FULLERTON COLLEGE ELEVATING. EXCELLENCE.

Instructional Programs
2014-2015 Self-Study
Three-Year Program Review Template
English Department

Humanities Division

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study

Janna Anderson	Bruce Henderson	Deborah Paige
Joe Carrithers	John Ison	Roger Perez
Darren Chiang-Schultheiss	Mark Knoernschild	Miguel Powers
Jeanne Costello	Bridget Kominek	Shawn Quirk
Sheilah Dobyns	Richard Levesque	Rosalinda Ruiz
Doug Eisner	Annie Liu	Geoff Smith
Elli England	Robert Lundergan	Pam Tackabury
Brandon Floerke	D.B. Magee	Blythe Tellefsen
Christy Flores	Michael Mangan	Tamara Trujillo
Danielle Fouquette	Phil Mayfield	Amanda Walzer
Heidi Guss	Kimberly Orlijan	

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Joe Carrithers	*Joe Carrithers*	PROFESSOR	12-3-14
Printed name of Principal Author	Signature	Title	Date
Mark Knoernschild	*Mark Knoernschild*	Dept Coordinator	12/3/14
Printed name of Department Coordinator	Signature	Title	Date
Dan Willoughby	*D Willoughby*	Dean	12/10/14
Printed name of Dean	Signature	Title	Date

1.0 Mission and Goals

The College's <u>Mission, Vision, Core Values and Goals</u> drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission:
The English Department is one of the few departments on campus to provide students multiple pathways to become successful learners. The department offers basic skills courses, transfer courses such as college writing and critical thinking that are required of all students, a variety of general education offerings for students planning to transfer to four-year institutions, and courses for the English major. We also offer composition and critical thinking, literature, and creative writing classes that serve as the foundation for student success in courses across the Fullerton College campus and at the institutions to which students transfer whether as an English major or as someone who has completed the general education requirements for transfer.

Vision:
Through the range of courses that it offers, the English Department promotes inquiry and intellectual curiosity. Students may enroll in courses that challenge and empower them to examine current events and enduring controversies, literary history and genres, and their own creative impulses. Students in disparate majors enroll in our literature and creative writing courses in order to meet general education requirements but also undergo personal growth as they encounter the traditions and contributions of various cultures. Through our program's emphasis on writing and thinking and on continuing to read and grow through encounters with the writings and teachings of writers of varied backgrounds, we instill an appreciation for the possibility of life-long learning.

Core Values:
A series of representative examples will demonstrate the English Department's commitment to the core values of Fullerton College. The department has six courses that meet the multicultural education requirement for graduation, and faculty members assign readings and writing assignments that reflect and respond to the diversity of our campus community and the larger world. As one of the oldest disciplines at Fullerton College, English has a long tradition of preparing students to become better writers and thinkers, and the department faculty has been deeply involved in revising and updating its curriculum, such as offering accelerated courses for students placing below college level writing classes, to be more innovative and serve the current student population better. Decisions at the department level involve all full-time and many part-time faculty members, and campus and district committees include consistent representation by members of the department. Individual faculty members have the freedom to select the textbooks and assignments for the courses that they teach, but the department works collaboratively through a series of committees to make recommendations regarding appropriate textbooks and assignment parameters and to revise course outlines and conduct student learning outcome assessments. Through the Teaching and Learning Certificate program and other staff development opportunities, English faculty have been particularly engaged in sharing strategies and innovations they have learned at professional conferences, allowing others to share in the growth attained by professional development. The department has also held a series of workshops on its curriculum that were well attended by both full-time and part-time faculty, and the consensus from the evaluations of these events was a desire to have more, similar opportunities for professional growth. All of our courses have a strong component on the importance of

academic honesty and integrity; the appropriate use of source materials, for instance, is a significant portion of the composition sequence, and the consequences of plagiarism are a part of every course.

College Goals:
As one of the core disciplines all students must take in order to graduate or transfer, English plays a central role in the college goals of promoting student success and reducing the achievement gap. Through its basic skills sequence and the creation of an accelerated pre-college class, the department meets the needs of underprepared students. A significant number of our course offerings are specifically designed to assist students in reaching their goal of a college education by providing them with the necessary preparation to be successful in their writing and other courses.

Through the development of an AA-T in English and the rigorous promotion of this degree option to students enrolled in literature courses, the department increased the number of degrees earned in English for 2013-14 by more than 500 percent from the previous year. The department has on two occasions since the degree's creation revised the AA-T requirements to stay in compliance with any changes mandated by the state in order to maintain this option for our transfer students. The increased numbers of students completing their associate degree in English would suggest a comparable rise in the number of students transferring to universities, especially in the California State University system, which partnered with the community college system to develop the AA-T and AS-T degrees.

The English Department developmental writing program consists of a series of sequenced courses followed by the required transfer level English 100 College Composition course, and many campus students flow through that course and into English 103 or English 104—critical thinking courses that meet the CSU requirement for transfer. Students enter the sequence based on their placement scores, but then must follow the sequence through to transfer level English. As this string of writing courses affects the majority of students who come to campus, English has been carefully monitoring the persistence rates for many years. Discussions of the persistence rates, as well as retention and success rates, of the sequence of courses leading to transfer-level composition led to the formation of an accelerated course that serves as a shorter pathway to ENGL 100. The department piloted such a course for more than a year before offering it as an approved regular course for Fall 2014, and plans call for the number of sections to increase each semester to meet the expected demand. Many faculty members in English, full- and part-time, have already been trained in the pedagogy of acceleration, but more full-time faculty should have the opportunity to learn about acceleration and additional full-time faculty would ensure that the department could maintain quality control over its acceleration program and other course offerings.

Through its participation in numerous programs such as Acceleration, Puente, TAP, ESP, and Honors, the department continuously demonstrates its commitment to increase the retention, success, and persistence rates of all students, particularly Hispanic and African-American students. Data have consistently shown that participation in these programs helps to reduce the achievement gaps between different student populations and leads to higher rates of retention and success overall. The department would like to participate in expanding these successful programs beyond their current capacity, but additional full-time faculty members would be necessary to meet that obligation.

The English department has held a series of meetings in recent years with local high school English faculty in order to discuss how to make the transition from high school English classes to college English classes smoother for students. The department has for a number of years accepted directly into its transfer level

courses those high school graduates who have tested ready for college, but the department has now agreed to accept as a factor in placement into ENGL 100 (College Writing) area high school seniors who have achieved a conditional pass on the California State University Early Assessment Test Program during their junior year and who have taken a year of instruction as seniors in the CSU designed Expository Reading and Writing Course (ERWC) and obtained a grade of C or better; this demonstrates our commitment to work collaboratively with the area high schools. Department faculty members also have joined others from the Humanities Division in publicizing our campus events through such regular community events in the city of Fullerton such as the annual Night Out Art Walk. Department faculty members involved in the One Book, One College program recently partnered with the city of Fullerton and its library system to offer a series of events associated with last year's selection, *The Barbarian Nurseries*.

2.0 Program Data & Trends Analysis
2.1 Key Performance Indicators (KPI)

KPI	Findings
Enrollment	Over five years, the program experienced a period of contraction between 2009-10 and 2012-13, followed by a period of expansion between 2012-13 and 2013-14, consistent with the college's overall trends during the same period.
	First there was a reduction in annual enrollment in English classes from 12,476 in 2009-10 to 11,339 in 2012-13. This is a reduction of 1,137 (9.1%). This reduction was a response to the district-wide mandate to reduce FTES.
	Then there was a sharp spike in enrollment in 2013-14, bringing enrollment up to 14,539. This is an increase of 3,200 (28.2%) from 2012-13 enrollment numbers and an increase of 2,063 (16.5%) from 2009-10 enrollment numbers. This growth was in response to the sudden demand for FTES at Fullerton College following the district's decision to pursue growth funding.
	In basic skills program enrollment, there was a more dramatic reduction of 1,023 (21%), between 2009-10 and 2012-13, followed by an increase of 1,377 (35.8%) between 2012-13 and 2013-14. These numbers show that our basic skills program saw a sharper reduction in enrollment than the transfer program during retraction and more rapid growth during the subsequent expansion.
	Enrollment in our transfer level classes was reduced by 114 (1.4%) between 2009-10 and 2012-13, followed by an increase of 1,823 (24.3%) between 2012-13 and 2013-14. This shows that compared to the program as a whole, transfer level classes saw dramatically less reduction in enrollment during retraction and slightly slower growth during expansion.

Total FTES	As with enrollment, FTES decreased between 2009-10 and 2012-13 and increased in 2013-14. However, the rate of decrease between 2009-10 and 2012-13 is markedly less than the rate of decrease in enrollment over the same period. In the program as a whole there was a reduction in FTES from 1580 in 2009-10 to 1482 in 2012-13. This reduction is 98 FTES (6.2%). Meanwhile, the rate of increase in 2013-14 mirrors the rate of increase in enrollment over the same period. In 2012-13 the program as a whole had 1482 FTES, and in 2013-14 that figure rose to 1899, an increase of 417 (28.1%). This indicates that during the period of retraction there was increased efficiency in our program's ability to generate FTES. It also demonstrates that the department responds quickly to student demand and the college's and district's demand for growth. As with enrollment figures, the basic skills program saw a steeper decrease during retraction than the transfer courses. Basic skills decreased by 16.2% while transfer courses actually had a 1% increase in FTES. Basic skills increased FTES by 32.3% in 2013-14, while transfer courses increased FTES by 25.5% during the same period.
Sections	During the period of retraction, the program offered fewer sections. The basic skills program experienced more dramatic cuts than transfer level classes due to the unmet demand for ENGL 100 and ENGL 103 classes being greater than for the pre-college classes. In 2009-10 the program as a whole offered 466 sections. This was reduced to 419 by 2012-13, a reduction of 47 sections (10%). Basic skills contracted by 22.2% and transfer contracted by 2% during the same period. In 2013-14 the program added 144 sections, 34.3% growth. Basic skills grew by 43.5% and transfer grew by 29.7% during the same period. English has demonstrated the ability to grow very rapidly to help the college meet growth targets, and the department strongly believes it should receive a sufficient number of full-time faculty positions to cover the additional sections that it has added to meet demand and to help the college meet its FTES targets.
FTEF	In 2009-10 our program had an annual figure of 116.14 FTEF. This number fell to 103 in 2012-13, and sharply rose to 139.5 in 2013-14.

| | This mirrors the trend in the analysis above.

In 2009-10 transfer level accounted for 58% of the program's total FTEF. By 2012-13 this percentage rose slightly to 60.7% of total FTEF, and in 2013-14 transfer level accounted for 64% of FTEF. The department currently has 33 full-time faculty members following the retirement of two faculty members at the end of the Spring 2014 semester.

FTEF Versus Actual Full Time Faculty (fall)

Fall Semester	FTEF	Actual Full Time Faculty
2009	50.84	33
2010	49.23	35
2011	42.96	34
2012	45.02	35
2013	63.3	35
---	---
Fill Rate	Fill rates have stayed consistently very high.

During the period of retraction, fill rates increased slightly. Overall, fill rates were at 100% in 2009-10 and rose to 102% in 2012-13. Transfer level fill rates climbed from 98% in 2009-10 to 102% in 2012-13. Basic skills fill rates increased from 102% in 2009-10 to 104% in 2012-13.

During expansion in 2013-14, fill rates decreased overall (97%) and for transfer level (97%) and basic skills (99%). However, they remained very high. These numbers indicate that despite rapid expansion, there is still a very large demand for courses in English at both the transfer and basic skills levels.   We were unable to obtain unmet demand reports for the years of this program review. However, unmet demand for composition courses remains among the highest on campus in fall 2014, despite continued expansion.

Furthermore, a closer look at the data indicates that a disproportionate amount of the reduction in fill rate occurred over the summer term. Overall, fill rates for summer offerings dipped from 99% in 2012-13 to 80% in 2013-14. Over the same period, fall courses dropped from 105% in 2012-13 to 102% in 2013-14. Therefore, it would seem that a disproportionate amount of the fill rate reduction came from the summer term.

This trend was mirrored in both transfer and basic skills levels. Transfer courses in the summer term 2013-14 had a fill rate of 79%, down from 98% during the summer term of the previous year. Similarly basic skills had a fill rate of 83%, down from 101% the previous year. |

	In the summer term 2013-14, our program had 41 sections, up from 11 sections the previous year. That is 372% growth. Possibly too many sections were added to the summer term. It is also possible that the weak fill rates were the result of other factors, specific to that particular summer term, such as the lack of a printed schedule, uncertainty about summer offerings right up until the term began, or uncertainty about start dates for the courses being offered.
WSCH/FTEF	The WSCH/FTEF data provided for this report indicates that our program has grown more efficient each year over the last five years. The department believes that efficiency has increased, partly due to the forced reduction in the number of sections offered in the 2009 to 2013 years of the state's economic recession. The previous data on fill rates also supports the department's belief that efficiency has seen improvement—whether or not accurately represented in the current provided data set: 	Year	WSCH per FTEF
2009-10	408
2010-11	424
2011-12	463
2012-13	515
2013-14	525	
Retention	As the program retracted from 2009-10 to 2012-13, there was a significant increase in retention rates, while during the rapid expansion of 2013-14 retention rates dipped. *Course Retention Rates (annual)* | Year	All	Transfer	Basic Skills
---	---	---	---
2009-10	80%	80%	79%
2010-11	81%	81%	81%
2011-12	83%	83%	83%
2012-13	85%	83%	87%
2013-14	83%	83%	83%	 Transfer level courses were much less affected by this trend than basic skills. However, our analysis of enrollment, FTES, and sections has already indicated that transfer level classes were impacted less by cuts to the program during retraction. Therefore, it is unsurprising that retention rates in transfer level classes were less impacted by contraction. There is a clear inverse correlation between enrollment, FTES, and

sections on the one hand, and retention on the other. As enrollment, FTES, and sections increase, retention decreases.

This could be attributed, in part, to the disproportionate ratio of courses taught by full time versus adjunct faculty. Not only are a greater number of sections taught by adjunct faculty, but during rapid expansion many of these adjuncts have received little to no training and mentoring at FC due to the need to hire large numbers of adjuncts with less teaching experience and less familiarity with our courses and programs.

This conclusion is further supported by looking at retention rates for our two capstone composition courses, ENGL 100: College Writing and ENGL 103: Critical Reasoning and Writing. These two classes meet "golden four" requirements for transfer and are, therefore, important course offerings for all students on campus.

