Instructional Programs

2017-2018 Self-Study

Three-Year Program Review Template
ENGLISH

HUMANITIES

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

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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.

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1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals 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 has worked diligently these last several years on developing flexible pathways for students to become successful learners. We not only offer a more traditional pathway in the composition sequence whereby students may take pre-transfer and then transfer-level courses, but we also offer an accelerated, open-access course (English 099). We are moving toward offering, beginning in the fall of 2018, a transfer-level English course that will be mostly open access, allowing students to self-select. Furthermore, the department offers a wide range of courses, including basic skills courses and transfer courses such as college writing and critical thinking that are required of all students who plan to transfer, and a variety of general education courses. Our courses help to lay a solid foundation for future college success, both at Fullerton College and beyond, and prepare students to be critical thinkers and thoughtful and engaged citizens of a diverse society.

Vision:

A core component of the courses in our curriculum includes building critical thinking, reading, and writing skills. Through the development of these skills, students will have the tools necessary to be empowered, informed, and thoughtful members of the community. Students in our courses examine ideas from a variety of viewpoints, cultures, and time periods, and thereby learn to appreciate and respect our diverse world. Our courses, especially the creative writing courses, also foster their creative instincts and lead to personal growth. Many of our courses include attention to the affective domain in

students. Students learn in our courses not only how to be successful students in college, but also to have a growth mindset, a habit of mind that will serve them well throughout their lives.

Core Values:

The English Department's values strongly align with the college's values. For instance, several of our courses meet the multicultural education requirement for graduation, and course content throughout our program reflects the diversity of our college and our world through reading and writing assignments. Moreover, the department's commitment to student equity is a foundational principle that has helped to transform the direction of the department. Indeed, the main impetus for creating the accelerated course (English 099) was to address equity issues. The department recognized that the traditional basic skills sequence harmed students' chances of making it to and through transfer-level English classes, and this long sequence with multiple exit points especially impacted students of color. We have focused a considerable amount of attention as a department on remedying this systemic equity issue by eliminating English 39, creating English 099, and creating English 101.

The department also values excellence; our rigorous and respected SLO assessment procedure reflects a commitment to regularly and systematically striving for better pedagogical practices to help students succeed. We expect continued professional growth among our full-time and our adjunct faculty, and regularly provide professional development opportunities to our faculty. Indeed, many of the department's faculty participate in professional development activities that serve the entire campus community. Our mentoring of both adjunct faculty and new full-time faculty also attests to our commitment to growth. The department values inclusivity; decisions at the department level involve all full-time and many part-time members of the department, whom we welcome to attend department meetings. Innovation in the name of improvement is a cherished value in the department and has led to drastic changes such as acceleration and English 101, as well as the creation and institutionalization our Fullerton College's literary journal, *Live Wire*. Many members of our department serve on important campus-wide committees and run programs that affect the entire student body. We also connect to the community by being involved in high-school outreach, community outreach, and sponsoring events like the campus-wide open mic night. All in all, the English Department not only "accepts our responsibility for the betterment of the world around us," but also works actively toward bettering the Fullerton College community and the world at large.

College Goals:

As one of the most high-impact and high-touch programs on campus, in part because the bulk of the student body takes one or more of our classes, the English Department plays a central role in increasing student success, decreasing the achievement gap, and strengthening the connection to the community. Through its basic skills and accelerated pre-transfer-level composition classes, the department meets the needs of under-prepared students. Fullerton College has seen an increase in the last few years of degrees and certificates awarded to students, the ultimate benchmark in student success. This trend validates the work of the English program, in light of how central our classes (particularly 100 and 103) are to the vast majority of student pathways.

Our accelerated course and our pilot English 101 Enhanced Instruction course help to reduce the number of exit points for students, thereby helping students get to and through the 100-level transfer-level and the critical thinking courses necessary to transfer. Through its participation in numerous programs such as TAP, Puente, ESP, and Honors, the department continuously demonstrates a strong commitment to increase the retention, success, persistence, and transfer rates of all students, particularly Hispanic and African-American students. Indeed, along with the Counseling Department, the English Department has doubled the size of the Puente Program since the last program review. Our commitment to honor the SLO process and to use that process to improve our courses also demonstrates our commitment to course retention, persistence, and success.

