses utilizing HBA could be met in a way other than Hours By Arrangement, or whether, in fact, HBA was meeting our curricular needs. we will continue to investigate these questions during the coming year.*

Basic Skills Initiative Signed Into Law. *The October signing into law of the Basic Skills Initiative provides our campus with ongoing categorical funding that will enable us to expand our basic skills program, integrate basic skills across the entire campus curriculum, connect basic skills courses with transfer level courses through learning communities and other means. The English Department has always embraced the mission of teaching basic skills; now with ongoing monetary commitment from the State of California and backing by campus administration, we will be far better able to deliver course work, writing/reading lab support, peer tutoring, and more.*

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Because we had no new data, this analysis is section contains the same analysis as our 2006 Program Review.

As a department, we analyzed all three sections of data on Wednesday, Nov. 29th, 2006. New data sheets were sent to Susan Schulter by David Tom late on Thursday, Nov. 30th and received on Friday, Dec. 1st. Thus, the new data was not included in this review because there was not enough time to reconvene and re-evaluate.

Question #1:
a) Although WVC as a whole experienced an enrollment decline of 20% from Spring 2003 to Fall 2006, the enrollment decline in the English department was only 15%. College-wide enrollment decline from Fall 2002 to Fall 2005 was 17%, but the English department's enrollment declined by only 14%. When comparing the FTEs/FTEf ratio, we found that the English department's efficiency has exceeded the college average for the past three semesters.
b) Many of the English classes are required classes to graduate, meaning students will work hard to stay in and pass the class, possibly more so than other classes. It is, however, difficult to answer this question with great accuracy because there are four types of English classes – basic skills, transferable, Literature, and Creative Writing - and the data are not broken down into these four categories. Changes in the classes offered and needs of the student demographic may well depend on the balance between basic skills, transferring, literature, and creative writing classes.

c) The English department uses the classrooms available to them very wisely, but the efficiency ratio would be even greater if there were more classrooms available and we did not have to turn away sometimes as many as 30 students from required English classes. We also need more finely tuned data to determine the efficiency level of the four types of classes we offer each semester. We ask whether or not Class Tracks was ever implemented as this tool may help us locate usable prime time classrooms.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

AGE DEMOGRAPHICS

a) The period between Spring 2002 and Spring 2006 saw a significant increase in younger students attending West Valley College, and in particular in English Department courses. College-wide, the number of students ages 21 and under rose from 37% in Fall 2002 to 40% in Fall 2005. By contrast, students 21 years and under accounted for 66.4% of enrollees in English courses during Fall 2002, and 70.8% in Fall 2005.

b) Increasing numbers of high school graduates countywide may explain this trend in part, as does the possibility that high school graduates throughout the Santa Clara Valley are opting for West Valley as their college of choice. More to the point, since English courses satisfy both Basic Skills and GE Transfer requirements, they are routinely taken by high school graduates, which explains the department's significantly higher numbers.

c) The younger student population arrives in our English classes with one predominant need: learning to be students, and to function professionally within the academy. Meeting this need means helping students master several skills: managing their time, reading effectively, taking comprehensive notes, formulating intelligent questions, evaluating information, choosing courses wisely and so on. We offer the following four recommendations to help students master these skills:

1. Those of us teaching English 905, 1A and 1B can set aside one class period during the first week of each semester to invite a member of the counseling faculty to provide students with an overview of Counseling 5, our College Success course. The counselor can use this opportunity to enroll students in the course, and can also provide a brief overview of other available support services and workshops.

2. Restrict enrollment in online courses to students who have completed one full year of study at West Valley College, or have otherwise demonstrated -perhaps by attending a special orientation-that they understand the maturity and time management especially essential for an online setting.

3. The English Department should continue developing its combined Writing and Reading Center, described elsewhere in this report.

4. The English Department should continue partnering with Library faculty in promoting Information Competency requirements between Library 4 and English 1A. Additionally, the English Department is considering certifying English 1B and English 1C as courses that satisfy Information Competency graduation requirements.