ENGL 100 and ENGL 103 Retention Rates

Term	ENGL 100 Retention	ENGL 103 Retention
Fall 2011	81.4%	87.1%
Fall 2012	83.5%	86.5%
Fall 2013	82.9%	81.6%

Retention rates in ENGL 100 and 103 follow the pattern of falling during expansion (2013). However, in the case of ENGL 100, the dip is negligible (<1%), while ENGL 103 saw nearly a 5% decrease in retention.

The difference in retention rates can be explained by two factors. First of all, the number of sections of ENGL 103 increased from 29 in Fall 2012 to 43 in Fall 2013, a growth rate of 48.2%. However, ENGL 100 over the same period grew from 68 to 93, a rate of only 36.7%. This is consistent with the observation that rapid growth has a generally negative effect on retention rates.

Furthermore, full-time to adjunct faculty ratios were lower for ENGL 103 than ENGL 100 in fall 2013. Adjunct faulty taught 27 of 43 ENGL 103 sections (62.7%) and 52 of 93 ENGL 100 sections (55.9%). This is consistent with our claim that imbalances in full-time to adjunct ratios seem to have a negative effect on retention.

It is also noteworthy that although we see a dip in retention in 2013-14 when compared to the previous year, retention rates are still higher than they were five years ago. This is despite the rapid growth of 2013-14. We believe that improvements to retention are the result of better training and mentoring programs, and new special programs

	that have been introduced, such as the Entering Scholars Program, the Basic Skills Supplemental Instruction, and the Graduate Intern Program, programs that tend to involve only full-time faculty due to the training demands and additional requirements during the semester.
Success	Trends in success rates in our program mirror the retention trends described above. As the program retracted, success rates rose. As the program expanded in 2013-14, success rates dipped. This effect is most pronounced in our basic skills program. *Course Success Rates (annual)*

Year	All	Transfer	Basic Skills
2009-10	67%	70%	64%
2010-11	68%	71%	63%
2011-12	72%	73%	69%
2012-13	71%	72%	70%
2013-14	69%	70%	66%

As with retention rates, success rates across the program are higher than they were in 2009-10, but lower than they were in 2012-13.

The dip in retention and success in 2013-14 seems to be attributable to the imbalance in our full-time to adjunct ratio. More courses are being taught by adjuncts with fewer years of teaching experience and less familiarity with our curriculum, our sequence of courses, and our overall program.

As with retention, analysis of success rates in ENGL 100 and 103 supports our findings.

ENGL 100 and 103 Success Rates

Term	ENGL 100 Success	ENGL 103 Success
Fall 2011	70.3%	79.8%
Fall 2012	69.3%	78.6%
Fall 2013	68.7%%	71.7%

Success rates in ENGL 100 and 103 follow the pattern of falling during expansion (2013). However, in the case of ENGL 100, the dip is negligible (<1%), while ENGL 103 saw nearly a 7% decrease in success.

When the full-time to adjunct ratios discussed above are taken into account, this further supports our claim that rapid expansion negatively affects success, and that this negative effect is related to the full-time to adjunct ratio.

Furthermore, in Fall 2012, 69% of courses offered in our program were taught by full time faculty, and our program had an overall retention rate of 86% and a success rate of 73%. That semester 55 total sections were taught by adjunct faculty. However, in order to accommodate the expansion of Fall 2013, many more adjunct instructors had to be hired to teach classes. In fact, in Fall 2013 adjunct faculty were teaching 133 sections, lowering the percentage of total sections taught by full time faculty to 47%. That semester, our overall retention rate fell to 84% and success rates dropped to 70%.

This effect is more striking in our basic skills program. In Fall 2012 adjunct taught 18 basic skills sections, while full-time faculty taught 72% of our basic skills offerings. Basic skills retention rates hit a five-year high of 89% and success rates peaked at 74%. Notably, the 74% success rate for basic skills students was higher than the overall success rate of our program (73%).

However, the following year, adjunct taught 48 of our basic skills courses, dropping the percentage taught by full-time instructors to a mere 48%. Retention rates dipped to 86% and success rates dropped down to 69%.

This has several implications.

When the full-time ratio dips too low, it not only means that more classes are taught by adjunct instructors, but it also means that many of those adjunct instructors will often have to be new hires due to normal turnover, and thus less familiar with our program, and therefore, less prepared than adjuncts in a smaller, more stable, adjunct pool. A lower adjunct participation rate means that the adjuncts who do work in the department can be more effectively informally mentored. Another disadvantage is that adjuncts are not available for (paid) office hours to provide guidance and assistance to their students outside of class time and to participate in curriculum development, student learning outcome assessment, and the other important work of the department. During expansion, our program hires many adjunct instructors with little or no previous experience teaching English at Fullerton College. This means that they are less familiar with our program as well as the demographics of our students. Even if they have taught at other community colleges, they often need to adjust to the way our program differs from similar programs at other campuses. For example, the English Department at Fullerton College requires complete essays at all levels of our composition sequence, even the lowest level, rather than having students progress through a sentence and paragraph writing course to

one focusing on writing paragraphs and perhaps a final essay before entering a course that focuses exclusively on complete essays, a sequence that is common at many of our neighboring colleges. Full-time faculty members quickly become more aware of this distinction. The more adjunct instructors we hire, the greater our need to train adjunct instructors on the expectations of our composition program. This is a time consuming enterprise that strains our full time faculty and for which department faculty have limited time during the pace of a regular semester.

The high success rate for basic skills courses taught in Fall 2012 (74%) exceeded the success rate for our program as a whole (73%), not only because 72% of our sections were taught by full time faculty, but also because a very high percentage of our courses offered in basic skills were part of a special program and had successful interventions. This supports the idea that the strategies we are using to improve our basic skills program are working and should be expanded to all basic skills courses. Furthermore, we believe many of these strategies would also be successful in our transfer level courses, especially our courses in College Writing and in Critical Thinking and Writing.

The effectiveness of these strategies is further supported by the fact that even with the dip in success and retention, 2013-14 saw better success and retention rates than 2009-2010.

2.2 Peer Institution Comparison

College/Program: English	Fullerton College	Chaffey	Glendale	LA City	Rio Honda	San Diego Mesa	Santa Ana	California State-wide
Retention (total):	F11: 84% F12: 86% F13: 84%	F11: 92% F12: 92% F13: 93%	F11: 86% F12: 86% F13: 85%	F11: 78% F12: 87% F13: 86%	F11: 82% F12: 86% F13: 91%	F11: 86% F12: 88% F13: 88%	F11: 82% F12: 83% F13: 84%	F11: 85% F12: 87% F13: 86%
Success (total):	F11: 72% F12: 73% F13: 70%	F11: 70% F12: 74% F13: 73%	F11: 69% F12: 68% F13: 70%	F11: 57% F12: 64% F13: 63%	F11: 55% F12: 69% F13: 73%	F11: 69% F12: 73% F13: 74%	F11: 63% F12: 66% F13: 65%	F11: 67% F12: 70% F13: 69%
Retention (transfer):	F11: 84% F12: 85% F13: 83%	F11: 91% F12: 90% F13: 92%	F11: 86% F12: 85% F13: 85%	F11: 73% F12: 79% F13: 80%	F11: 78% F12: 83% F13: 90%	F11: 82% F12: 86% F13: 86%	F11: 83% F12: 83% F13:83%	F11: 84% F12: 86% F13: 86%
Success (transfer):	F11: 74% F12: 73% F13: 70%	F11: 75% F12: 78% F13: 77%	F11: 71% F12: 70% F13: 72%	F11: 57% F12: 62% F13: 62%	F11: 62% F12: 68% F13: 74%	F11: 68% F12: 72% F13: 72%	F11: 68% F12: 69% F13: 67%	F11: 70% F12: 72% F13: 71%
Retention (basic skills):	F11: 85% F12: 89% F13: 86%	F11: 91% F12: 94% F13: 94%	F11: 85% F12: 90% F13: 80%	F11: 83% F12: 94% F13: 94%	F11: 88% F12: 88% F13: 91%	F11: 87% F12: 89% F13: 87%	F11: 78% F12: 84% F13: 84%	F11: 86% F12: 88% F13: 88%
Success (basic skills):	F11: 68% F12: 74% F13: 69%	F11: 66% F12: 68% F13: 71%	F11: 58% F12: 63% F13: 61%	F11: 57% F12: 65% F13: 66%	F11: 46% F12: 69% F13: 72%	F11: 66% F12: 73% F13: 72%	F11: 51% F12: 61% F13: 63%	F11: 64% F12: 67% F13: 66%

Degrees Awarded:	AN1112: 4 AN1213: 4 AN1314: 21	AN1112: 7 AN1213: 4 AN1314: 12	AN1112: 8 AN1213: 8 AN1314: 3	AN1112: 4 AN1213: 7 AN1314: 4	AN1112: 6 AN1213: 4 AN1314: 9	AN1112: 15 AN1213: 14 AN1314: 15	AN1112: 2 AN1213: 1 AN1314: 2	N/A
~~Certificates Awarded:~~								
~~Transfers~~:								

Analysis

Our success and retention rates are generally comparable to peer institutions as well as statewide numbers. However, peer institutions did not exhibit the dip in retention and success rates in the 2013-14 year that our institution experienced. We attribute our lower rates that year to the rapid expansion that led to hiring of many new and inexperienced adjunct faculty. Our peer institutions did not experience the same rate of rapid growth. Our full-time to part-time ratio changed dramatically from our retraction year ratio of 69%[FT]:31%[PT] to our expansion year ratio of 47%[FT]:53%[PT]. The dip in retention and success rates corresponds to the increase in sections taught by adjunct faculty.

One peer institution, Rio Hondo, saw a remarkable increase in its retention and success rates over this three-year period. During this time period, Rio Hondo began requiring a lab component at a set time for its composition courses. Instructors at Rio Hondo report that this change has led to greater attendance in the lab and a greater sense of community among the students from each class/lab cohort. Rio Hondo's data and conclusions are particularly interesting for our Department's discussion of future changes in our developmental sequence. We are currently investigating the possibility of removing ENGL 39 and making ENGL 59 our lowest developmental writing course. The ENGL 59 level committee has discussed the possibility of offering a lab component as a way to provide more instructional support to less-prepared students. To move to such a model, however, we would need facilities that include lab space to accommodate our students and suitable full-time faculty to develop new curriculum, staff the lab hours, and provide training and mentoring to adjunct faculty.

Compared to our peer institutions, our program showed significant progress in degrees offered. We increased in number of degrees awarded from 4 to 21; two of our institutions saw decreases in their degrees offered, two saw no change, and two increased, but not as dramatically as our increase. Of the peer institutions, we awarded more degrees and saw the most significant increase in this area. During this time period, the English Department created a committee to promote our AA-T. Full-time faculty on this committee created promotional material and gave presentations in all literature classes. These efforts increased exposure to the degree program and provided opportunities for students to ask questions. To expand our efforts and increase the effectiveness, we need additional full-time faculty members to serve on this committee.

2.3 Achievement Gap

Group	% Retention		% Success	
Males	AN0910 78% AN1112 81% AN1314 81%	AN1011 79% AN1213 83%	AN0910 64% AN1112 69% AN1314 65%	AN1011 65% AN1213 68%
Females	AN0910 82% AN1112 84% AN1314 84%	AN1011 83% AN1213 86%	AN0910 70% AN1112 74% AN1314 71%	AN1011 71% AN1213 74%

Asian-American	AN0910 84%	AN1011 85%	AN0910 76%	AN1011 76%
	AN1112 85%	AN1213 88%	AN1112 78%	AN1213 80%
	AN1314 85%		AN1314 75%	
African-American	AN0910 74%	AN1011 77%	AN0910 58%	AN1011 57%
	AN1112 79%	AN1213 78%	AN1112 62%	AN1213 56%
	AN1314 81%		AN1314 60%	
Filipino	AN0910 81%	AN1011 77%	AN0910 69%	AN1011 69%
	AN1112 88%	AN1213 85%	AN1112 77%	AN1213 74%
	AN1314 86%		AN1314 71%	
Hispanic	AN0910 78%	AN1011 79%	AN0910 63%	AN1011 64%
	AN1112 82%	AN1213 84%	AN1112 69%	AN1213 68%
	AN1314 82%		AN1314 66%	
Native American	AN0910 77%	AN1011 80%	AN0910 64%	AN1011 73%
	AN1112 86%	AN1213 78%	AN1112 79%	AN1213 68%
	AN1314 84%		AN1314 68%	
Other Non-White	AN0910 86%	AN1011 83%	AN0910 75%	AN1011 70%
	AN1112 84%	AN1213 86%	AN1112 81%	AN1213 71%
	AN1314 87%		AN1314 87%	
Pacific Islander	AN0910 79%	AN1011 71%	AN0910 65%	AN1011 62%
	AN1112 79%	AN1213 78%	AN1112 69%	AN1213 65%
	AN1314 73%		AN1314 50%	
White	AN0910 82%	AN1011 83%	AN0910 71%	AN1011 73%
	AN1112 83%	AN1213 86%	AN1112 75%	AN1213 76%
	AN1314 85%		AN1314 74%	
Unknown	AN0910 82%	AN1011 83%	AN0910 70%	AN1011 71%
	AN1112 85%	AN1213 87%	AN1112 74%	AN1213 78%
	AN1314 85%		AN1314 72%	
Range (Max-Min)	AN0910 74-86%	AN1011 71-85%	AN0910 58-76%	AN1011 57-73%
	AN1112 79-88%	AN1213 78-88%	AN1112 62-81%	AN1213 56-80%
	AN1314 73-87%		AN1314 50-87%	

Analysis

Achievement gap data generally mirror the overall pattern of increased retention and success in the retraction year, followed by decreased retention and success in the expansion year. Not all groups demonstrated this pattern; however, the number of students in those groups makes the sample size extremely small and not reliable. Our largest group served, Hispanic students, does reflect the same pattern decrease in retention and success rates in response to the rapid growth of 2013-14. Retention rates of Hispanic students and all male students during this cycle were slightly lower than our overall retention rates by only a few percentage points. Success rates of Hispanic students and male students were lower than our overall success rates by five percentage points, demonstrating a need to invest more time in interventions and training of faculty to continue to reduce the achievement gap.

Despite the slight decrease in retention and success in the 2013-14 year, our overall retention and success rates for each group were higher than the previous program review cycle, demonstrating the positive impact of the interventions and training we have put into place since 2009. We hope to expand such interventions

and strategies moving forward; however this requires more full-time faculty, improved facilities, and more resources for training.