The department meets with area high-school English faculty in order to discuss the changes in their curriculum (through new standards like the Common Core) and how we can help make the transition to college smoother and more effective for students. The English Department has a committee that is dedicated to community outreach, and this committee has participated in such events as the Fullerton Art Walk. Faculty also invite speakers to campus and hold screenings that the public are welcome to attend. The Puente Program forges partnerships with local professionals through its mentor program.
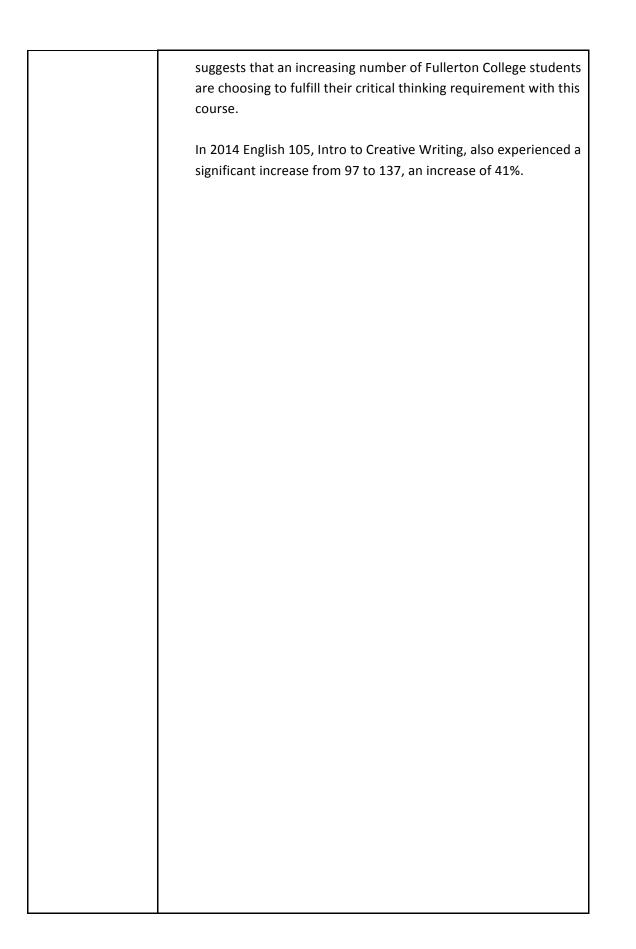
2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)
For each KPI listed below, analyze and report your findings and describe what they mean.
(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings

Enrollment	Between 2013 and 2017 the English department experienced an increase in student enrollment of just under 24%, from 11,366, to 14,020.
	Student headcount has increased a little less than 20%, from 8,890 in 2013 to 10,435 in 2017. The single greatest increase in both enrollment and headcount came in 2014, when both spiked by nearly 30%.
	Course Enrollments:
	When the college grows, the English department appears to grow even more: The college grew by 19.2% in enrollments in 2014, while the department grew by 28.3%. In addition, as the college was losing enrollments, the department was losing enrollments but at a slower rate.
	In 2014, nearly 80% of the increase came from three courses in the composition sequence:
	· English 60 accounted for nearly 30% of the total increase in enrollments in 2014, growing from 2,463 to 3,404, an increase of 38%.
	· That year a similar increase was experienced in English 59—which grew from 947 to 1,307, an increase of 38%.
	· English 100 has the largest enrollment, and enrollments in that course grew from 4,164 in 2013 to 5,345 in 2014—a 28% increase.
	This increase in enrollments in the composition sequence suggests that the English Department plays a significant role in Fullerton College's enrollment numbers.
	The remaining increase in 2014 occurred in a variety of courses, including the following:
	Enrollments in English 103, Critical Reasoning and Writing, increased significantly in 2014 (from 1,989 to 2,046, which is about 29%), and has continued to increase every year. This

suggests that an increasing number of Fullerton College students are choosing to fulfill their critical thinking requirement with this course.

In 2014 English 105, Intro to Creative Writing, also experienced a significant increase from 97 to 137, an increase of 41%.

Total FTES	**College FTES Generation (Resident)** 2013 = 15,979 2014 = 18,783 2015 = 18,988 2016 = 18,703 2017 = 18,314 English Program FTES Generation (Resident) 2013 = 1,450 2014 = 1,865 2015 = 1,995 2016 = 1,978 2017 = 1,902 The College's FTES for resident students grew by 17% between 2013 and 2014, then declined slightly over the next three years (about 2%), ending at 18,314. Non-resident FTES has steadily increased, with 11% growth from 2013 to 2017. The English Department's resident FTES has grown 31% between 2013 and 2017—much more than the college average. The English Department's non-resident FTES has also increased 28% between 2013 and 2017. This growth indicates the strength in the program's ability to generate FTES. It also demonstrates that the department responds quickly and vigorously to student demand and the college's and district's demands for growth.
Sections	The number of sections offered has risen significantly since 2013, when 419 courses were offered. That number jumped nearly 35% the next year to 561, then increased and decreased slightly the following two years (586 and 571) before returning to 560 in 2017. As with increased enrollment, most of the growth in sections has occurred in the composition sequence and the critical thinking courses, which is not surprising as these courses are part of the "Golden Four" required for transfer to a CSU or UC. The program has demonstrated the ability to grow significantly

	and quickly to help meet college growth targets. This increased growth should be met with an increase in full-time faculty to help teach the increased sections offered.