HISPANIC/LATINO DEMOGRAPHICS

a) During the 2002-2006 period, the English Department experienced a greater number of Hispanic enrollees than did the college as a whole. The college's overall Latino/a student population grew from 14.6% in Fall 2003 to 16% in Fall 2005, whereas the Hispanic populations within English Department courses grew from 17.5% in Fall 2002 to 19.1% in Fall 2005.

b) The active presence of the Puente Program, and specifically its partnership between English and Counseling, accounts in large part for our strong Latino constituency. Puente is a viable learning community on our campus.

c) The English Department recommends that similar interdisciplinary learning communities comprised of general education, counseling, basic skills, and vocational components, be fostered campus-wide. Puente is an excellent model on which to base our new learning communities. It is imperative, however, that budget resources be put in place to compensate faculty for the extra work required to implement and teach a learning community.

ASIAN, FILIPINO AND PACIFIC ISLAND DEMOGRAPHICS

a) Asian American, Filipino and Pacific Island enrollments are on the decline in English Department courses. College-wide, this population accounts for between 19 and 20% of our student body. In English Department courses, however, enrollment from this population has declined from 14.7% in Fall 2003 to 13.2% in Fall 2005.

b) One possible explanation for this relatively small student population as compared with Latino enrollees is that we have no learning community cohort (i.e. Puente style support) for Asian heritage students. A second explanation might be that Asian heritage students, when first registering in WVC courses, are placed into ESL classes before

English classes. The English Department can investigate the validity of this supposition.

c) The English Department can consider partnering with ESL faculty to learn more about the needs of this particular student group. We might create concurrent workshops that help students make the transition from ESL curriculum to English curriculum. Eventually, we might even want to consider a concurrent or bridge course. We should continue to nurture our support of the International Partners Program, which is currently based in ESL. The English Department currently offers a course in Asian American Literature, but might also consider teaching Composition sections with a distinctive Asian heritage emphasis. We already offer a plethora of special emphasis Composition sections, thereby making such an addition natural. Finally, the campus as a whole might want to investigate the possibility of creating a program like Puente that would and could address this unique student cohort.

REQUEST FOR ADDITIONAL RESOURCES: We would like information on how we, and WVC as a whole, serve DESP students, students who provide care for elders and children, and students who divide their time between school and work.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) The first thing we noticed was that the EOT Enrollment data appear to be incorrect. For instance, the first census enrollment for English was 1924, but the End of Term enrollment was 3912. We believe that this last number was a data entry error, as we don't feel we added 1988 students after the first census. Julie Maia helped us calculate another number of 1605 EOT Enr, which would give us 83.4% retention in this area. Please review and check on this data for accuracy.

From Spring 2002 through Spring 2005, there was a steady pattern of a higher success rate in Fall semesters than in Spring for the English department. However, in Fall 2005, that trend changed and, for the first time in three years, we had a lower success rate in Fall than in the previous Spring. This trend continued to decline by 3% in Spring 2006. Since the college's success rate also fell from Fall 2005 to Spring 2006, it could have been a general trend. It should be noted, however, that the English department's success rate changed by 1.2% whereas the college's success rate changed by 2% in Fall 2005; we did, however, decline by 3% from Fall 2005 to Spring 2006 while the college fell by 0.2%. Over the past three years, the English department's overall success rate has trailed the College's rate by roughly 5-7%.

b) English literature and writing courses are more demanding and rigorous for both the students and instructors because of the significant amount and type of academic reading and writing involved. Students are required to produce 32-40 pages of writing per semester and instructors need to review, assess, comment on, and grade all of this writing. With an average of 30 students per class and an instructor teaching 4 classes per semester, that means one instructor grades approximately 4,200 pages of writing per semester (or 1050 pages per Composition course). Thus, if retention stays high, the level of feedback and attention for each student is minimized.