2.4 Program Effectiveness

In this three-year program review cycle, Fullerton College experienced retraction in the number of courses offered in 2011-2012 and 2012-2013, followed by rapid growth in 2013-2014. During this retraction period followed by rapid expansion, we see a well-established pattern of higher success and retention rates when a higher percentage of classes are taught by full-time faculty. English composition courses are in high demand, justifying the need to offer more sections; however, the rapid growth of 2013-2014 led to the hiring of many adjuncts with little or no experience teaching at Fullerton College. Their lack of familiarity with the nuances of our program (curriculum throughout the composition sequence, student demographics, SLO's, etc.) impacts the retention and success rates of these classes. To better prepare new adjuncts for teaching in our program, we need additional resources for training and mentoring.

The English Department achieved its goal of expanding our Basic Skills Entering Scholars Program and introduced the Basic Skills Graduate Student Interns Program as well as Basic Skills Supplemental Instruction. We increased the number of sections offered with these special programs and saw increased retention and success rates compared to our non-BSI program sections. Although success rates for students in these courses dipped in the expansion year of Fall 2013, success rates were still significantly higher than our non-special programs developmental course offerings.

Retention and Success of BSI Program students (ESP, BS SI, GSI)

	Number of Students	Retention Rate	Non-Special Programs Retention	Success Rate	Non-Special Programs Success
Fall 2011	298	89%	83%	76%	65%
Fall 2012	457	92%	87%	81%	70%
Fall 2013	672	88%	85%	71%	66%

This table reflects retention and success rates for developmental composition students enrolled in courses that were part of our Basic Skills Initiative programs. The comparison rates include developmental composition students that were not part of any BSI program or any other special program unrelated to BSI, such as Transfer Achievement Program (TAP), Puente, or the piloted accelerated English 59 classes.

The program goals from the previous review cycle also included developing an accelerated developmental writing course to prepare students for ENGL 100 in one semester, thereby reducing the number of exit points in the developmental course sequence. The department successfully piloted this program in the 2012-2013 and 2013-2014 academic years with four accelerated English 59 courses offered each semester. Through the efforts of our Acceleration Committee's research, conference attendance, and experiences with the pilot program, a newly developed ENGL 99 curriculum was created and approved. Nine sections were offered in Fall 2014, with more sections planned for Spring 2015. The approach to this course is significantly different from our current three-course developmental sequence, and the department expects faculty to be trained and mentored before teaching ENGL 99. In August 2014, 18 faculty (5 FT/13 PT) participated in a four-day training program. Follow-up surveys of participants were unanimously positive about the training, and more full-time and part-time faculty are interested in participating in future training sessions.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

Acceleration

The California Community Colleges Success' Network (3CSN) promotes the move toward acceleration in developmental education, which reorganizes the curricula to move from a multi-course remedial pathway to a single-course, open-access remedial program. Recent scholarship has shown that accelerated developmental programs reduce attrition and increase the likelihood of college completion, and such programs are being adopted throughout the California Community College system. In the 2013-2014 academic year, our English department piloted a developmental acceleration program and as of Fall 2014 now offers an open-entry ENGL 99 course. This intensive course approaches writing and reading instruction differently than our traditional developmental sequence, and instructors undergo intensive training both before teaching the course and while teaching the course. In August 2014, 18 full-time and part-time faculty attended ENGL 99 training. This training was extremely well received, and trainers have continued to meet with and mentor full-time and adjunct faculty on their own time. The English Department plans to expand the number of offerings of ENGL 99 and will, therefore, require additional training sessions to prepare instructors to teach this course. To keep our program current with other community college programs, we will need additional funding for continued training and to build a more robust mentoring program. Because of the high turn-over rate and last-minute hiring of adjunct faculty, our goal is to have more full-time faculty teaching this course to provide greater consistency in the program.

BSI Classes

The English Department participates in Basic Skills Initiative-funded programs such as Entering Scholars Program, the Graduate Student Intern Program, and BSI Supplemental Instruction Program. These programs have provided many of our developmental writing courses with interventions that have produced higher retention and success rates. We recognize the effectiveness of these programs and would like to expand such interventions into the transfer-level composition courses, which would not be under the purview of the Basic Skills office. To do so, we need to invest in additional training and mentoring for faculty. The participants from English have almost all been from the full-time faculty ranks.

Changes in the High School System

We project that recent changes to the high school English curriculum will impact our program and create a need for more ENGL 99 and ENGL 100 classes. Many of our main feeder schools, such as Buena Park High School and the high schools in the Fullerton Joint Union High School District, are offering the newly developed Expository Reading and Writing Course (ERWC), a full-year college preparatory English course that is designed to increase college readiness. Nine of our full time faculty members serve on the High School Collaboration Committee where they collaborate with ERWC teachers on matters of pedagogy, curriculum, and assessment. The number of ERWC classes offered is growing and is projected to continue to do so. We already have a few ERWC graduates in our classes, and we expect a significant increase of these students beginning in Fall 2015. It is also essential that our full-time faculty maintain and increase its efforts to work with local high schools as they continue to develop the ERWC program.

Similarly, the newly adopted Common Core State Standards have redesigned the K-12 English curriculum to emphasize college and career readiness.   As we see these changes implemented in the K-12 system, we anticipate a shift in the types of students we will have in our composition sequence and we expect the demand for ENGL 99, 100, and 103 to increase more than for our other offerings due to the anticipated higher placement scores of incoming students. The English Department will need to focus more training efforts on part-time faculty who will teach ENGL 99, ENGL 100, and ENGL 103. We will also need more full-time faculty to serve on level committees for these classes to continue to assess and update curriculum and serve as mentors for adjunct faculty.

2.6 Provide any other data that is relevant to your self-study.

Part-Time to Full-time Ratio
During our retraction years, full-time faculty taught the majority of sections, with an overall FT to PT ratio of 68:32 in Fall 2011 and 69:32 in Fall 2012. During these years, we saw in increase in student success and retention. During our expansion year, our ratio of full-time to part-time faculty changed dramatically, with less than half of our classes taught by full-time faculty, 47% to 53%. When fewer sections of English are taught by full-time faculty, we see a dip in retention and success rates. During the expansion year, many of the adjunct faculty hired to staff our classes were relatively inexperienced in teaching at the community college level, and many were also new to our program. Although we have a strong adjunct mentoring program within our department, we do not have enough full-time faculty to provide the level of training and mentoring necessary when the number of adjuncts (92 for Fall 2014) is almost triple the number of full-time faculty (33 for Fall 2014). Our students benefit when more sections are taught by full-time faculty who have a clear understanding of our curriculum and an investment in Fullerton's program. Additionally, the English full-time faculty members are very active in department, division, campus-wide, and high school outreach activities and have office hours to meet with and advise students on an individual basis.

Facilities
The English Department is the largest department on campus, yet we have no central location for our classes and offices. In our retraction period, we held classes in twelve buildings across campus in Fall 2011 and eight buildings in 2012. In our expansion year, sections were offered in nine buildings across campus, with a relatively equal distribution of classes in six of these buildings (See chart). Although we have demonstrated the ability to expand rapidly to meet FTES targets, we do not have rooms available to expand our offerings during the most desirable times for students. In our expansion year, we offered 73 night, Friday, and Saturday sections, most of which were taught by part-time faculty. Additionally, our use of classrooms throughout campus negatively impacts faculty productivity and also impacts other programs. In Fall 2013, for example, 45 English classes were taught in the 600 building that is generally associated with Math. Other departments and programs are more clearly identified with specific buildings, but English (and the Humanities Division, more generally) has no building dedicated to its classes and offices so that students can reliably depend upon their classes and instructors being in one central location from semester to semester and year to year.

Furthermore, our full-time faculty offices are spread throughout the campus, with offices in the 1300 building (22 faculty), 500 building (2 faculty), 700 building (7 faculty), and 1100 building (2 faculty). A full third of the current department faculty is housed outside the Theatre Arts Building (1300) in three separate campus locations.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

The department has consistently shown its ability to rapidly expand its offerings to serve more students, and the department has been able to hire sufficient numbers of qualified adjuncts to teach the additional sections, indicating that a strong pool of potential full-time faculty members exists. In addition, English has been able to increase its number of majors by 500%. The department's greatest strength, though, is it dynamic, on-going responses to changes in the community college environment. For example, the department instituted ENGL 99, an open-entry course that prepares students for transfer level English 100 in one semester.   More ENGL 99 sections are being scheduled every semester, making it possible for more students to move through our program faster.

We have also developed a working relationship with our area high school English departments. One benefit for our students from that relationship is that the department now allows area high school seniors who achieved a conditional pass on the California State University Early Assessment Test during their junior year and who have taken a year of instruction as seniors in the CSU designed Expository Reading and Writing Course, and who obtain a grade of B or better in the course, can now enter directly into our ENGL 100: College Writing course without having to take any lower level English courses first.

Finally, our department has strengthened its management of its Student Learning Outcome responsibilities by having a committee for each level of instruction in our sequentially organized program organize and conduct the work of assessment. We have developed a schedule of assessment to ensure that all courses are evaluated within a three-year cycle, and the process has led to numerous productive discussions about our program and changes to our curriculum.

3.2. What are the weaknesses of your program?

To meet the district 5% growth target of 2014-15, the English department has recently hired large numbers of adjunct faculty who are unfamiliar with our program philosophy and structure. By spring 2015, the department will have 32 active full time faculty, but approximately 100 adjuncts. Such a full time to part time ratio brings into sharp relief the challenges of managing, for example, the Student Learning Outcome Assessment process.

The department continues to experience weaknesses in the persistence of students as they move through the several entry and exit points in the developmental writing sequence, and we continue to experience a 14% gap between student retention and success. The data show that we keep students enrolled but they are not succeeding in the numbers at the same level. The department has attempted to address these gaps through its participation in student success programs on campus and through the creation of our new ENGL 99 course, but the ability to involve more faculty in these strategies is limited by the district budget and faculty allocation processes.

3.3 What opportunities exist for your program?

Due to increased funding such as that allocated on a short term basis by the campus Student Equity Committee, the department has the opportunity to increase its participation in many special programs and student support programs such as ESP, Puente, TAP, Basic Skills Supplemental Instruction, and the Writing Center. In addition, the new ENGL 99 course may prove in time to produce far better student success numbers than our traditional developmental writing sequence. Our ongoing collaboration with the area high school English department faculty has the potential to result in a vast increase in the numbers of high school seniors who qualify for immediate entry into ENGL 100, decreasing their total seat time in our program and increasing our overall persistence and success numbers. Finally, the number of English majors in the program has been increasing, and so the department will plan further actions to continue the trend. For example, it will consider designing a specific pathway for its majors to follow. Many institutions have created pathways projects in their majors. Such pathways list sequentially scheduled courses students can follow in a specific major to graduation, increasing student flow and attracting students who are goal-oriented and cost sensitive.

3.4 What challenges exist for your program?

There remains no solution for the inefficiencies caused by having the department's full-time members located in four buildings across the campus. In addition, adjunct English faculty do not have office hours, so the majority of our students we serve have no access to the kind of one-on-one, outside-the-classroom faculty support that might help more struggling students to succeed.

We face several student achievement gaps that the department continues to focus on. For example, the African American success rate in the English program of 60% and the Latino success rate of 66% (2013-14) compare unfavorably with the Asian success rate of 75% and the white achievement rate of 74%. In our basic skills program, the Latino success rate is 65% and the African American rate is 53% versus the 72% rate for whites. At the transfer level, program success rates vary between 75% for whites and 77% for Asians to 66% and 65% rates for Hispanics and African Americans, respectively. The achievement gaps are narrower for students who participate in special programs, but wider for students in general courses, further supporting the department's view that when students can engage on campus in special programs, they benefit; however, those programs depend upon full time faculty who have the employment status to participate in training and extensive collaboration.

4.0 Student Learning Outcomes (SLO) Assessment
4.1 List your program level SLOs and complete the expandable table below.

In our department, we have two programs. The first is defined as our **English degree program,** and our PSLOs are written to assess students earning an AA or AA-T in English. Our second program is our **Composition program**, which includes a sequence of developmental classes and ENGL 100: College Writing. The PSLOs for the Composition program are the SLOs for English 100, as this is the capstone course for our Composition program.

This table addresses our **English degree PSLOs**:

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of the English program, students will be able to analyze a text based on its literary, historical, social, and/or cultural significance.	Fall 2012	January 2013	January 2013-May 2015	1
2.	Upon successful completion of the English program, students will be able to explain the stylistic, formal, thematic, and/or rhetorical elements of a text in order to reveal its artistic and/or historical contributions to literature.	Fall 2012	January 2013	January 2013-May 2015	1

This table addresses our **Composition PSLOs**:

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of ENGL 100 F College Writing, students will be able to employ appropriate methods of development for sustained expository essays	Fall 2012	March 2013	March 2013-May 2015	3
2.	Upon successful completion of ENGL 100 F College Writing, students will be able to use sufficient, relevant information from outside sources to develop their essays.	Fall 2012	March 2013	March 2013-May 2015	3
3.	Upon successful completion of ENGL 100 F College Writing students will be able to integrate information and ideas from sources effectively in their own writing.	Fall 2012	March 2013	March 2013-May 2015	3
4.	Upon successful completion of ENGL 100 F College Writing, students will be able to conform to the conventions of the MLA documentation system.	Fall 2012	March 2013	March 2013-May 2015	3

11/19/2014
Form Revision by Program Review Committee – Approved May 8, 2014
Form Approved by Faculty Senate – May 5, 2011

Page **19** of **52**

4.2 Assessment: Complete the expandable table below.

This table addresses our **English degree PSLOs**:

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. Upon successful completion of the English program, students will be able to analyze a text based on its literary, historical, social, and/or cultural significance.	We collected at least one 200-level literature course essay from each student who graduated with an AA in English in Spring 2012. Every student had at least one essay to review. Some students had more than one essay, because they completed more than one literature course. We agreed that passing an SLO on one essay would constitute proof that the student could complete the SLO, even if they did not pass the SLO on every submitted essay, in part because the assignments were not designed to assess these SLOs. The English Department Literature Committee completed the assessment: developing a rubric, reading student essays, and evaluating the PSLOs.	At least one essay from every person graduating with an AA in English in Spring 2012.