FTEF	**College Total FTEF**	**English Department Total FTEF**
	2013 = 994.5	2013 = 104
	2014 = 1,191.9	2014 = 139.5
	2015 = 1,239.7	2015 = 153.6
	2016 = 1236.8	2016 = 151.2
	2017 = 1245.8	2017 = 145.6

The overall FTEF for the college rose sharply in 2014, from 994 to 1191.

The College's Full Time FTEF by Contract has risen steadily, from 488 in 2013 to 606 in 2017. The school's overall Adjunct FTEF by Contract has also risen, from 393 in 2013 to 536 in 2017. Overload FTEF has remained steady at around 150.

English Department FTEF Total
In contrast to the college, the English department's FTEF has risen from 104 in 2013, peaking in 2015 at 153, and then dropping slightly in 2017 to 145.
Adjunct FTEF for the English department rose sharply in 2014, from 34 to 70, and then continued to rise, peaking in 2016 at 92, and falling slightly in 2017, to 80. English Full-Time FTEF has dropped slightly, from 61 to 58; however, our number of faculty has risen slightly from 36 in 2013 to 39 in 2017. The number of faculty teaching overload has stayed the same, hovering between 24 and 28, and the percent of overload FTEF has stayed the same, hovering around 6% or 7%.

The number of sections taught by full-time faculty has gone up and down slightly between 2013 and 2017: In 2013, 277 sections were taught by full-time faculty. The number of sections taught by full-time faculty stayed about the same in 2014 (278), but that number dropped in 2015 to 243 sections. It dropped again in 2016 to 223 , and rebounded to 259 in 2017. This latter number represents 46% of our sections.

Our number of sections taught by Adjunct Faculty has risen every year, with the exception of 2017, in which there was a decline. Starting in 2013, there were 142 sections taught by Adjunct Faculty; that number jumped--indeed, almost doubled-- to 283 in 2014 and peaked at 348 in 2016. In 2017, there was a

decrease to 301.

As our enrollment in the past five years has grown, our department has added more adjunct faculty (increasing by 110%) to keep pace. However, the department has not been able to keep pace in hiring full-time faculty. Indeed, the full-time faculty has only increased by 6%. This discrepancy points to the continued need to hire full-time faculty in the English Department.

English Dept FTEF in Comp Sequence (39, 59, 60, 100, 103, 104; including honors) Adjunct	English Dept FTEF (other courses) Adjunct
2013 = 36%	2013 = 0%
2014 = 52.8%	2014 = 14%
2015 = 61.5%	2015 = 16%
2016 = 64.8%	2016 = 13%
2017 = 58.6%	2017 = 6.8%

Fill Rate	The current fill rate in all courses is 93%, which is down from a high of 102% in 2013. The downward adjustment corresponds to an increase in number of sections--from 419 in 2013 to 560 in 2017. Thus, as the department added courses, there was less pressure on faculty to over-enroll students.
	The overall pattern of increased sections/leveling off of fill rate holds for courses in the composition sequence (ENGL 39, 59, 60, 99, and 100/100H) and courses that fulfill critical thinking requirements (ENGL 103/103H, 104, and 201), with a slightly lower fill rate in the latter group of courses (93.4%) than the former (94.6%).
	Even with an increase in sections offered, composition and critical thinking courses continue to have strong fill rates. The fill rate for composition courses has held steady over the past three years (94.2%, 95.2%, 94.6%), but the fill rate in critical thinking courses has dropped slightly each year. Following a high of 106.2% in 2013, the rate has dropped every year since (100, 96, 94.8, 93.4). This coincides with increases in the number of sections in these courses, from 85 to 132. Thus, even as the department has expanded the number of critical thinking courses by 55%, the fill rate is still within the department norms.
	One group of courses that has not held steady in filling are the department's literature offerings. Despite a decrease in the number of sections offered, our fill rate has declined from 93% in 2013 to 81% in 2017.

WSCH/FTEF	**College Total WSCH per FTEF**	**English Dept WSCH per FTEF**
	2013 = 496.9	2013 = 427.8
	2014 = 486	2014 = 408.5
	2015 = 472.5	2015 = 397
	2016 = 466.7	2016 = 400.7
	2017 = 454.9	2017 = 400.6

The overall WSCH per FTEF for the college has declined steadily, from 496 in 2013 to 454 in 2017.

English Department WSCH per FTEF
The English Department's WSCH has also decreased, with a decline in 2014 from 427 to 408, and then a tapering off to 400 in 2017.