c) We predict that the gap between our success rates and WVC's average would lessen if we reduced the number of students in each Composition class. The National Council of Teachers of English recommends that Transfer-level Composition classes have no more than 20 students and Developmental Composition classes have no more than 15 students to maximize their effectiveness; we believe lowering Composition classes to 25 and Developmental classes to 20 would help considerably. A fully staffed and technologically advanced Writing and Reading center would also help with retention and student success. We've noted that students who co-enroll in a support class through DESP tend to do better than non-supported students in Composition classes. Lowered class sizes and additional funding for the Writing and Reading Center, tutors, training, and linked classes for interdisciplinary and interdepartmental learning communities would greatly improve our ability to work individually with students, give them the support they require, and increase our success and retention rates.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

Though we do not have the Table IV data, the Language Arts Division Senior Office Coordinator, Ann Castrogiovanni, needs an assistant. Ann has been struggling since 1994 with the workload of two people and would greatly benefit from an hourly or permanent classified assistant.

If our Writing and Reading Center proposal is approved, we will need to hire a new full-time English faculty member/ Writing Center Coordinator and a classified staff member to help with student check-in, paperwork, and other office-related duties.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

Goals and projects for the next three years:

- *Revise composition curriculum to strengthen the reading/writing connection by adding Reading 961 as a pre-requisite for English 1A.*
- *Complete Title 5 revisions of the following courses: English 5B, English 47, English 44, English 48, English 49, English 70A/70B, and English 980.*
- *Create funded and sustainable Basic Skills Learning Communities with Reading, DESP and other departments due to the passing of the Basic Skills Initiative.*
- *Develop Information Competency curriculum connecting English 1B and Library 4, based on work completed by English Instructor Lenore Harris, and Librarian Marianne Mills.*
- *Develop Information Competency SLOs for all literature courses and have them certified as Information Competency infused courses.*
- *Develop Information Competency SLOs for English 1C*
- *Rethink and revise two English labs: 975 and 980.*

Long term goals and projects:

The English Department plans to submit proposals to the Curriculum Committee for additional online course offerings. In the future, we may offer literature or creative writing courses during Wintersession. Possible courses include Modern Fiction, Introduction to Poetry, ethnic literature courses, and modularized, genre-based Creative Writing courses. We are considering developing a course for Writing & Reading Center peer tutors to gain credit while learning effective tutoring skills. This could be an 8-week, Wintersession, and/or online course. We are also considering several condensed, focused courses for Wintersession, including but not limited to: MLA Citation, The Research Paper, College Applications & Essays, and focused grammar instruction. Note: many of these courses could be taught in and through our Writing and Reading Center.

We would like to revise our English 905 and 980 courses by revisiting the exit exam for our English 905 courses to determine how well the exam indicates the students' level of preparation for entering English 1A. We will also review and possibly revise the requirements for English 980, a co-requisite to 905, to better meet our students' needs. We may need to create an additional course, similar to Mission's English 908, that helps bridge the gap for students who don't pass English 905 and need more focused assistance, rather than a repeat of 905, to move into English 1A. This could be developed as a full-length, summer, and/or Wintersession course.

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

No courses to de-activate.

SLOs Assessment for English 905
The SLOS assessment that we originally designed was linked to the 905 exit exam. Acting on advice from LeAnn McGinley, we have re-defined the SLOS assessment tool as being based on essays produced by students during the entire 905 course, not merely the exit exam essay, which formerly constituted our assessment tool.

SLOs for Literature Courses
We have revised course outlines and created SLOS for the following courses in addition to English 905: English 7A and 7B, English 5A, World Literature 6A and 6B. In summary, we have revised a total of 6 courses and added SLOS for each.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
   b) How might these influences form the basis for an action, objective, or request for resources?

Basic Skills Initiative

The State-wide Basic Skills Initiative is a powerful and well-funded external influence, a mandate from the state. This year's goal of the Basic Skills Initiative is for each campus to complete a Self Assessment. Based on the Self Assessment of all interested college departments —and English is definitely interested—the department will devise a plan to improve its current practices, and to request funding to implement those practices. Funding requests may be for items such as conferences for faculty development and training, stipends for teaching in learning communities, or equipment to enhance instruction.