All students being assessed met this PSLO. | Sought funding for faculty attendance at seminars, workshops or discussion groups about teaching methods

Encouraged faculty to share activities that foster competency

Asked the Writing Center to have more workshops on integration and documentation of sources and writing about literature

Asked the Writing Center to collect prompts for tutors to prepare for working with literature students |
| 2. Upon successful completion of the English program, students will be able to explain the stylistic, formal, thematic, and/or rhetorical elements of a text in order to reveal its artistic and/or historical contributions to literature. | We collected at least one 200-level literature course essay from each student who graduated with an AA in English in Spring 2012. Every student had at least one essay to | At least one essay from every person graduating with an AA in English in Spring 2012.

All students being assessed met this PSLO. | |

	review. Some students had more than one essay, because they completed more than one literature course. We agreed that passing an SLO on one essay would constitute proof that the student could complete the SLO, even if they did not pass the SLO on every submitted essay, in part because the assignments were not designed to assess these SLOs. The English Department Literature Committee completed the assessment: developing a rubric, reading student essays, and evaluating the PSLOs.		

This table addresses our **Composition PSLOs**:

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. Upon successful completion of ENGL 100 F College Writing, students will be able to employ appropriate methods of development for sustained expository essays	We collected final essays from 25% of ENGL 100 students who successfully completed the course. We assessed using trait scoring. Successful assessments employed appropriate methods of development.	We assessed about 270 essays taken from over 60 sections of ENGL 100. Essays were out of class, research-based essays done at or very near the end of the semester. Instructors each used their own assignments, and the committee had access to the writing prompts when assessing. 71% met the standard 29% did not meet the standard	Revised ENGL 100 course outline of record (COR), with significant revisions to Section X: Assignments to emphasize integration of information and ideas from sources effectively in student writing. Improved cohesiveness in curriculum between ENGL 100 and 103 by revising ENGL 103's COR as a result of changes to English
2. Upon successful completion of ENGL 100 F College Writing, students will be able to use sufficient, relevant information from outside sources to	We collected final essays from 25% of ENGL 100 students who successfully completed the course.	We assessed about 270 essays taken from over 60 sections of ENGL 100. Essays were out of class, research-based essays	

develop their essays.	We assessed using trait scoring. Successful assessments used relevant information from outside sources to develop their essays.	done at or very near the end of the semester. Instructors each used their own assignments, and the committee had access to the writing prompts when assessing. 62% met the standard 38% did not meet the standard	100's COR. Conducted training on changes to ENGL 103 for 20 full-time and adjunct faculty in Spring 2014. A short version of the training was offered in August 2014 and was attended by an additional 15 faculty members. Updated faculty on the changes to ENGL 100 in department meetings and adjunct orientations and through the English department adjunct mentoring committee.
3. Upon successful completion of ENGL 100 F College Writing students will be able to integrate information and ideas from sources effectively in their own writing.	We collected final essays from 25% of ENGL 100 students who successfully completed the course. We assessed using trait scoring. Successful assessments integrated information and ideas from sources effectively in their own writing.	We assessed about 270 essays taken from over 60 sections of ENGL 100. Essays were out of class, research-based essays done at or very near the end of the semester. Instructors each used their own assignments, and the committee had access to the writing prompts when assessing. 51% met the standard 49% did not meet the standard	
4. Upon successful completion of ENGL 100 F College Writing, students will be able to conform to the conventions of the MLA documentation system.	We collected final essays from 25% of ENGL 100 students who successfully completed the course. We assessed using trait scoring. Successful assessments conformed to the conventions of the MLA documentation system.	We assessed about 270 essays taken from over 60 sections of ENGL 100. Essays were out of class, research-based essays done at or very near the end of the semester. Instructors each used their own assignments, and the committee had access to the writing prompts when assessing. 59% met the standard 41% did not meet the standard	

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

We have assessed 100% of our **English degree PSLOs** once and the **Composition PSLOs** have been assessed three times. We are currently collecting materials to assess the English degree PSLOs a second time, which will take place in Spring 2015. The fourth Composition PSLO assessment will take place in Fall 2015.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

For our English degree PSLOs, this process made us more aware of specific things students need to learn, in particular documenting sources. We discussed the role of documentation and integration of quotations in a literature essay including the necessity, benefits and opportunities for teaching these documentation skills in literature courses. As a result, we've revised our ENGL 100: College Writing and our two 100-level critical thinking courses to have stronger information literacy components. We believe this will prepare English majors to more effectively use and document sources in literature classes as well.

For our Composition PSLOs, this process helped us refocus the course by revising the COR to change how we're teaching students to use sources in an academic essay. In addition, we've identified the gap between full-time and adjunct instructors in dissemination of PSLO results: full-time faculty members participate in revisions of the COR, so they are well-informed of them, but adjunct instructors often do not know about these changes. The ENGL 103 training that was offered in Spring 2014 was a first step in more formal dissemination of this information and training to help faculty successfully implement the changes, but additional training is needed to continue to support full-time and particularly adjunct instructors in understanding changes to the COR and make adjustments effectively. We also need to hire more full-time faculty so they can teach our capstone English 100 course as well as participate in and lead assessment of PSLOs and training for adjuncts.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

By assessing our **English degree PSLOs**, we saw room for growth in the program and promoted the AA-T in English more vigorously with students in 200-level classes over the last four semesters. This has led to the number of declared English majors to increase dramatically (more than double), and we expect a significant increase in English AA and AA-T degrees to be awarded at the end of this school year.

For our **Composition PSLOs**, improvements to ENGL 100 also benefit transfer and certificate/degrees in our department and across campus. This creates a stronger foundation for students in our English degree program. In addition, this change benefits all students at Fullerton College who are pursuing transfer degrees as well as those working toward associate degrees and many certificates.

4.6 What challenges remain to make your program level SLOAs more effective?

For our **English degree PSLOAs**:

- Designing an assessment tool to accurately measure our PSLOs is a challenge because the types of assignments we collected were varied. In the future, we need to design an assessment that accounts for this variety or design a shared assessment that is given in addition to regularly assigned classwork in each 200-level class.

- These SLOs are broad, which makes it challenging to assess specific student work, but the breadth allows them to capture the diversity of course content and teaching methods. It is important that we continue to evaluate the appropriateness of these SLOs regularly.

For our **Composition PSLOAs**:
- A large number of our ENGL 100 courses are taught by adjunct faculty. We can't require them to participate uncompensated in PSLO assessment or trainings, but their participation is crucial for them to learn about the program and effectively teach the course and to provide greater coherence throughout the program. In the future, we need support to offer adjunct instructors compensation or release from courses for participation.
- We need to hire more full-time faculty members to teach ENGL 100, participate in PSLO assessment, design and provide training for adjunct instructors, and mentor newly-hired adjunct instructors.
- Assessing PSLOs requires knowledge and time. We need time to do the assessments. We also need time to train ourselves prior to conducting the assessments and after the assessments to be responsive to our findings.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review.

Short-Term Goal 1: Create accelerated developmental writing course at the ENGL 059 level to prepare students for ENGL 100 in one semester instead of two.

Short-Term Goal 2: Expand offerings of Entering Scholars Program courses in English.

Long-Term Goal 1: Create an open access accelerated ENGL 060 course.

Long-Term Goal 2: Consolidate the department offices and activities in one work area.

Long-Term Goal 3: Hire additional full time faculty, at least to create a department in which 75% of its teaching is conducted by tenured faculty.

Long-Term Goal 4: Maintain already existing computers in faculty offices and media workstations in classrooms, and add additional technology such as "smart" classrooms. Provide additional training opportunities for faculty who wish to teach distance education. Students will continue to experience instruction that is technologically enhanced and updated.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

Short-Term Goal 1: The English department developed and received approval from the Curriculum Committee for a new course, ENGL 99, which is being offered for the first time during the Fall 2014 semester. The department plans to double the number of sections of ENGL 99 for the spring semester from the current 9 to 18. The department also offered four days of training funded by Basic Skills for full-time and adjunct faculty who wish to teach ENGL 99 in the future. The training was well attended all four days, and participants expressed in their evaluations a great deal of excitement about the prospects for the new class and for the opportunity to work with and learn from each other. Having adjunct faculty members familiar with our department's offerings provides more cohesion for our overall program, but hiring additional faculty members who are interested in and trained in developmental composition and accelerated pedagogy would provide even greater cohesion.

Short-Term Goal 2: Due to the creation of the accelerated composition course and departmental participation in special programs on campus such as Puente, TAP, Basic Skills SI, the number of English courses offered through the Entering Scholars Program has not significantly increased since the last program review. However, the department recently was awarded equity funding and will be expanding its ESP offerings to include ENGL 100 sections.

Long-Term Goal 1: The department's new ENGL 99 course in an open access accelerated course that students can take instead of ENGL 60. This long-term goal has already been achieved with the creation of ENGL 99.

Long-Term Goal 2: The district's facilities master plan includes a proposed new classroom/office building near the corner of Lemon and Chapman, and several campus-level discussions have indicated that it could be designated as a building to house the Humanities Division. However, it has not been designated as a building for any specific instructional program in the master plan at this point. With the uncertain status of Measure J at the time of the writing of this program review and no other construction funding imminent, the department will not be able to consolidate all of the faculty offices in one building in the foreseeable future. We will continue to advocate on behalf of a consolidated work area since having faculty offices in four campus buildings (500, 700, 1100, 1300) leads to less efficiency in collaboration and sharing of resources such as classified support professionals. It also prevents students from having one central location with all full-time faculty members in English, leaving them to have to search in different locations on campus each semester they have a different instructor.

Long-Term Goal 3: The department has hired two full-time faculty members since the last program review cycle, but both of these positions were replacements for retired faculty. The department has currently been allotted two full-time positions for the 2014-15 hiring cycle, but again, those are both replacement positions for retired faculty. The department has not grown in the number of full-time faculty, but it has grown significantly in the number of sections offered. This has led to a disproportionate number of courses being taught by adjunct faculty. In order to achieve the statewide goal of having 75 percent of courses being taught by full-time faculty, the department would need to hire another twenty full-time faculty, and the prospect for such a significant increase in the full-time ranks in English seems dim given the faculty allocation process that is currently in place. Even reaching the current NOCCCD average of having 62 percent of classes taught by full-time faculty would necessitate the hiring of four growth positions in English, not merely continuing to replace the exact number of faculty who retire.

Long-Term Goal 4: The English department has used the Humanities Division budget process to maintain the equipment in offices and classrooms. We have replaced computers and other equipment in classrooms as the need has arisen by using the division's allocation from the campus, more or less maintaining a level of electronic media capability described in current campus policy statements as "smart" classrooms. The current standard for electronic media capability in a classroom describes a room having a media station consisting of a dashboard switch set, a computer, a DVD player, and a document reader that feeds its signal to the attendant overhead LCD projector and white screen. However, the department wants to enhance its classrooms with a greater level of electronic interactivity by installing either an electronic white board along with newer, more powerful computers in the media stations and more sophisticated software and other hardware pieces, or, as an alternative, more powerful computers and new software which can utilize the current whiteboards but also provide multiple configurations of interactivity such as multiple connectivity between faculty and student's electronic devices and their ability to be projected on the whiteboard which might require a investment by the campus in stronger wireless capability.

Also on the matter of technology, the department uses the campus computer labs on a regular basis, and many times faculty members have been unable to reserve a lab due to overwhelming demand and overlapping class times. Faculty members have utilized the "food chain" process through ACT to replace or upgrade computers in their offices, and most have managed to receive newer computers or have their existing computer upgraded in a reasonable period of time. Some faculty members are more

accustomed to using Mac computer products, but they have so far been discouraged from requesting anything other than the preferred campus PC model.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

Short-Term Goal 1: The department will use enrollment data, student success and retention rates, persistence rates, student learning outcome results, and comparative data with our other developmental courses to determine how successful ENGL 99 has been. Given that we are in the first semester of offering the course, there are no data available yet.

Short-Term Goal 2: Entering Scholars Program classes are tracked separately from classes not offered through other special programs and are compared to classes not offered through other special programs on the basis of enrollment data, student success and retention rates, persistence rates, and student learning outcomes results.

Long-Term Goal 1: This goal was combined with Short-Term Goal 1, and how it will be measured has been described above.

Long-Term Goal 2: Having a consolidated work space for all full time faculty members and designated spaces for use by the large number of adjunct faculty in English would allow for greater collaboration among faculty in special programs and curriculum development and revision. The department would be able to track how often smaller groups of faculty members in the department are able to meet and complete tasks that are both within and outside the traditional work of the department.

Long-Term Goal 3: The department would use the ratio of classes taught by full-time faculty and those taught by part-time faculty. We would also use the FTEF number included in the Key Performance Indicators distributed for each program review cycle to see how closely we are to achieving the statewide target of having 75 percent of our classes taught by full-time faculty or even the district's current percentage of 62 percent of classes taught by full-time faculty.

Long-Term Goal 4: The division maintains a list of the equipment in each classroom assigned to the division, including those for English classes, and periodically reviews the list through the budget process to ensure that the most up-to-date equipment that is available is being installed in the rooms when funding is available to do so. The division also keeps a record of which faculty members have requested and received newer computers for their offices and how long the computers have been in use.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Short-Term Goal 1: The department has used the process of developing the ENGL 99 class to have a broader discussion of our developmental sequence and how it serves students. We paid particular attention to the rates of persistence from the lowest levels of pre-college composition classes and have had preliminary discussions about changing the sequence of courses that lead to ENGL 100: College Writing. The training offered for prospective ENGL 99 instructors followed the training offered to prospective instructors of our revised, four-hour ENGL 103 class, and the enthusiasm of and positive

comments from participants in both opportunities has led the department to have lengthy discussions about extending such opportunities to other course offerings.

Short-Term Goal 2: Participation in the Entering Scholars Program has been shown to increase retention and success rates when compared to similar courses not offered through special programs. Departmental faculty members have continued to participate in the program with student tutors and student services personnel, and additional faculty members have been recruited to participate in the spring semester's expansion to include our transfer-level composition course.

Long-Term Goal 1: This goal was combined with Short-Term Goal 1, and how it contributed to the continuous quality improvement of the department has been described above.

Long-Term Goal 2: We did not achieve this goal because there has been no funding for additional construction projects such as a classroom/office building that could house all of the full time faculty of the department and provide office space for adjunct use, leaving the department fragmented and dispersed across the campus in four different buildings. Our course offerings are similarly scattered across the campus, with sections in at least nine different buildings.

Long-Term Goal 3: We did not achieve this goal because the department has not been allocated faculty growth positions. Instead, we have actually seen our percentage of courses taught by full-time faculty decline with the additional units for more sections that have been allocated by the campus in the past two years. We have submitted requests for replacement and growth faculty positions each year that the campus has hired full-time faculty, but since the last program review, we have filled two replacement positions and been approved for two more replacement positions for the current academic year.