WSCH per FTEF (comp)	**WSCH per FTEF (other courses)**
2013 = 425.9	2013 = 458.4
2014 = 406.7	2014 = 450.6
2015 = 395.8	2015 = 427
2016 = 401.1	2016 = 401.9
2017 = 400.7	2017 = 410.8

The English Department had much higher WSCH rates in the Literature and Creative Writing courses than in the Composition courses—ranging from 33 to 44 more in the years of 2013, 2014, 2015. That gap closed almost completely in 2016 and opened slightly (with a difference of 10) in 2017.

Retention	Fullerton College's Retention Rate held steady, dropping slightly from 84% in 2013 to 83% in 2017. By gender, the retention rate is similar, with females about one percent over males.
	The English Department Retention Rate mirrors the campus rate, at 84% in 2013 and 83% in 2017.

Retention Rate: Comp.
(39, 59, 60, 99, 100, 100H, 103, 103H, 104)
2013 = 84.4%
2017 = 83.2%

Retention Rate: other courses

2013 = 85.1%
2017 = 85.5%

The Retention Rate for Literature and Creative Writing Courses is slightly higher than the rates for the Composition Sequence (by about 1%).

Success	**The College's Success Rates** dipped by 2% in 2014/2015, but started and ended at 68%. **The English Department's Overall Success Rates** dipped from 71% in 2013 to 68.6% in 2014 and held at around 69% for the next 3 years. **Success Rate: Comp Sequence** (39, 59, 60, 99, 100, 100H, 103, 103H, 104) **Success Rate: other courses** 2013 = 70.3% 2013 = 76.4% 2014 = 68.1% 2014 = 74.0% 2015 = 68.7% 2015 = 73.3% 2016 = 68.8% 2016 = 76.5% 2017 = 68.6% 2017 = 75.2% Our Literature and Creative Writing Courses have around 6-8% higher success rate than the composition courses. Between 2013 and 2017: ● English 39 success rates dipped from 63.7% to 59%. ● English 59 success rates decreased from 72.7% to 60.2% ● English 60 success rates dipped from 69.8% to 66.9% ● English 99 success rates remained steady at around 60% (give or take 1%) ● English 100 success rates remained steady at around 68% (give or take 1%) ● English 103 success rates remained steady at around 75% (give or take 1%) Trends in success rates seem to underscore the need for more full-time faculty. As discussed above, the number and percentage of sections (particularly in our composition sequence) taught by adjunct faculty has risen significantly over the past three years while the number and percentage of sections taught by full-time faculty has not kept pace. Adjunct faculty tend to be less experienced, less familiar with the program's curriculum and sequence, and less able to meet with students outside of class to offer extra support. Furthermore, the program's composition sequence is changing rapidly and

differs substantially from many other area community colleges (most notably English 099, but also English 59 and 60 which demand that students respond to outside texts and write complete essays). More regular and rigorous training for adjunct faculty who may not be familiar with our program is thus also needed, but this training puts an added strain on full-time faculty. Ultimately, a higher full-time to adjunct- faculty faculty ratio is essential to a strong program and higher success rates.

2.2 Peer Institution Comparison

Complete the table below.

College/Program:	FC	Cypress	Glendale	Golden West	San Diego Mesa	Statewide
Retention:	F 2016 84.2% F 2015 85% F 2014 84.4% F 2013 84.2%	F 2016 86.3% F 2015 84.1% F 2014 85.5% F 2013 84.3%	F 2016: 84.5% F 2015: 86.4% F 2014: 85.6% F 2013: 84.7%	F 2016 88.1% F2015 86.4% F2014 87.9% F2013 89%	F 2016 86.% F2015 88.5% F 2014: 88% F 2013 87.4%	F 2016: 86.2% F 2015: 86.5% F 2014: 87% F 2013: 87.5%
Success:	F 2016 68.6% F 2015 69% F 2014 70% F 2013 69.4%	F 2016 72.8% F 2015 71.5% F 2014 72.3% 2013 72.1%	F 2016: 70.7% F 2015: 70.3% F 2014: 67.5% F 2013: 69.3%	F 2016: 70.5% F 2015: 66.3% F 2014: 70.6% F 2013: 71.2%	F 2016: 71% F 2015: 73.4% F 2014: 72.3% F 2013: 73.3%	F 2016: 67.6% F 2015: 67.3% F 2014: 68.8% F 2013: 69.4%

Degrees Awarded:	2017: 37 2016: 31 2015: 31 2014: 21 2013: 19	2017: 22 2016: 11 2015: 1 2014: 1 2013:NDA	2017: 36 2016: 25 2015: 14 2014: 3 2013:8	2017: 21 2016: 25 2015: 31 2014: 8 2013: 10	2017: 37 2016: 30 2015: 21 2014: 15 2013: 14	
Certificates Awarded:	No Data					
Transfers:	No Data					

How does your program compare with peer institutions? Provide a *narrative* of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

Our success and retention rates are generally comparable to peer institutions as well as to statewide numbers.