English Council of California Two Year Colleges

We need to maintain connections with other English departments in the state. We can accomplish this by participating more actively in ECCTYC conferences and events. To to this, we need funds to pay yearly membership fees.

Technology Trends

We see a clear need for technological innovation and wireless access across campus. In the labor market and at transfer institutions, there is a demand for students to be proficient in technology, be able to use equipment like laptops and media projectors, and be skilled in programs like Power Point. There is also a growing demand among university students for "podcast" classes, classes sent to their iPods so they can watch lectures wherever, whenever, and at their own pace. Because of our online offerings, we have more distance learning students from other cities, states, and countries; technological innovations would help us better address their needs and the demands of tech-savvy students. Clearly, we need up-to-date, technologically "smart" classrooms complete with computers, Internet access, data projectors, and document cameras. We also need to revamp and update our Writing and Reading Center, to staff it with certificated faculty, and to create on Online Writing Lab (OWL). Funding to support both equipment and staff for the Writing Center is, thus, vital.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

Coalition for Student Success

Since the fall of 2005, many English department faculty along with others in our campus community have become increasingly involved in the Coalition for Student Success. This involvement has been crucial to our campus in two significant ways: It has helped our entire campus community broaden our understanding of the meaning of diversity, and it addresses student success from a student-centered point of view. Happily, President Hartley has lent administrative support to CSS by endorsing its inclusion as a strand of our Shared Governance process. The English Department believes that the inclusive attitudes fostered through participation in CSS will promote a superior learning climate here at West Valley, one from which healthy curricular innovation and effective classroom practice will naturally follow.

Learning Communities

We continue to support Latino/a students through the Puente project, and African American students through the SUCCESS program. These programs use successful Learning Community strategies, and we would like to develop other learning communities to address the needs of a broader student population. We work in tandem with DESP faculty, who continue to teach support classes for several of our English 1A, 1B and1C course sections.

Basic Skills

Yet again, the Basic Skills Initiative must be mentioned. In supporting students' needs for basic skills instruction, the initiative provides the English Department with the pedagogy, financial backing, and assessment tools necessary to allow us to rethink and potentially restructure the the Writing Skills Lab and the Computer Assisted Writing Lab. We now also have the opportunity to re-envision a Reading/Writing Center.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

The English Department continues its commitment to promoting interdisciplinary inquiry, nurturing diversity and inclusiveness, and creating a community where students' viewpoints and voices positively shape curriculum and classroom practice.

2. Program Strengths:

The English department is one of the most vital programs in the West Valley College family. We serve as the home base for the Puente and SUCCESS programs, and we offer a variety of courses supporting Women's Studies, Ethnic Studies, and the Honors University Transfer Program, making this department instrumental in building learning communities, facilitating student success, and honoring the college's commitment to diversity and inclusion. We are also a diverse group of instructors who support one another, respect our differing views, and serve as a model of how people from different backgrounds and experiences can work harmoniously together, set goals, and reach them.

3. Program Challenges:

Outdated Facilities

- *Given the demand for our courses, we have insufficient access to prime time classrooms.*
- *We have insufficient office space to accommodate the current number of instructors in the Language Arts building. Our associate faculty have NO dedicated office space; instead, they share a crowded workroom with Social Science faculty. This crowding and lack of privacy create a noisy, impersonal work environment that is not conducive to one-on-one student conferences.*
- *Classrooms are equipped with old-fashioned tablet desks that do not meet contemporary learning needs, such as accommodating students who use wheelchairs, or encouraging group projects or seminar discussions.*
- *We need secure storage units for portable media equipment. We are grateful for the equipment granted us through one-time funds last year; now we need lockable cabinets to protect this new equipment from both dust and theft.*
- *We need clean classrooms! Carpets, walls, desks and podiums are currently so soiled that working around them is unhealthy. Custodial staff are no longer paid to clean our classrooms, and conditions therein worsen by the day.*

Writing/Reading Center Equipment, Staff, and Curriculum

We were fortunate within this past year to receive approval for some updating of lab equipment. We were granted half of the amount requested and therefore must scale back the goals outlined in our proposal until future funding is available. Most crucial for a fully functioning, up-to-date lab is full-time Writing/Reading Center Coordinator.