Long-Term Goal 4: The department has not been allocated any additional money from the campus or through the instructional equipment allocation to add "smart" classrooms for our courses. The department has, therefore, had to maintain the level of technology that was available at the time of our last program review. Since the campus is limited in terms of the available computer laboratory space that can be reserved for classes, faculty members in English are often unable to provide computer-assisted instruction that is increasingly common in composition courses throughout the country. The department has had numerous conversations about the role of technology in our curriculum and instruction, including the desire for a designated lab space for composition instruction. After lengthy discussions about how best to incorporate online instruction into our course offerings, the department will be offering two sections of ENGL 100 online for the Spring 2015 semester.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

We did not receive any resources from the college in the last program review cycle.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

The department allocated some units from its ENGL 39 and ENGL 59 offerings in order to accommodate this semester's 9 sections of the new ENGL 99 class. The other units were allocated from

units given by the college to offer additional English courses now that the college is once again in a growth mode. Had the department not been given additional units, we would have needed to replace even more sections of our existing offerings in order to accommodate the need for ENGL 99 sections.

Because there are currently no plans for additional construction projects, the department will continue to be split into four different buildings for offices, making collaboration more difficult for English than for those departments whose faculty all share a work area. Course offerings will continue to be located in numerous buildings across the campus, often in rooms that were not designed for the ways that we teach and students learn how to write.

Because the department has not received any growth positions for full-time faculty but has instead been hiring just to replace faculty who have retired, and because the department's offerings have grown substantially in the past two years, the percentage of classes taught by full-time faculty has declined and the number of sections taught by adjunct faculty has skyrocketed. This has led to a greater lack of cohesion in the program given the inability of larger numbers of adjunct faculty to participate in the development of courses and discussions about the quality of the program and its offerings.

Given the limitations of technology on campus, the department has had restricted in its opportunities to use computer-assisted instruction in a consistent fashion. Lab space on campus is limited, and the college has not invested in the creation of "smart" classrooms. Inconsistent wifi has also hindered the department's (and college's) opportunities to use instructional technology that is not physically connected to the network.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	**Plan:** Strengthen composition program coherence through ongoing training for part-time faculty **Rationale**: Currently there are six courses that make up the English composition sequence. These courses are taught in a variety of schedule configurations. In 2013-14, 53% of our courses were taught by part-time faculty. Given the range of instructional variables that this creates, it is important that the courses in the composition program have clear and distinct identities and that the articulation between course levels is maintained. As indicated in section 2.4, Program Effectiveness, success and retention rates in ENGL composition courses experience a decline during periods when the number of adjunct instructors expands. For example, in our expansion year, 2013-14, we had 34.3% growth, but success rates dipped from a high of 72% to a low of 69%. The department believes that additional training in our composition sequence can address some of the decline. In addition, as noted in section 2.5, one trend we have been proactive

	in addressing is offering an accelerated composition course. While our desire is that the course be taught primarily by full-time instructors, demand for the course, and our staffing ratio, means that currently 50% of the spring 2015 sections will be taught by part-time instructors. This is a unique course that has implications for the rest of our composition sequence; thus it is important that all faculty, full-time and part-time, have up-to-date and detailed understanding of our particular composition sequence and how it is distinct from the courses at other community colleges where our adjunct may teach.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1,2,5
Describe the SAP: (Include persons responsible and timeframe.)	To achieve this goal, we need to increase training and mentoring of adjunct faculty. - The department coordinator will schedule training sessions based on needs identified by full-time mentors and as identified by program data regarding success and retention rates. Such sessions will be held just before the semester begins in fall and just before the spring semester - Each year, level committees for two ENGL composition courses will designate members to meet during summer and winter inter-sessions to plan the training for adjunct faculty. - Full-time faculty will update the composition program handbook with information about composition courses as needed.
What *Measurable Outcome* is anticipated for this SAP?	- Students who progress from one course in the sequence to another will have success rates that equal or succeed those who place directly into the higher-level course. - Overall success rates for students in composition courses will improve.
What specific aspects of this SAP can be accomplished without additional financial resources?	- Surveying adjunct faculty to identify changes in training and any need for additional training - Updating composition program handbook - Identification of training needs

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		

Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training 500 hours per year @$20/hour for adjunct training 50 hours per year @$30/hour for full-time faculty to prepare and conduct training for adjunct faculty =$11,500 per year	$34,500	Student Success Staff Development Basic Skills Student Equity District General Fund
Other		
Total Requested Amount	$34,500	

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan: (formerly called short-term goal)	**Plan:** Increase student access to fulltime English faculty. **Rationale**: Research shows that community college graduation rates decrease as the ratio of full-time to part-time faculty employed decreases. Currently, more than half of students enrolled in English courses at Fullerton College are being taught by adjunct professors who, while capable and qualified to teach our courses, do often need extensive mentoring and training to understand our program and are less able to provide the support many students need to be successful. To address this problem, the department plans to increase its advocacy for additional full-time faculty.
List College goal/objective the plan meets:	Goal 1 Objectives: 1, 2, 5
Describe the SAP: (Include persons responsible and timeframe.)	• Each year, the English department will request hiring 2 new full-time faculty in addition to any faculty positions that are replacements for retiring faculty members.
What *Measurable Outcome* is anticipated for this SAP?	Increased student retention and success, particularly in basic skills courses.

What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel 6 full-time faculty	$63,000 per full time faculty	District general fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$378,000	

STRATEGIC ACTION PLAN # 3	
Describe Strategic Action Plan: (formerly called short-term goal)	**Goal:** Evaluate effectiveness and viability of online instruction and expand online course offerings. **Rationale:** Historically, online success and retention rates have been significantly lower than the rates for the same courses taught on campus. For example, the ENGL 100 online course success rate for Fall 2001 to Fall 2010 was 48% compared to 62% for the same course on campus in the same period. Therefore, to address that issue, the department has spent the last year developing a rigorous and data-based pilot program for offering ENGL 100 online with improved pedagogy and course design to increase the success and retention rates. Faculty in the pilot program workgroup have taken classes in online pedagogy and online course design and have worked with the department to develop a comprehensive protocol for offering an online course. In order to ensure that data from the pilot is based on best practices for online instruction, we need additional computer resources and training for additional faculty to

	participate in an expanded pilot. Ultimately, if the department develops a viable model for online instruction, we will be better able to meet the needs of additional students without increasing the need for additional classrooms.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1,2,5
Describe the SAP: (Include persons responsible and timeframe.)	• In fall 2015, the department will order the computer hardware and software needed for faculty teaching in the pilot program to implement the full range of best practices for online instruction. • Faculty teaching in the online pilot program will develop instructional videos, screencast videos, and other online instructional material to be used during the initial pilot semester, Spring 2015. • Faculty teaching in the online pilot program will collect demographic data to identify subpopulations of students enrolling in the course. • The department coordinator and the faculty teaching in the department's online instruction pilot program will evaluate the success of online sections of ENGL 100 offered in Spring 2015 by comparing course retention and success data for online with traditional sections of the course identified as the control group. • By Fall 2015, the pilot program will identify additional student activity data available from Blackboard Learn 9.1 (or later) to identify possible interventions to increase student success and enhance effectiveness s of online instruction. • Faculty teaching in the online instruction pilot program will conduct training and planning sessions during Summer 2015 in anticipation of expanding the pilot to additional sections in Spring 2016. • The department will offer additional online sections of ENGL 100 starting in Spring 2016.
What *Measurable Outcome* is anticipated for this SAP?	• Student success rates in online sections of ENGL 100 will be compared to those in face-to-face sections. • Student engagement data will be gathered and analyzed. • A plan for expanding online instruction of ENGL 100 will be developed.
What specific aspects of this SAP can be accomplished without additional financial	• Evaluating course retention and success data

resources?

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment:		
Supplies		
Computer hardware Three desktop computers with built in webcam capability and sufficient RAM for video streaming, recording, and uploading. Hard drive space compatible with multiple online instructional programs (ie., Camtasia, Adobe)	Approximately $1,500 per computer	General fund
Computer Software		
Training to take place during summer 2015: 120 hours of professional expert pay to plan and conduct training	Approximately $4,200	Student equity
Other		
Total Requested Amount	$8,700	

STRATEGIC ACTION PLAN # 4	
Describe Strategic Action Plan: (formerly called short-term goal)	**Plan:** Increase the number of students receiving either an AA or AA-T in English and increase the number of students enrolled in literature courses, and improve efficiency. **Rationale:** Since developing the AA-T in 2012, the English Department saw an increase in degrees awarded from 4 to 21 in 2013 at a time when our peer institutions saw a decline or much more modest increase. This indicates interest in and viability of our degrees; therefore, we plan to continue actively promoting our program to students and facilitating an increase in the number of students completing the degree requirements.
List College goal/objective the plan meets:	Goal 1 Objectives: 3 and 4
Describe the SAP:	• In Spring 2015, students enrolled in all post-100 level ENGL

(Include persons responsible and timeframe.)	courses will be provided with information about the AA and AA-T programs in English. • In Spring 2015, the department will plan outreach activities, materials, and strategies. • The department will survey area colleges and universities to identify which courses they expect or prefer English majors to have completed before transferring. • During the 2014-2015 academic year, the department will survey students enrolled in literature courses to identify interest in new and existing literature courses. • Based on the results of research and surveys, the department may increase the number and change the configuration of literature courses offered for its AA and AA-T programs. • During the fall of 2015 and spring 2016, based on its feedback and preliminary research, the department will strategize and design an optimized literature program or pathways project to help students move more efficiently through our major offerings.
What *Measurable Outcome* is anticipated for this SAP?	• The number of students receiving an AA or AA-T in English will continue to increase. • The number of students enrolled in literature courses will increase.
What specific aspects of this SAP can be accomplished without additional financial resources?	• All the planning and surveying can be accomplished without additional financial resources. • In order to increase literature courses, additional composition courses may need to be taught by adjunct faculty.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 5

11/19/2014
Form Revision by Program Review Committee – Approved May 8, 2014
Form Approved by Faculty Senate – May 5, 2011

Page **35** of **52**

Describe Strategic Action Plan: (formerly called short-term goal)	**Plan:** Open a dedicated ENGL Department instructional computer lab. **Rationale:** While students come to Fullerton College with highly developed technical skills and familiarity with digital media, they require focused instruction in information and digital literacy. In addition, the critical thinking skills necessary to navigate and analyze online content and to create multimedia projects requires hands on direct instruction in a computer classroom environment. The only setting for this at Fullerton College is the 611 computer lab, which is in high demand by departments across the campus and is frequently booked months in advance. (See attached printout of the current semester's calendar for Room 611 as evidence of current demand.) While we don't plan at this time to add a required lab component to our composition courses, one of our peer institutions, Rio Hondo College, added such a requirement and experienced an increase success and retention. A dedicated computer lab would be a first step towards considering how we might use increased computer instruction to similarly improve success and retention.
List College goal/objective the plan meets:	Goal 1 Objectives: 1,2, and 5
Describe the SAP: (Include persons responsible and timeframe.)	• In Fall 2015, the department coordinator will work with the Dean of Humanities to identify available space for a dedicated computer instructional space. • In Spring 2016, computer equipment and technology necessary to equip a 35-desk computer lab plus demo station will be ordered. • By the end of Spring 2016, computer equipment will be installed and operational .
What *Measurable Outcome* is anticipated for this SAP?	• An increase in the number of instructors holding class sessions in a computer lab. • Improved student success and retention in courses that make regular use of a dedicated computer lab.
What specific aspects of this SAP can be accomplished without additional financial resources?	• Identification of available space

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment 35 computer tables	Approximately $17,500	District general fund State instructional technology

35 work station chairs Approximately $500 for each		allocation Campus instructional equipment allocation
Supplies		
Computer Hardware 35 desktop computers @ approximately $1,500 each 1 Demo station @$10,363.60 1 Printer @ $1500	Approximately $65,000	District general fund State instructional equipment allocation Campus technology allocation
Computer Software Standard campus software		
Training		
Other		
Total Requested Amount	$82,500	

STRATEGIC ACTION PLAN # 6	
Describe Strategic Action Plan: (formerly called short-term goal)	**Plan:** Update and enhance technology in department classrooms in order to increase student engagement using interactive classroom technologies. The department plans to convert existing classrooms to interactive classrooms with electronic interactive whiteboards, upgraded demo station hardware and upgraded wifi and Ethernet capabilities necessary for high traffic and streaming capabilities. An alternative path to electronic interactivity may include an upgrade of classroom hardware and software designed to make standard white boards interactive along with the upgraded wifi and Ethernet capabilities. An accompanying chart titled "Demo Station Equipment Projected Costs 2012-2013" provides an overview of the kinds of hardware and software expenses that were incurred in the creation of the current electronic media enhanced classrooms the Humanities Division provides and was used as a starting point for the cost of adding additional equipment to already existing media stations that are equipped with computers and software of limited capability. No campus chart lists costs for the department's desired upgrade, so all costs are estimates. **Rationale**: Many students come here from high schools with classroom technology that is more advanced than is currently provided at Fullerton College. We believe this may result in a loss in opportunities for student engagement which can decrease student success and retention. Increasing the technological resources in the classroom will provide a wider range of instructional strategies to help students, particularly those who require a full range of learning modalities to be successful, develop the skills and concepts needed to succeed in college. This move is consistent with the department's ongoing effort to improve student retention in all courses, an effort which led to

	maintaining consistent success and retention rates despite large swings in enrollment due to district mandates regarding FTES.
List College goal/objective the plan meets:	Goal 1 Objectives 1, 2, 5
Describe the SAP: (Include persons responsible and timeframe.)	• In Spring 2015, the department coordinator will work with the Humanities Division Dean to upgrade the technological interactivity of classrooms and develop a timeline for the conversion process and for any necessary training of faculty
What *Measurable Outcome* is anticipated for this SAP?	• Student retention and success rates will improve in classes held in classrooms updated with the higher level of interactivity provided by either electronically interactive whiteboards or technology that can make current white boards interactive and multiple device connectivity.
What specific aspects of this SAP can be accomplished without additional financial resources?	• All planning and some training can be done without additional financial resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities: Improved wifi and Ethernet—cost unknown		District general fund State instructional technology allocation Campus instructional technology allocation
Equipment		
Supplies		
Computer Hardware: Upgraded 22 Demo station computers and ancillary devices at aprox. $2,000.00 per room to work with 22 interactive white boards @ aprox. $4000.00 each.	$132,000.00	District general fund State instructional technology allocation Campus instructional technology allocation
Computer Software for increased interactivity for 22 rooms at estimated $500.00 ea.	$11,000.00	
Training Full time: no cost Adjunct: Training session		

11/19/2014
Form Revision by Program Review Committee – Approved May 8, 2014
Form Approved by Faculty Senate – May 5, 2011

Page **38** of **52**

before each semester begins as part of convocation.		
Other		
Total Requested Amount	$143,000.00	

7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

Long-Term Goal 1: Additional Full-Time Faculty
The department has consistently desired to hire a sufficient number of full-time faculty members to meet or exceed the longstanding statewide goal of having 75% of classes being taught by full-time faculty. As we have demonstrated throughout this document, student retention and success rates tend to increase when more of our classes are taught by full-time faculty members. Additionally, we are already involved in numerous special student success programs across campus, and additional faculty would allow us to continue and expand our participation, particularly in those programs that have been shown to reduce achievement gaps. Full-time faculty members are also available for office hours to assist students outside of class time, and they are available for curriculum development, student learning outcomes assessment, and department discussions and activities about our program on a sustained basis. Our adjunct faculty, out of financial necessity, must often teach at other institutions, limiting their time to be available for the work that a large department like ours carries out on a regular basis.