When examining the success and retention rates for the last few years, two factors should be considered:
1. In 2015, the department added an accelerated, open-access composition course, ENGL 099, which has pulled from two other basic skills courses, ENGL 59 and ENGL 60. This course was immediately a very popular option, with the fill rate each semester at or near 100%. Enrollments for ENGL 099 were 800 and 815 in the last two years. This innovative course is very challenging and meets for five hours per week.
2. In the Fall of 2016, the department introduced a pilot course, ENGL 100 Enhanced Instruction. Like ENGL 099, this course combines accelerated pedagogy and an innovative placement approach that relies heavily on guided self placement and multiple measures. This course ultimately increases the

number of students placing directly into ENGL 100 and reduces exits points for students seeking a degree or transfer.

Despite these significant projects that have the potential to significantly reduce the amount of time it takes students to fulfill a major requirement for degree or transfer, the English department has maintained its retention and success rates. Furthermore, success rates in particular are comparable to those of peer institutions.

Like Glendale and San Diego Mesa, our program continued to show significant progress in degrees offered, nearly doubling the number of AA's and ADT's from 2013 to 2017.

2.3 Achievement Gap
Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
Males	82	66.5
Females	84.6	71.7
Asian-American	88	79.2
African-American	81.6	61.7
Filipino	85.2	76.3
Hispanic	82.1	65.9
Native American	88	84
Other Non-White		
Pacific Islander	80	65.9
White	85	74.9

Unknown	84.5	73.1
Range (Max-Min)	80-88	61.7-84

2.4 Program Effectiveness

The English Department's fill, retention, and success rates indicate that the program is highly effective. Compared to the previous Program Review, the achievement gap numbers have improved somewhat in all but one category (the success rates for Pacific Islander students).

The streamlining of the composition sequence, especially since the offering of English 099 (in the fall of 2014) and the elimination of English 39 (in the spring of 2016) along with the piloting of English 100-Enhanced Instruction (since its inception in the fall of 2016), has helped students move through and succeed in the sequence more quickly (see details below in section 3.1 number 2). The program has also increased the number of English 099 sections from 26 in 2014-2015 to 33 in 2016-2017. Part of the effectiveness of this course can be attributed to the multiple-day training that almost all who teach the course receive in addition to a year-long mentoring component for instructors teaching the course for the first time. This training is intensive and a time commitment for the full-time faculty who lead it. This strain becomes increasingly more onerous given the number of adjunct faculty who teach an increasing number of sections in the department. Furthermore, because of the instability in and turnover of the adjunct pool, this training becomes even more important and more of a strain on resources.

In part due to the streamlining of the composition sequence, persistence rates are strong (see 3.1 number 3). Success rates are fairly stable overall despite increased growth in enrollment and despite the increased percentage of sections taught by full-time faculty. The program would like to see success rates improve in the next three-year cycle. While we think that courses like English 099 and English 101: Enhanced College Writing (which will be offered in the fall of 2018) will help boost success rates if training is continued, the most important factor to achieving success is an increase in the full-time to adjunct-faculty ratio. Especially if we expect to increase the success rates of men and, specifically, men of color, the English Department needs more full-time faculty teaching more sections.

As part of the 1 million-dollar Pathways Transformation Initiative Grant, the program has been able to increase our work with the counseling department to assist students in guided self-placement. In collaboration with counseling, students are introduced to growth mindset and informed about the course and sequence options that exist and are guided in choosing the right English course for them. Many students chose to enroll directly into English 100 instead of taking a pre-transfer-level class. We expect the number of students who choose this option to increase once English 101 is offered. See details in 3.1 number 2.

As mentioned above, the training of adjuncts has been a priority for the English Department. Over the three-year Program Review cycle, the program has worked with Staff Development to expand adjunct training and to offer several professional development days for adjunct faculty. Initially, the department offered learning days in January and June. But, the department has had to reduce those opportunities for adjuncts to learn about our program, our students, and our courses. We now offer training once per year, in June. To increase student success, the training should be offered more often. However, organizing and facilitating these trainings puts a strain on the full-time faculty. The more we can increase the full-time to adjunct faculty ratio, the less of a strain on the full-time faculty these trainings become, as more and more full-time faculty are able to teach the sections offered.

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.

Increase in Growth
One clear trend has been that we have been in a period of growth since the last review cycle. Because of this growth, the English Department has been able to increase the number of sections offered to students. The number of sections offered has risen significantly since 2013, when 419 sections were offered. That number jumped nearly 35% the next year to 561, then increased and decreased slightly the following two years (586 and 571) before returning to 560 in 2017. As with increased enrollment, most of the growth in sections has occurred in the composition sequence and the critical thinking courses, which is not surprising as these courses are part of the "Golden Four" required for transfer to a CSU or UC. The program has demonstrated the ability to grow significantly and quickly to help meet college growth targets. However, this increased growth should has not resulted in a commensurate increase in full-time faculty.