Campus Climate

While the English faculty strive to maintain an environment of mutual respect, we are deeply disturbed by the deterioration of the campus climate since 2004. Last year, we saw the historic Puente mural attacked, racial epithets scrawled on our whiteboards, and anti-Semitic graffiti defacing the walls of a restroom. We heard ugly racial jokes and anti-gay taunts in our halls. And we read hostile district-wide email messages aimed at members of the LGBT community and at women of color who have taken on leadership positions. We are especially concerned about these incidents of hate speech because we deal with students' written and oral self-expression daily. As the campus climate in general has become less civil, we have noted a parallel deterioration in our classrooms. To counteract this, we urge the college to encourage dialog on the difference between free speech and hate speech. We further urge the Coalition for Student Success to move forward on establishing "Courageous Conversations about Diversity."

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

-
- Produce a Basic Skills assessment report by the end of May 2008.
- Establish Reading 961 as a pre-requisite for English 1A by Fall 2008
- Revise composition curriculum to strengthen the reading/writing connection by adding Reading 961 as a pre-requisite for English 1A.
- Develop funded and sustainable Basic Skills Learning Communities with Reading, DESP and other departments involved in the Basic Skills Initiative.
- Develop Information Competency curriculum linking English 1B and Library 4.
- Develop Information Competency SLOs for all literature courses and have them certified as Information Competency infused courses.
- Develop Information Competency SLOs for English 1C.
- Rethink and revise two English labs: 975 and 980.
- Participate in college-wide Courageous Conversations about Diversity.

Timelines
Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

Spring 2008:

- *Produce a Basic Skills assessment report by the end of May 2008.*
- *Complete Title 5 revisions of the following courses: English 5B, English 5B, English 47, English 44, English 48, English 49, English 70A/70B.*
- *Participate in college-wide Courageous Conversations about Diversity.*

Fall 2008:

- *Establish Reading 961 as a pre-requisite for English 1A.*
- *Use BSI assessment to identify strategies to increase retention.*
- *Equip each of two classrooms (LA 33 and 22A) with an internet accessible computer, a document camera, speakers, and data projector.*
- *Develop Information Competency curriculum linking English 1B and Library 4.*
- *Participate in college-wide Courageous Conversations about Diversity.*

Spring 2009:

- *Incorporate new technology programs such as the Plato Learning System, My Writing Lab, and Turnitin.com into English 980 curriculum.*
- *Develop Information Competency SLOs for all literature courses and have them certified as Information Competency infused courses.*
- *Develop Information Competency SLOs for English 1C.*
- *Offer the Honors learning community on the social construction of bodies.*
- *Participate in college-wide Courageous Conversations about Diversity.*

Fall 2009-Spring 2011

- *Implement strategies identified through BSI assessment to increase retention.*
- *Complete our three-year plan for updating all course outlines with SLOs in each course.*

Ongoing activities:

- *Use Basic Skills Initiative resources to develop funded and sustainable Basic Skills Learning Communities with Reading, DESP and other departments.*
- *Continue work with the Reading department to re-envision the Reading and Writing Labs and to work toward replacing them with a Reading/Writing Center that offers services needed by students in the 21st century.*

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Spring 2008:

- *Produce a Basic Skills assessment report by the end of May 2008.*
- *Complete Title 5 revisions of the following courses: English 5B, English 5B, English 47, English 44, English 48,*

English 49, English 70A/70B.