Long-Term Goal 2: Consolidation of Program
Faculty offices for English teachers are currently housed in four buildings across campus, and our classes are held in almost every building that isn't restricted to specialized, equipment-intensive space. Almost every other department and division has a centralized location for its faculty and much of its course offerings. English has no space that it can call its own, and this prevents students from having a clear sense of the identity of the program and department. Classes are not held in the same space from semester to semester and year to year, and the office for a faculty member for this semester's class for a student is unlikely to be near the office for next semester's instructor. Consolidation of the program into one work area would also have benefits beyond those for students. The faculty will be able to collaborate more easily on the work of the department, and the support staff and facilities could be more readily available to everyone in the department.

Long-Term Goal 3: Current Technology
Composition instruction is increasing being linked to the use of technology. For example, the use of technology in the finding of sources is almost universal at this point, and faculty need the capacity and opportunity to instruct students on the proper methods for conducting research online and incorporating source materials using technology. Even the methods of providing feedback and peer review are becoming more frequently technological in nature, and our access to laboratory facilities to conduct instruction in the use of technology is limited by the campus resources that are currently available. Transfer institutions expect students to be familiar with the use of document sharing, plagiarism detection, and other similar applications and programs. Having classrooms and office computers with up-to-date software and the most current technology, such as interactive white boards, would enhance instruction. The department has managed

through the division budget allocation process to maintain the computers in faculty offices although the cycle for replacement could be more frequent to ensure that the most relevant and up-to-date software is available for use. As more faculty become involved in distance education, they will need access to computers with greater capacity and the ability to perform increasingly complex tasks. The campus should also consider rethinking its willingness to allow the use of non-PC (i.e., Mac) computers given that many of our students are more familiar with the Mac platform and many of our incoming faculty members would also prefer to use a system with which they are familiar.

8.0 Self-Study Summary

After years of contraction, the English Department is experiencing rapid growth in its offerings which has forced large increases in adjunct participation, which is most likely responsible for recent drops in the retention and success rates. The large number of adjunct faculty (slated to rise to about 100 in spring 2015) also challenges the department's ability to maintain a stable, coherent program. Greater participation of full time faculty would help ensure consistency at each level in the program sequence. The department would also achieve greater student retention and success levels if the present dismal full-time to part-time ratio were to improve.

The achievement gap picture for the department is complex, but in general, the department has seen better retention and success rates for all groups than in the last program review cycle. The department has been consistent throughout this previous cycle in its attempts to address these gaps through its participation in special programs and through the development and revision of its curriculum to better address student needs.

In relation to accreditation issues, the department is meeting its Student Learning Outcomes Assessment program timelines and goals, and it has had many "closing the loop" conversations that have resulted in program improvements. As a result, the department continues to update and revise its curriculum and has added and continued to update its AA-T degree program.

The department is active in a wide variety of student success programs such as the Honors Program, the Transfer Achievement Program, the Entering Scholars Program, the Basic Skills Initiative Supplemental Instruction Program, and the Puente Program.   Potential funding enhancements from state equity funding as well as from Basic Skills will enable the department to not only augment its current participation levels in a number of those programs that are most targeted at reducing the achievement gap, but it is also planning to develop more strategies for student success such as an enhanced mentoring and training experiences for adjuncts and providing an opportunity for adjuncts to perform individualized instruction.

In addition, the department has created ENGL 99, an open-entry accelerated course that results in students spending less time at the basic skills levels before they move into transfer level English courses. The department has also formed a very positive working relationship with its area feeder high school English instructors, resulting in several collaborative projects and an agreement by which more area high school students bypass developmental writing courses and enter directly into our transfer level ENGL 100: College Writing course.

The millennial generation lives through technology, and so the department, as with the campus, has come to rely on technology in its teaching practices, and it wants to not only maintain its current electronic capabilities,

but to employ even more technology, and so it is seeking more access to modes of electronic instruction such as increased lab space and interactive white boards.

Finally, English Department faculty and its classrooms are dispersed virtually throughout the campus; therefore, students and the public still cannot access the English Department in a central location. The department believes operational efficiencies would improve in a centralized location.

Appendix 1.1 – Key Performance Indicators, English – ALL

KEY PERFORMANCE INDICATOR REPORT 2013 - 2014
English (Basic Skills)

Key Performance Indicator	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An
Course Information																				
Courses Offered	2	3	3	3	2	3	3	3	1	3	3	3	1	3	3	3	2	3	3	3
Sections Offered	14	82	84	180	13	81	79	172	5	62	75	142	4	65	71	140	19	93	89	201
Student Information																				
Majors																				
New Majors																				
Enrollments	357	2,252	2,258	4,867	332	2,243	2,140	4,712	136	1,699	2,009	3,844	109	1,826	1,909	3,844	421	2,550	2,250	5,221
FTES	49	303	306	658	46	301	291	638	19	229	273	521	15	263	273	551	58	356	315	729
WSCH	1,481	9,093	9,177	19,751	1,366	9,044	8,723	19,133	1,457	6,982	8,416	16,855	1,121	8,887	9,201	19,210	4,766	11,981	10,468	27,215
Program Resources																				
FTE Faculty	3.7	22.2	22.7	49	3.5	21.9	21.1	46.5	1.3	16.5	20	37.9	1.1	17.3	18.9	37	5.0	25.0	24.0	54.0
Program Efficiency																				
Ave Section Size	25.5	27.5	26.9	27.0	25.5	27.7	27.1	27.4	27.2	27.4	26.8	27.1	27.3	28.1	26.9	27.5	22.2	27.4	25.3	26.0
Fill Rate (Census)	94%	104%	102%	102%	96%	105%	104%	104%	101%	104%	102%	103%	101%	106%	101%	104%	83%	103%	97%	99%
WSCH per FTEF	397	410	404	406	394	413	413	412	1,096	422	421	445	1,048	513	486	515	953	479	436	504
Program Outcomes																				
Degrees Awarded																				
Certificates Awarded																				
Transfers																				
Course Retention Rates																				
Overall	85%	80%	78%	79%	83%	83%	78%	81%	99%	85%	81%	83%	91%	89%	85%	87%	92%	86%	78%	83%
Females	83%	82%	81%	82%	86%	86%	80%	83%	100%	88%	85%	87%	92%	91%	87%	89%	91%	90%	80%	86%
Males	87%	78%	74%	77%	81%	79%	76%	78%	99%	82%	77%	80%	89%	87%	83%	85%	92%	83%	77%	81%
African American	83%	74%	70%	73%	87%	73%	72%	74%	100%	75%	78%	78%	100%	83%	69%	77%	93%	83%	78%	0%
Asian American	93%	83%	83%	84%	87%	84%	78%	82%	100%	86%	82%	85%	88%	91%	83%	87%	97%	86%	78%	0%
Filipino	73%	91%	80%	85%	100%	77%	81%	80%	100%	85%	91%	91%	100%	94%	87%	90%	94%	87%	86%	0%
Hispanic/Latino	84%	79%	77%	78%	81%	82%	78%	80%	100%	85%	80%	83%	90%	89%	86%	87%	90%	86%	77%	0%
Native American	100%	83%	60%	74%	100%	85%	38%	63%		89%	87%	88%		83%	60%	73%		100%	80%	0%
Other Non-White	83%	81%	64%	76%	100%	83%	100%	89%		100%	100%	100%		67%	0%	0%	100%	100%	100%	0%
Pacific Islander	100%	83%	73%	79%	100%	70%	67%	69%	100%	88%	83%	86%	100%	71%	75%	75%	57%	75%	82%	0%
White	92%	86%	81%	81%	64%	88%	78%	84%	100%	88%	82%	85%	100%	91%	81%	88%	100%	83%	73%	86%
Unknown	83%	82%	79%	84%	85%	85%	82%	82%	95%	84%	85%	86%	89%	91%	85%	88%	97%	87%	83%	79%
Course Success Rates																				
Overall	76%	63%	63%	64%	70%	65%	61%	63%	90%	68%	69%	69%	77%	74%	65%	70%	79%	69%	60%	66%
Females	74%	66%	66%	66%	72%	69%	65%	67%	94%	73%	74%	74%	87%	78%	69%	74%	82%	74%	63%	70%
Males	78%	59%	60%	61%	67%	60%	58%	60%	86%	63%	63%	64%	67%	70%	61%	66%	75%	63%	58%	62%
African American	61%	56%	55%	56%	60%	47%	50%	49%	67%	47%	59%	54%	91%	52%	44%	50%	71%	56%	49%	53%
Asian American	87%	68%	73%	72%	76%	67%	63%	67%	87%	69%	72%	72%	65%	80%	69%	74%	81%	68%	65%	69%
Filipino	73%	73%	73%	73%	100%	65%	68%	68%	100%	77%	78%	78%	100%	82%	69%	75%	94%	76%	68%	73%
Hispanic/Latino	74%	60%	62%	62%	69%	64%	59%	62%	92%	67%	67%	68%	78%	73%	65%	69%	77%	68%	59%	65%
Native American	100%	67%	53%	62%	100%	77%	38%	59%		89%	80%	83%		67%	40%	59%		90%	60%	72%
Other Non-White	83%	50%	55%	58%		67%	100%	78%	100%	100%	100%	100%		67%	0%	0%	100%	100%	100%	100%
Pacific Islander	0%	58%	60%	57%	100%	60%	60%	62%	100%	50%	75%	67%	100%	43%	75%	63%	43%	69%	55%	58%
White	85%	68%	68%	64%	36%	73%	60%	69%	86%	61%	76%	74%	100%	87%	63%	74%	50%	67%	53%	72%
Unknown	76%	66%	61%	69%	72%	69%	68%	65%	95%	74%	72%	69%	72%	79%	69%	78%	92%	73%	66%	59%

Prepared by the Office of Institutional Research and Planning

Appendix 1.2 – Key Performance Indicators, English, Basic Skills

KEY PERFORMANCE INDICATOR REPORT 2013 - 2014
English (Basic Skills)

Key Performance Indicator	2009-2010 Su	Fa	Sp	An	2010-2011 Su	Fa	Sp	An	2011-2012 Su	Fa	Sp	An	2012-2013 Su	Fa	Sp	An	2013-2014 Su	Fa	Sp	An
Course Information																				
Courses Offered	2	3	3	3	2	3	3	3	1	3	3	3	1	3	3	3	2	3	3	3
Sections Offered	14	82	84	180	13	81	79	172	5	62	75	142	4	65	71	140	19	93	89	201
Student Information																				
Majors																				
New Majors																				
Enrollments	357	2,252	2,258	4,867	332	2,243	2,140	4,712	136	1,699	2,009	3,844	109	1,826	1,909	3,844	421	2550	2250	5,221
FTES	49	303	306	658	46	301	291	638	19	229	273	521	15	263	273	551	58	356	315	729
WSCH	1,481	9,093	9,177	19,751	1,366	9,044	8,723	19,133	1,457	6,982	8,416	16,855	1,121	8,887	9,201	19,210	4,766	11,981	10,468	27,215
Program Resources																				
FTE Faculty	3.7	22.2	22.7	49	3.5	21.9	21.1	46.5	1.3	16.5	20	37.9	1.1	17.3	18.9	37	5.0	25.0	24.0	54.0
Program Efficiency																				
Ave Section Size	25.5	27.5	26.9	27.0	25.5	27.7	27.1	27.4	27.2	27.4	26.8	27.1	27.3	28.1	26.9	27.5	22.2	27.4	25.3	26.0
Fill Rate (Census)	94%	104%	102%	102%	96%	105%	104%	104%	101%	104%	102%	103%	101%	106%	101%	104%	83%	103%	97%	99%
WSCH per FTEF	397	410	404	406	394	413	413	412	1,096	422	421	445	1,048	513	486	515	953	479	436	504
Program Outcomes																				
Degrees Awarded																				
Certificates Awarded																				
Transfers																				
Course Retention Rates																				
Overall	85%	80%	78%	79%	83%	83%	78%	81%	99%	85%	81%	83%	91%	89%	85%	87%	92%	86%	78%	83%
Females	83%	82%	81%	82%	86%	86%	80%	83%	100%	88%	85%	87%	92%	91%	87%	89%	91%	90%	80%	86%
Males	87%	78%	74%	77%	81%	79%	76%	78%	99%	82%	77%	80%	89%	87%	83%	85%	92%	83%	77%	81%
African American	83%	74%	70%	73%	87%	73%	72%	74%	100%	75%	78%	78%	100%	83%	69%	77%	93%	83%	77%	0%
Asian American	93%	83%	83%	84%	87%	84%	78%	82%	100%	86%	82%	85%	88%	91%	83%	87%	97%	86%	78%	0%
Filipino	73%	91%	80%	85%	100%	77%	81%	80%	100%	89%	91%	91%	100%	94%	87%	90%	94%	87%	86%	0%
Hispanic/Latino	84%	79%	77%	78%	81%	82%	78%	80%	100%	85%	80%	83%	90%	89%	86%	87%	90%	86%	77%	0%
Native American	100%	83%	60%	74%	100%	85%	88%	63%		89%	87%	88%		83%	60%	73%		100%	80%	0%
Other Non-White	83%	81%	64%	76%	83%	83%	100%	89%	100%	100%	100%	100%			0%	0%	100%	100%	100%	0%
Pacific Islander	100%	83%	73%	79%	100%	70%	67%	69%	100%	88%	83%	86%	100%	71%	75%	75%	57%	75%	82%	0%
White	92%	86%	81%	84%	64%	88%	78%	84%	100%	88%	82%	85%	100%	91%	81%	88%	100%	83%	73%	86%
Unknown	83%	82%	79%	84%	85%	85%	82%	82%	95%	84%	85%	86%	89%	91%	85%	88%	97%	87%	83%	79%
Course Success Rates																				
Overall	76%	63%	63%	64%	70%	65%	61%	63%	90%	68%	69%	69%	77%	74%	65%	70%	79%	69%	60%	66%
Females	74%	66%	66%	66%	72%	69%	65%	67%	94%	73%	74%	74%	87%	78%	69%	74%	82%	74%	63%	70%
Males	78%	59%	60%	61%	67%	60%	58%	60%	86%	63%	63%	64%	67%	70%	61%	66%	75%	63%	58%	62%
African American	61%	56%	55%	56%	60%	47%	50%	49%	67%	47%	59%	54%	91%	52%	44%	50%	71%	56%	49%	53%
Asian American	87%	68%	73%	72%	76%	67%	63%	67%	87%	69%	72%	72%	65%	80%	69%	74%	81%	68%	65%	69%
Filipino	73%	73%	73%	73%	100%	65%	68%	68%	100%	77%	78%	78%	100%	82%	69%	75%	94%	76%	65%	73%
Hispanic/Latino	74%	60%	62%	62%	69%	64%	59%	62%	92%	67%	67%	68%	78%	73%	65%	69%	77%	68%	59%	65%
Native American	100%	67%	53%	62%	100%	77%	38%	59%		89%	80%	83%		67%	40%	55%		90%	60%	72%
Other Non-White	83%	50%	55%	58%	100%	67%	100%	78%		100%	100%	100%			0%	0%	100%	100%	100%	100%
Pacific Islander	0%	58%	60%	57%	100%	60%	60%	62%	100%	50%	75%	67%	100%	43%	75%	63%	43%	69%	55%	58%
White	85%	68%	68%	64%	36%	73%	60%	69%	86%	61%	76%	74%	100%	87%	63%	74%	50%	67%	53%	72%
Unknown	76%	66%	61%	69%	72%	69%	68%	65%	95%	74%	72%	69%	72%	79%	69%	78%	92%	73%	66%	59%