Emphasis on Guided Self Placement and Multiple Measures
Over the last few years, in part due to our implementation of the Pathways Transformation Initiative Grant, more students are opting to enter the English Composition sequence in either English 099 or English 100 because of guided self placement and/or the use of multiple measures, including high-school GPA. These students are moving to and through English 100 more efficiently.

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

Part-Time to Full-Time Ratio
Because the college and department have been in a growth mode over the past few years, more sections in the English Department are taught by adjunct faculty. As our enrollment in the past five years has grown, our department has added more adjunct faculty (increasing by 110%) to keep pace. However, the department has not been able to keep pace in hiring full-time faculty. Indeed, the full-time

faculty has only increased by 6%. This discrepancy points to the continued need to hire full-time faculty in the English Department.

Although we have a strong training and mentoring program for adjunct faculty, we do not have the number of full-time faculty members who can preserve the strength and intensity of this training and mentoring. The size of our adjunct faculty has grown from 142 in 2013 to 301 in 2017. (As a comparison: our full-time faculty only grew from 37 to 40, despite the large surge in both student enrollment and faculty hiring) While individual adjunct faculty members may be very qualified, the overwhelming number of adjunct faculty who teach in our program presents a strain on the resources of the program. Furthermore, because our program has been undergoing significant change over the past few years (e.g., with its adoption of an accelerated pedagogy and a more open-access model), change that not all area colleges have undergone, our program requires continuing professional development to understand these changes. Providing that professional development to so many adjunct faculty becomes all but impossible with the lack of commensurate full-time faculty.

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?

1. Growth

Our department saw significant growth in the last three years, even after accounting for the overall growth seen college-wide. Whereas Fullerton College grew at 19.2% over the last three years, the English Department saw growth of 28.3%, which suggests we are a key driver in the overall growth trend for the college. Similarly, our resident FTES grew at 31% from 2013-2017, while our non-resident FTES grew at 28%. Although much of our growth is obviously reflected in our composition sequence, our Creative Writing class experienced significant growth of 41%, likely due to our successful institutionalization of our literary journal *Live Wire*, which was first published in 2013 to coincide with the Fullerton College Centennial and is now published once a semester.

2. Streamlined Sequence

Our department began offering English 099: Accelerated Preparation for College Writing, in the fall of 2014. We've begun piloting English 100 Enhanced Instruction (EI), which will be known as English 101: Enhanced College Writing, in the fall of 2018, a mostly open-access, transfer-level freshman composition class. The goal of both of these courses was to streamline our sequence and help students move through it more quickly. We have been successful. The roughly analogous 3-year success rate between 59 and 99 (62.9% to 60.3%) means that students are reaching English 100 faster. Data show that students who began the sequence in English 099 succeed at a higher rate than students who started in English 059 (see below in section 5.2). Although we are still in the initial pilot phase of English 100 EI, the early data are similarly promising. 100 students completed 100EI in the fall of 2016 and when accounting for where they would have traditionally been placed, they saved 138 semesters by taking and passing 100EI. Two other additional data points: 100EI has so far reduced the achievement gap among Hispanic students. They succeed at a 0.8% lower rate in 100EI compared to white students; in

traditional 100, that number is 10.5%. Finally, the early data from 100EI also show a greater persistence on the part of our students: 89% of students who passed 100EI in the fall of 2016 persisted at Fullerton College, compared to an overall persistence rate of 70%.

As part of our Pathways Transformation Initiative grant, we began working with counseling to assist students in guided self-placement, encouraging them to adopt a growth mindset and informing them about the options that exist for them and helping them choose what might be the best English course to start in. As a result of this, in the fall of 2016, 70 students who originally placed into basic skills classes enrolled in traditional English 100 and succeeded at 67% overall, identical to overall three-year success rates for that course.

These are several prominent examples of the steps our department has made to streamline our sequence.

3. Stronger Persistence Throughout Sequence
One of the other reasons we've been able to streamline our sequence effectively is because we've strengthened persistence throughout it as well. This is most obviously seen in the rise in enrollments in English 103/104, our critical thinking classes. Enrollments in these two courses rose from 2,181 in 2013 to 3,270 in 2017. Despite this 30% surge in enrollment, success rates have remained stable: 75.7 in 2013 and 75.1 in 2017. African American females and Hispanic males represent the only sub-populations suffering an achievement gap, two out of last five years and one out of the last five years, respectively.

English 100 Enhanced Instruction is also helping persistence. Our three-year completion rate for English 100 is 39%--in other words, 39% of Fullerton College students will pass English 100 within three years. Yet 36% of the Fall 2016 cohort of students have already passed English 100, after only two semesters of our pilot 100EI course (4 sections in fall, 7 sections in spring).