- *Participate in college-wide Courageous Conversations about Diversity.*

Fall 2008:

- *Establish Reading 961 as a pre-requisite for English 1A.*
- *Use BSI assessment to identify strategies to increase retention.*
- *Equip each of two classrooms (LA 33 and 22A) with an internet accessible computer, a document camera, speakers, and data projector.*
- *Develop Information Competency curriculum linking English 1B and Library 4.*

Spring 2009:

- *Incorporate new technology programs such as the Plato Learning System, My Writing Lab, and Turnitin.com into English 980 curriculum.*
- *Develop Information Competency SLOs for all literature courses and have them certified as Information Competency infused courses.*
- *Develop Information Competency SLOs for English 1C.*
- *Offer the Honors learning community on the social construction of bodies.*

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: *1 FTEf for a Writing & Reading Center Coordinator requested*	☐ Yes ☒ No ☐ Partially
Associate faculty FTE: *N/A*	☐ Yes ☐ No ☐ Partially
Classified Staff FTE: *2 FTE for a Writing & Reading Center Lab Specialist*	☐ Yes ☒ No ☐ Partially
Classified Hourly (in dollars): *Assistant to our Senior Office Coordinator, Ann Castrogiovanni*	☐ Yes ☒ No ☐ Partially
Administrative Staff FTE:	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description): *Ample Library space for the new Writing & Reading Center. NOTE: Plans for Library*	☐ Yes

remodel project include this request.	☐ No ☒ Partially
Equipment (brief narrative description with estimated total cost): • *Upgrade technology equipment for Writing lab, $82,427 initially requested, revised to $47,000* • *Equip classrooms with computers, data projectors, speakers, and document cameras, $23,272 requested*	☐ Yes ☐ No ☒ Partially
Supplies (brief narrative description with estimated total cost):	☐ Yes ☐ No ☐ Partially
Staff Development (brief narrative description):	☐ Yes ☐ No ☐ Partially
Other (please specify): • *Stipend for instructor to research and develop online tutorial services for the Reading/Writing Center, 100 hours @ $50/hour*	☐ Yes ☒ No ☐ Partially
Other (please specify): • *Funds for two speakers series, $8,400 requested from one-time funds; $2,000 obtained from other college sources*	☐ Yes ☐ No ☒ Partially
Other (please specify): • *Subscription to Turnitin.com (software program for preventing plagiarism) for 2007-2008.*	☒ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

- We were fortunate this past year to receive approval for some updating of lab equipment, which has been ordered but is not yet installed. This new equipment will enable us to modernize some aspects of our English 675 and 980 lab courses. We still need funds to increase staff hours in order to make full use of these capabilities.
- Four classrooms are now equipped with computers, data projectors, and document cameras. This has enabled us to incorporate media-rich presentations into our lectures and classroom activities.
- Most English faculty use Turnitin.com to teach students how to recognize plagiarism—and how to avoid it. We need ongoing funding to make this valuable tool a reliable part of our pedagogy.
- The Writers on writing series hosted one speaker in the fall; others are scheduled for spring 2008.

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *1 FTEf to coordinate the Writing/Reading Center*

Associate faculty FTE

Classified Staff FTE: *2 FTE for a Writing & Reading Center Lab Specialist*

Classified Hourly (in dollars): *Assistant to LA Division Senior Office Coordinator, $15,000*

Administrative Staff FTE:

Facilities (brief narrative description):
- *Access to 6 additional prime-time classrooms*
- *Locking cabinets for media equipment*
- *Modern classroom seating to accommodate 30 students per room in 6 rooms*
- *Monthly cleaning, dusting, vacuuming of all classrooms*

Equipment (brief narrative description with estimated total cost):
- *Computers, projectors, and document cameras in Language Arts 33 and 22A: 2 rooms @ $3,000 each = $6,000.*
- *A second Konica copier for the Language Arts Division: $3,000/year for lease & maintenance contract (Note: Science & Math Division has two copiers).*

Supplies (brief narrative description with estimated total cost):

Staff Development (brief narrative description):
- *We urge college and district Staff Development Offices to provide more rigorous training on diversity issues.*
- *We urge administrators on the Coalition for Student Success to initiate Courageous Conversations about Diversity.*

Other:
- *Yearly budget of $4,000 for Speakers series*
- *Yearly subscription to Turnitin.com, $1,500*
- *Yearly dues to ECCTYC, $150*

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