Prepared by the Office of Institutional Research and Planning

Updated August 22, 2014

KEY PERFORMANCE INDICATOR REPORT 2013 - 2014
English (Transfer)

Key Performance Indicator	2009-2010 Su	Fa	Sp	An	2010-2011 Su	Fa	Sp	An	2011-2012 Su	Fa	Sp	An	2012-2013 Su	Fa	Sp	An	2013-2014 Su	Fa	Sp	An
Course Information																				
Courses Offered	6	18	19	23	6	19	21	24	4	19	20	25	4	19	21	24	7	21	22	26
Sections Offered	30	119	137	286	27	115	137	274	12	111	147	270	11	116	152	279	41	161	160	365
Student Information																				
Majors		419	414	541		394	416	538		371	377	479		355	448	534		326	416	430
New Majors		109	52	161		76	43	119		57	46	103		72	59	131		119	44	163
Enrollments	741	3,223	3,645	7,609	662	3,224	3,732	7,613	315	3,114	3,949	7,378	300	3,237	3,958	7,495	860	4295	4163	9,318
FTES	90	388	443	921	79	391	462	932	38	380	487	904	36	406	490	931	105	541	525	1170
WSCH	2,697	11,644	13,303	27,643	2,378	11,732	13,855	27,965	3,468	11,749	15,207	30,424	3,160	14,082	16,885	34,127	9,648	18,468	17,862	45,978
Program Resources																				
FTE Faculty	7.1	28.7	31.8	68	6.3	27.3	31.1	64.7	2.8	26.4	34.9	64	2.6	27.7	35.9	66	10.0	38.0	38.0	85.0
Program Efficiency																				
Ave Section Size	24.7	27.1	26.6	26.6	24.5	28.0	27.2	27.8	26.3	28.1	26.9	27.3	27.3	27.9	26.0	26.9	21.0	26.7	26.0	25.7
Fill Rate (Census)	92%	101%	98%	98%	91%	105%	102%	103%	95%	105%	100%	102%	98%	105%	99%	102%	79%	101%	97%	97%
WSCH per FTEF	381	406	418	409	379	429	446	433	1,239	445	435	474	1,215	509	471	516	965	486	470	541
Program Outcomes																				
Degrees Awarded				5				10				4				4				21
Certificates Awarded																				
Transfers				46																
Course Retention Rates																				
Overall	88%	78%	81%	80%	85%	81%	81%	81%	88%	84%	81%	83%	91%	85%	82%	83%	85%	83%	82%	83%
Females	86%	80%	83%	82%	86%	83%	82%	83%	86%	84%	83%	83%	94%	85%	83%	84%	85%	83%	83%	83%
Males	89%	77%	78%	79%	84%	79%	79%	80%	91%	83%	79%	81%	88%	84%	80%	82%	84%	83%	80%	82%
African American	97%	75%	68%	74%	83%	74%	82%	79%	71%	77%	83%	80%	92%	84%	75%	80%	78%	80%	83%	81%
Asian American	90%	81%	85%	84%	85%	86%	87%	86%	87%	86%	84%	85%	91%	89%	87%	88%	89%	85%	85%	86%
Filipino	86%	80%	77%	79%	86%	77%	72%	75%	90%	91%	83%	86%	100%	87%	78%	83%	91%	84%	85%	85%
Hispanic/Latino	85%	74%	79%	78%	81%	78%	77%	78%	90%	85%	79%	81%	88%	83%	80%	81%	82%	81%	85%	83%
Native American	100%	83%	74%	79%	100%	83%	89%	87%	0%	97%	78%	85%	50%	88%	73%	80%	83%	87%	76%	81%
Other Non-White	100%	90%	89%	90%	60%	84%	86%	82%	100%	85%	77%	83%	100%	100%	88%	92%	83%	83%	83%	83%
Pacific Islander	100%	63%	89%	79%	0%	68%	77%	71%	100%	75%	74%	76%		67%	83%	79%	50%	70%	76%	71%
White	90%	80%	81%	82%	95%	83%	82%	83%	95%	84%	85%	83%	100%	83%	88%	85%	82%	90%	83%	85%
Unknown	88%	81%	82%	81%	89%	83%	82%	84%	89%	83%	82%	85%	97%	86%	84%	86%	87%	85%	85%	86%
Course Success Rates																				
Overall	82%	68%	69%	70%	78%	71%	70%	71%	85%	74%	71%	73%	84%	73%	69%	72%	77%	70%	69%	70%
Females	80%	71%	72%	72%	80%	74%	73%	74%	83%	76%	73%	75%	87%	74%	72%	73%	79%	72%	71%	72%
Males	83%	65%	66%	67%	76%	69%	68%	69%	88%	72%	68%	71%	80%	72%	67%	69%	76%	68%	66%	68%
African American	86%	63%	52%	60%	62%	58%	67%	63%	64%	68%	71%	69%	85%	63%	58%	62%	73%	65%	63%	65%
Asian American	85%	75%	78%	78%	79%	81%	78%	79%	84%	80%	78%	79%	86%	82%	81%	81%	85%	76%	75%	77%
Filipino	83%	71%	60%	67%	75%	71%	67%	69%	80%	80%	75%	77%	92%	76%	69%	73%	84%	68%	72%	71%
Hispanic/Latino	76%	60%	65%	64%	74%	66%	65%	66%	87%	71%	67%	69%	77%	69%	64%	67%	72%	67%	65%	67%
Native American	100%	77%	55%	66%	100%	78%	77%	79%	0%	90%	70%	78%	50%	77%	65%	70%	83%	70%	60%	67%
Other Non-White	100%	83%	77%	81%	40%	68%	76%	69%	100%	77%	77%	79%	100%	67%	75%	77%	77%	83%	83%	83%
Pacific Islander	75%	50%	89%	71%	0%	53%	73%	62%	100%	69%	70%	71%	100%	67%	67%	67%	50%	35%	48%	42%
White	87%	72%	68%	73%	79%	74%	72%	75%	95%	77%	71%	75%	100%	74%	80%	76%	73%	84%	68%	75%
Unknown	84%	73%	72%	71%	88%	75%	74%	74%	86%	76%	74%	76%	93%	77%	75%	79%	81%	75%	74%	76%

Prepared by the Office of Institutional Research and Planning

Fall 2013 Basic Skills Program English Courses
BSI SI, ESP, & GSI
Retention & Success

COURSE	ENROLL	RET	SUCC	RET RATE	SUCC RATE
ENGL 039 F	79	66	56	83.5%	70.9%
ENGL 059 F	164	147	115	89.6%	70.1%
ENGL 060 F	429	378	306	88.1%	71.3%
OVERALL:	672	591	477	87.9%	71.0%

Fall 2013
English Comparison Group (Other Special Programs Removed)

COURSE	ENROLL	RET	SUCC	RET RATE	SUCC RATE
ENGL 039 F	194	160	111	82.5%	57.2%
ENGL 059 F	289	247	196	85.5%	67.8%
ENGL 060 F	1154	978	774	84.7%	67.1%
OVERALL:	1637	1385	1081	84.6%	66.0%

Other special program sections removed:

CRN:	COURSE:	PROGRAM:
11995	ENGL 059 F	TAP
11605	ENGL 060 F	TAP
11611	ENGL 060 F	TAP
11618	ENGL 060 F	TAP
11996	ENGL 060 F	Puente
11617	ENGL 059 F	Accelerated
11993	ENGL 059 F	Accelerated
11879	ENGL 059 F	Accelerated
12014	ENGL 059 F	Accelerated

Plus ESP, GSI, & BSI SI sections removed

Fall 2012 Basic Skills Program English Courses
BSI SI & ESP (No GSI sections this semester)
Retention & Success

COURSE	ENROLL	RET	SUCC	RET RATE	SUCC RATE
ENGL 039 F	53	47	43	88.7%	81.1%
ENGL 059 F	111	101	89	91.0%	80.2%
ENGL 060 F	293	274	239	93.5%	81.6%
OVERALL:	457	422	371	92.3%	81.2%

Fall 2012
English Comparison Group (Other Special Programs Removed)

COURSE	ENROLL	RET	SUCC	RET RATE	SUCC RATE
ENGL 039 F	172	147	101	85.5%	58.7%
ENGL 059 F	264	234	191	88.6%	72.3%
ENGL 060 F	711	618	505	86.9%	71.0%
OVERALL:	1147	999	797	87.1%	69.5%

Other special program sections removed:

CRN:	COURSE:	PROGRAM:
12189	ENGL 059 F	TAP
11775	ENGL 060 F	TAP
11781	ENGL 060 F	TAP
11788	ENGL 060 F	TAP
12190	ENGL 060 F	Puente
12078	ENGL 059 F	Accelerated
11787	ENGL 059 F	Accelerated
12188	ENGL 059 F	Accelerated
12088	ENGL 059 F	Accelerated

Plus ESP & BSI SI sections removed

Fall 2011 Basic Skills English Program Courses
BSI SI, ESP, & GSI
Retention & Success

COURSE	ENROLL	RET	SUCC	RET RATE	SUCC RATE
ENGL 039 F	108	93	74	86.1%	68.5%
ENGL 059 F	108	99	89	91.7%	82.4%
ENGL 060 F	82	74	64	90.2%	78.0%
OVERALL:	298	266	227	89.3%	76.2%

Fall 2011
English Comparison Group (Other Special Programs Removed)

COURSE	ENROLL	RET	SUCC	RET RATE	SUCC RATE
ENGL 039 F	107	95	73	88.8%	68.2%
ENGL 059 F	314	269	227	85.7%	72.3%
ENGL 060 F	871	712	541	81.7%	62.1%
OVERALL:	1292	1076	841	83.3%	65.1%

Other special program sections removed:

CRN:	COURSE:	PROGRAM:
12264	ENGL 059 F	TAP
12265	ENGL 060 F	TAP
12266	ENGL 060 F	TAP
12279	ENGL 060 F	Puente

Plus ESP, GSI, & BSI SI sections removed

Special Programs

TAP	NON-TAP Retention	TAP Retention	NON-TAP Success	TAP Success
Fall 2010				
English 59	83%	67%	62%	63%
English 60	80%	93%	63%	81%
English 100	80%	89%	69%	86%
English 103	83%	93%	75%	93%
Fall 2011				
English 59	86%	88%	72%	73%
English 60	82%	87%	64%	69%
English 100	82%	87%	71%	80%
English 103	86%	96%	79%	92%
Fall 2012				
English 59	88%	96%	77%	89%
English 60	87%	94%	72%	86%
English 100	84%	85%	70%	84%
English 103	87%	79%	78%	71%

August 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jul 27	28	29	30	31	Aug 1	2
3	4 7:30am 10:00am Eng 100 McKennon (611 comp lab)	5 10:00am 11:30am FAFSA Guided Assistant Lab (Linda Young, x2-5285 / Lourdes Oropeza, x2	6	7 10:00am 1:00pm Finacial aid Student verification training	8	9
10	11 8:00am 4:00pm Concussion Testing - Juan Cuevas (611) 4:00pm 6:00pm Counseling 151 F Sc	12 8:00am 4:00pm Concussion Testing - Juan Cuevas (611)	13 9:00am 10:30am FAFSA Lab (Lourdes Oropez 11:00am 12:50pm Sports Wear Softwar 1:00pm 4:00pm CCCAA	14 8:00am 8:00pm ACT Lab Re-Image	15	16
17	18 9:00am 10:30am FAFSA Lab (Lourdes Oropeza, X2-5283 / Linda Young, x2-528 11:00am 4:00pm ACT	19 8:00am 10:45am Concussion Testing - Juan Cuevas (611) 11:00am 4:00pm ACT	20 8:00am 10:45am Concussion Testing - Juan Cuevas (611) 11:00am 4:00pm ACT	21 8:00am 7:00pm Adjunct Faculty Training Sessions 7:00pm 8:30pm Adjunct Faculty Trai	22	23
24	25 8:00am 9:00am Spanish 203 Online Orientati 9:00am 10:30am Coun1 4:00pm 6:00pm Combs 6:00pm 7:30pm Spanis	26 9:00am 10:30am Coun151 online ort (4:00pm 6:00pm Combs 6:00pm 7:30pm Spanis 9:00pm 10:00pm Englis	27 8:00am 9:30am Spanish 201 Online Orientati 1:30pm 3:00pm ENGL 59 (11721) Calabrese 5:00pm 7:00pm C151 -	28 8:00am 9:30am ENGL 59 (11462) Calabrese (611 Lab) 6:00pm 8:00pm Combs' 151 Orientat	29 9:00am 10:30am Math 7 Shideler (611 Lab) 10:30am 12:00pm Math 7 Shideler	30 9:00am 10:30am Math 7 Shideler (611 Lab) 10:30am 12:00pm Math 7 Shideler
31	Sep 1	2	3	4	5	6