Finally, our accelerated developmental English class, English 99, has strengthened our persistence as well. Students who enrolled in English 99 in fall 2014 and fall 2015 have since completed English 100 at analogous (and in some cases, superior) rates to other developmental classes, thus proving students are a) completing transfer-level English faster; b) demonstrating the rigor of our English 99 course.   For Fall 2014 and Fall 2015 cohorts, far more English 99 enrollees have taken and passed English 100 than the same 059 cohorts, demonstrating again the improved efficiency of our sequence and our improved rates of persistence.

4. Increased African American male success in English 60
For a more granular example of program effectiveness, success in English 060 for African-American males has grown from 36.3% to 62.9%. A 5-year achievement gap persists but the gap is much smaller and has disappeared over the last two years. Our department remains determined to erase any achievement gaps that exist within our program.

3.2. What are the weaknesses of your program

1. Dependence on Adjunct Faculty

Our program continues to rely heavily on adjunct faculty. In spite of the recent full-time faculty hiring, we still maintain a low FTEF number, even in comparison to other large departments. Evidence of this can also be seen in the percentage of sections taught by adjunct faculty: 34% in 2013 rising to 54% in 2017. The size of our adjunct faculty has grown from 142 in 2013 to 301 in 2017. The reason why this "weakens" our program is not due to the faculty members themselves; they are more often than not diligent and dedicated educators, and often they infuse our program with innovative practices. But because they teach at multiple schools, they are usually not privy to the discussions at department meetings and have less chance to participate in other professional learning opportunities. They are thus often left out of decisions that our department makes and rely sometimes on second- or third-hand accounts of that information. This hampers our ability to maintain a cohesive program. It is not just the size of the adjunct pool either; there has been a spate of full-time hiring across the LA/OC region in the last three years. Thus, there has been significant "churn" in our adjunct faculty, with many brand new instructors being hired, only working for a semester or two, and then moving on. Again, this presents a challenge in terms of maintaining a cohesive pedagogical approach to our sequence. Lastly, because our adjunct faculty are not paid for office hours and are given very little space to hold any kind of office hours, it is difficult for them to meet with students in a way that is both quiet and private. Since instructor to student contact is so relevant to ensuring retention and success in our courses, this also weakens the strength of our program.

2. Falling Enrollment in Literature Courses.

We have a seen a drop in enrollments in our 200-level literature courses. The fill rate has dropped from 93% in 2013 to 77.5% in 2017, and overall lit enrollments have dropped from 854 in 2013 to 688 in 2017. The decline has been particularly severe for evening class enrollments: 240 in 2013 to 135 in 2017, reflected in part by the fact that a couple evening classes had to be cancelled due to low enrollment. This drop may be a result of a streamlined transfer-model curriculum that prioritizes "essential classes" that students need to take to transfer, instituted by the state a few years ago. Nevertheless, these classes do fulfill GE requirements, and we as a department need to commit to doing a better job getting students to take these classes. (Note: both the retention and success rate for these classes remain high.)

3.   Achievement Gap in English 100

African American students, both male and female, and Hispanic male students continue to experience an achievement gap. In order to maintain equity in English 100, key subpopulations must succeed at a minimum of 63.2%. African American females, over a five-year period, succeed at 61%; African-American males, 57.3%; Hispanic males, 61.5%. There have been improvements over the last five years (particularly with African-American males, who have risen from 49.4% to 61.4% from 2013 to 2017), but

our department still must improve, especially considering the centrality of English 100 to a student's success at Fullerton College.

3.3 What opportunities exist for your program?

1. Participation in Guided Pathways initiative and Readiness for AB 705 Implementation.

Our department is well positioned, through our English 99, English 101, and our partnership with Counseling to help students with guided self-placement, to take advantage of the resources available from and meet the objectives of statewide Guided Pathways initiative. Similarly, we are in a great position to adapt to the implementation of Assembly Bill 705 without needing to make too many adjustments to how we onboard students into our sequence, help accelerate them through the sequence, or the resources we make available to them while they are taking our classes.

2. Institutionalization of English 101: Enhanced College Writing

Over the next three years, our department has a great opportunity to institutionalize English 101, by offering additional sections of it and providing funding for the embedded tutors with general funds (as opposed to "soft money" obtained through grants or special programs from the state). This opportunity exists because the structure and rationale for English 101 dovetails perfectly with statewide trends alluded to above. To reiterate, however, the embedded tutor is a core part of the pedagogy of this class. The tutor is in class all five hours of class time each week, and he or she is available to students for a minimum of two hours outside class. The tutor is a critical asset to the instructor in terms of addressing students with different readiness levels (reminder: this course is almost entirely open access; a very low score on the placement test is the only prerequisite), and integrating study skills and other student success strategies into the curriculum, which largely constitutes the "enhancement" of the class. For this reason, and the centrality of this class to not only our program but the college's mission, we need the college to commit to funding the tutors from the general fund, as opposed to relying on equity funds, SSSP funds, etc.