Danielle Fouquette

11/17/2014 12:32 PM

September 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Aug 31 8:00am 10:00pm FC-Holiday	**Sep 1**	**2** 10:30am 12:00pm English 100: (Flores) 12:00pm 1:30pm Psychology 202 (LAd 3:30pm 6:00pm Couns 151 F Scott Lee	**3** 7:30am 11:30am ENGL 60 (Fouquette; 2 sections) 12:30pm 3:00pm ENGL 100 (Fouquette)	**4** 10:00am 11:30am FAFSA Guided Assistant Lab (Linda Young, x2-5285 / Lo 11:30am 2:00pm ENGL 100 (Fouquette)	**5** 8:00am 9:00am Coun 140-Williams 9:00am 12:30pm Coun. 151 - Lake (Lab 611) 12:30pm 1:30pm J Mitc 2:00pm 4:00pm C151(K	**6**
7	**8** 9:30am 11:30am English 103 (Flores) (611 Lab) 11:30am 1:30pm English 100 (Flores) (611)	**9** 1:00pm 2:30pm FAFSA Guided Assistant Lab (Linda Young, x2-52 3:30pm 6:00pm Counseling 151 F Scott Lee	**10** 8:00am ESL 185 (611) 7:30am 11:30am Eng 100 (2 sections) McK 12:45pm 2:15pm COU 6:30pm 9:30pm Castillo 8:30pm 9:00pm ENGL 1	**11** 10:30am 8:00am 8:30am ESL 39 10:00am 12:00pm Psy 2 12:00pm 2:00pm Gisell 2:00pm 3:00pm Counse 5:00pm 8:30pm Resear	**12** 8:00am 9:00am Coun 140-Williams 9:00am 12:30pm Coun. 151 - Lake (Lab 611) 1:00pm 2:00pm COUN 140	**13** 10:30am 12:00pm Math 7 Shideler (611 Lab)
14	**15** 8:00am 9:00am Donigan ESL 185 (61 9:00am 11:00am Giselle Blanche (Sosc 120 – 12:45pm 2:15pm COUN 151 (Mattson	**16** 12:00pm 1:30pm Psy 202 - Research Meth 3:30pm 6:00pm Counseling 151 F Sc 8:30pm 9:30pm English 103 - Dobson	**17** 10:00am 11:30am FAFSA Guided Assistant Lab (Linda Young, x2-5285 / Lourdes Oropeza, x2-5284)	**18** 12:00pm 1:30pm Psy 202 Research Methods (L.Adams) 2:00pm 3:00pm Counseling 101 - svincent	**19** 8:00am 9:00am English 103 - Dobson 1:00pm 2:00pm COUN 140 - COHN	**20**
21	**22** 8:00am 10:30am ESL 186 Joyce Cain (611) 11:30am 12:30pm SI Session for English 1 1:00pm 2:00pm ENGL 1 3:00pm 6:00pm Read 1	**23** 10:00am 12:30pm Psychology 202 (LAd 12:30pm 2:30pm Read 142 (S. Piazza) 3:30pm 6:00pm Couns 6:30pm 9:00pm Julie Pa	**24** 8:00am 10:30am ESL 185 Donigan (611)	**25** 8:30am 10:00am Read 56 (J. Rodine) 10:00am 11:30am Read 1:00pm 3:00pm Counse 3:00pm 4:30pm FAFSA 8:00pm 10:00pm Jeana	**26** 8:00am 9:00am Read 142 (Mundala) 9:00am 12:00pm Counseling 135 Agui 12:00pm 2:00pm COUN 140 - COHN	**27**
28	**29** 7:00am 11:30am McKennon Eng 100 11:30am 2:00pm Coun 151 rsanabria 2:00pm 3:30pm Read 5 4:00pm 7:00pm Concus	**30** 10:00am 11:30am FAFSA Guided Assist 12:00pm 1:30pm Psychology 202 (LAd 3:30pm 6:00pm Counse 7:30pm 8:30pm English	**Oct 1**	**2**	**3**	**4**

Danielle Fouquette   1   11/17/2014 12:31 PM

October 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sep 28	**29**	**30**	**Oct 1** 7:00am 11:30am ENGL 60 (Fouquette, 2 clas 12:30pm 3:00pm ENGL 100 (Fouquette) 3:00pm 6:00pm Read 142 (S. Piazza)	**2** 11:30am 2:00pm ENGL 100 (Fouquette)	**3** 8:00am 9:00am Read 142 (Mundala) 9:00am 12:00pm Counseling 135 Aguirre	**4**
5	**6** 7:00am 11:30am McKennon Eng 100-2 sections 11:30am 3:00pm Read 142: 11923 & 11924 (611 Lab)	**7** 8:30am 10:00am Stats 161 Kyle 10:00am 12:30pm Psychology 202 (LAd 12:30pm 2:30pm Read 3:00pm 4:30pm KNGUY	**8** 8:30am 10:00am Read 142 A Henderson (6 1:00pm 2:30pm FAFSA Guided Assistant Lab 3:00pm 6:00pm Read 142 (S. Piazza)	**9** 8:30am 10:30am Read 96 Henderson (611 L 10:00am 1:30pm Psychology 202 2:00pm 3:00pm counseling 101 - svi ·	**10** 8:00am 9:00am Read 142 (Mundala) 9:00am 12:00pm Counseling 135 Agui 12:00pm 3:00pm Jeannie Abutin-Mits	**11** 10:30am 12:00pm Math 7 Shideler (611 Lab)
12	**13** 8:00am 10:30am ESL 185 - Donigan (611) 12:30pm 3:00pm ENGL 100 (Fouquette)	**14** 9:30am 11:00am Counseling 151 QPe 11:30am 2:00pm ENGL 100 (Fouquette) 2:00pm 4:30pm PSYC 161 STATS - BETTER	**15** 7:00am 11:30am ENGL 60 (Fouquette, 2 classes) 2:00pm 3:00pm Deb Perkins--ESP Group Session	**16** 10:00am 11:30am FAFSA Guided Assist 12:30pm 2:30pm Read 142 (S. Piazza) 2:30pm 4:00pm ENGL103- K. Cunnin	**17** 7:00am 8:00am Read 142 (K. Mundala) 8:00am 9:00am Read 142 (Mundala) 9:00am 12:00pm Counseling 135 Agui	**18** 10:00am 12:00pm Math 7 Shideler (611 Lab) 12:30pm 1:30pm Spanish 101-Smith
19	**20** 7:00am 11:30am McKennon Eng 100- 11:45am 12:45pm Hogan / 103 12:45pm 2:15pm COU 6:00pm 9:30pm Combs	**21** 9:30am 11:00am Counseling 151 QPe 11:00am 1:00pm Psy 202 (LAdams) 1:00pm 2:30pm FAFSA 3:00pm 4:00pm Cunnin	**22** 8:15am 9:15am Hogan / 103 11:30am 3:00pm Read 142: 11923 & 11924 6:30pm 9:30pm Castillo SOSC 120F CRN 118	**23** 8:30am 10:30am Read 96 - Henderson (611 11:30am 1:30pm ENGL103- K. Cunnin 1:30pm 2:00pm Cunningham- ENGL	**24** 9:00am 12:00pm Coun. 151 - Lake (Lab 611) 12:00pm 2:00pm Coun151 online(KNGUYEN)	**25** 10:00am 12:00pm Math 7 Shideler (611 Lab)
26	**27** 8:00am 10:30am ESL 186 Joyce Cain (611) 11:30am 3:00pm Read 142: 11923 & 11924 6:00pm 9:30pm Combs' Assessments	**28** 8:30am 10:00am PSYC 161 KYLE (611) 10:00am 12:30pm Psyc 12:30pm 2:30pm Read 2:30pm 4:00pm ACT (In 8:30pm 9:30pm English	**29** 8:15am 9:15am Hogan English 103 10:00am 11:30am FAFSA Guided Assist 12:30pm 2:00pm COU 3:00pm 6:00pm Read 1	**30** 10:00am 1:00pm Psychology 202 (LAdams) 1:00pm 3:00pm Counseling 101 -svincent	**31** 7:00am 8:00am Read 142 (Mundala) 8:00am 9:00am Read 142 (Mundala) 9:00am 12:00pm Counseling 135 Agui	**Nov 1**

Danielle Fouquette

11/17/2014 12:20 PM

November 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Oct 26	27	28	29	30	31	**Nov 1** 12:30pm 1:30pm Span 101-Smith (611 Lab)
2	3 8:00am 10:30am ESL 185 - Donigan (611) 11:00am 12:30pm Read Hoga 12:45pm 1:45pm Hoga 1:45pm 3:00pm ENGL 1	4 10:00am 1:00pm Psychology 202 (LAdams) 1:00pm 4:30pm PSYC 161 STATS - BETTER	5 7:15am 8:15am Hogan / English 103 8:30am 10:00am Read 10:00am 11:30am ENG 12:45pm 1:45pm Hoga	6 8:00am 9:30am English 60 - Hidle (611) 10:00am 1:00pm Psych 1:00pm 2:30pm FAFSA 2:30pm 4:00pm Cunnin	7 10:00am 12:00pm Math 7 Shideler (611 Lab)	8 10:00am 12:00pm Math 7 Shideler (611 Lab)
9	10 8:00am 10:00pm FC-Holiday	11 10:00am 1:00pm Psychology 202 (LAd 1:00pm 2:30pm Read 142 (S. Piazza) 7:30pm 9:00pm English	12 7:30am 11:30am ENGL 60 (Fouquette, 2 sections) 3:00pm 6:00pm Read 142 (S. Piazza)	13 8:30am 10:30am Read 96 - Henderson (611 10:30am 1:00pm Psych 1:00pm 3:00pm Counse 4:30pm 7:00pm Resear	14 10:00am 12:00pm English 103 (Dobson 12:00pm 2:00pm coun151 online(KNG 2:00pm 3:30pm FAFSA	15
16	17 8:30am 10:00am Read 10:00am 1:00pm Couns 1:00pm 3:00pm Martha 3:00pm 4:00pm MATH 6:00pm 9:30pm Combs	18 8:00am 9:30am English 60 - Hidle (611) 10:00am 1:00pm Psych 1:00pm 2:30pm FAFSA 8:30pm 9:30pm English	19 7:00am 11:30am McKennon Eng 100 - 2 sections 2:00pm 5:00pm EOPS Group Counseling S	20 8:30am 10:00am Stats 161 Kyle 10:00am 12:30pm Psyc 12:30pm 2:30pm Read 4:00pm 6:00pm CDES2	21 8:00am 11:00am Read 142 (Mundala) 11:00am 12:00pm Math 7 Shideler (611 12:00pm 2:00pm EOPS	22 10:30am 12:00pm Math 7 Shideler (611 Lab)
23	24 8:00am 10:30am ESL 18 10:30am 12:30pm ENG 2:00pm 2:30pm MATH 3:00pm 6:00pm Read 1 6:30pm 10:00pm Chara	25 8:00am 9:30am English 60 - Hidle (611) 10:00am 12:30pm Psyc 12:30pm 2:30pm Read 2:30pm 4:00pm Stepha	26 7:00am 11:30am McKennon Eng 100 2:00pm 3:00pm MATH 120 (Malloy) 3:00pm 6:00pm Read 1	27 8:00am 10:00pm FC-Holiday	28 8:00am 10:00pm FC-Holiday	29 8:00am 10:00pm FC-Holiday
30 8:00am 10:00pm FC-Holiday	**Dec 1**	2	3	4	5	6

Danielle Fouquette

11/17/2014 12:20 PM

1

DEMO STATION EQUIPMENT
PROJECTED COSTS
2012-2013

ITEM DESCRIPTION	VENDOR	ESTIMATED COST	COMMENT
DEMO STATION EQUIPMENT			
Demo Desk	Sierra School Equipment	$1,923.34	Demo Station
Blu-Ray Disc Player	Troxell Communications	$141.15	Demo Station
8' Screen	Troxell Communications	$180.00	Demo Station
INM PANPTFX400U Projector	Troxell Communications	$1,492.34	Demo Station
AVE AVE355AF Document Camera	Troxell Communications	$580.77	Demo Station
Ceiling Mounts	Troxell Communications	$30.00	Demo Station
Projector Cage	Aztec Security	$360.00	Demo Station
HP Z220 Workstation	GST	$1,100.00	Demo Station
TLP 700TV - 60-518-02	Spinitar Presentation	$1,775.00	Demo Station
IPL 250 IP Link Ethernet Controller - 60-1026-81	Spinitar Presentation	$710.00	Demo Station
MLS 406MA - 60-560-02	Spinitar Presentation	$1,060.00	Demo Station
CableCubby 200 US, Blk 60-716-0A	Spinitar Presentation	$250.00	Demo Station
MP 101 D Black - 60-822-12	Spinitar Presentation	$210.00	Demo Station
BNCM-RCAM - 26-644-06	Spinitar Presentation	$9.00	Demo Station
AV RCA 6' - 26-643-06	Spinitar Presentation	$10.00	Demo Station
VGA-A M-M MD - 26-490-02	Spinitar Presentation	$25.00	Demo Station
VCM 100 MAAP Volume & Mute Controller	Spinitar Presentation	$45.00	Demo Station
SYM BNCM Cable Assembly 26-533-12	Spinitar Presentation	$22.00	Demo Station
SI 26 Surface Mount Speakers 42-072-02	Spinitar Presentation	$440.00	Demo Station
	Demo Station Total	$10,363.60	
	Spinitar total	$4,556.00	
Pricing is estimated - there may be additional charges for shipping not indicated			

C:\Users\mknoernschild\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\7OA7F290\2012-13 Demo Station Equipment Estimate.xls   12/2/2014

Division Deans' or appropriate Immediate Management Supervisor (IMS)
    Response Page

☒   *I concur with the findings contained in this Program Review.*

☐   *I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

Area of exception:

_____

_____

_____

_____

☐   *I do not concur with the findings contained in this Program Review (include a narrative exception):*

_____

_____

_____

_____