3.4 What challenges exist for your program?

1. Dip in Overall Success Rates

As enrollment increased over the last few years, our success rates dipped. The drop was most pronounced in English 059, largely attributable to more 039 students enrolling in 059. For context, English 039 was our open-access, "lowest" basic skills course, three levels below transfer. It was deleted from the catalog after Spring 2016. Once this was eliminated, it stands to reason that many students that would have once placed into English 039, in other words the least prepared students, began enrolling in English 059 instead as of Fall 2016. Additionally, it also stands to reason that some of the more motivated 059 students opting for 099 instead (English 099 started in Fall 2014). There is little doubt that some of this is natural: as enrollment surges, retention and success drops. Some of it might also be attributable to the often-changing and large adjunct pool mentioned above; after all, they teach a majority of our courses. In any case, despite the progress made in various areas, pushing our success

rates up 2-5% remains a challenge. Hopefully, English 099, English 101, and our guided self-placement process will assist us in meeting this challenge.

2. Male students of color in English 099

In general, English 099 has helped accelerate students through the composition pathway as mentioned above. However, both African American and Hispanic male students have experienced an achievement gap. In terms of a three-year average, 53% of Hispanic males succeed and 50% of African-American males do; the overall success rate is 58%. White students are the most successful, with a three-year average of 68%. It should be mentioned that overall English 099 has helped students make it to and through English 100; however, maximizing those gains for our students who are men of color remains a challenge.

3.   Changes in Funding Streams

For the last several years, many of the special programs on campus we've participated in rely upon several different sources of state funding: the Basic Skills Initiative, Student Equity, Pathways Transformation Initiative, etc. Recently, there have been some indications that the sources of state funding may be changing--either being eliminated or "braided together" into one source. The challenge for our department is to be prepared to take advantage of additional funding opportunities as they become available (i.e Guided Pathways) and stay abreast of other changes made to existing funding streams. Another challenge is for us to prioritize certain needs and argue for these to be paid for out of the general fund, for example our imbedded tutors in English 101.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

Composition Program

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
	Employ appropriate methods of development for sustained expository essays	Sept 2015	March 2016	March 2016- May 2018	4

	Use sufficient, relevant information from outside sources to develop their essays.	Sept 2015	March 2016	March 2016- May 2018	4
	Integrate information and ideas from sources effectively in their own writing.	Sept 2015	March 2016	March 2016- May 2018	4
	Conform to the conventions of the MLA documentation system.	Sept 2015	March 2016	March 2016- May 2018	4

4.2 Assessment: Complete the expandable table below.

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. Employ appropriate methods of development for sustained expository essays | We collected final essays from a representative selection of ENGL 100 students who completed the course.

We assessed using trait scoring. Successful assessments employed appropriate methods of development. | We assessed about 112 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 used their own assignments, and the committee had access to the writing prompts when assessing.

82% met the standard

18% did not meet the standard | Decided that a 'norming' session is vital for assessing with this methodology.

Requested funding for additional training for adjunct faculty.

Next assessment of English 100 will include a common assessment.

Pedagogical shift away from gathering many sources to using sources effectively. |

| 2. Use sufficient, relevant information from outside sources to develop their essays. | We collected final essays from a representative selection of ENGL 100 students who completed the course. We assessed using trait scoring. Successful assessments used relevant information from outside sources to develop their essays. | We assessed about 112 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 used their own assignments, and the committee had access to the writing prompts when assessing.

76% met the standard

24% did not meet the standard | Decided that a 'norming' session is vital for assessing with this methodology.

Requested funding for additional training for adjunct faculty.

Next assessment of English 100 will include a common assessment.

Pedagogical shift away from gathering many sources to using sources effectively. |

3. Integrate information and ideas from sources effectively in their own writing.	We collected final essays from a representative selection of ENGL 100 students who completed the course. We assessed using trait scoring. Successful assessments integrated information and ideas from sources effectively in their own writing.	We assessed about 112 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 used their own assignments, and the committee had access to the writing prompts when assessing. 80% met the standard 20% did not meet the standard	Decided that a 'norming' session is vital for assessing with this methodology. Requested funding for additional training for adjunct faculty. Next assessment of English 100 will include a common assessment. Pedagogical shift away from gathering many sources to using sources effectively.

| 4. Conform to the conventions of the MLA documentation system. | We collected final essays from a representative selection of ENGL 100 students who completed the course.

We assessed using trait scoring. Successful assessments conformed to the conventions of the MLA documentation system. | We assessed about 112 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 used their own assignments, and the committee had access to the writing prompts when assessing.

80% met the standard 20% did not meet the standard. | Decided that a 'norming' session is vital for assessing with this methodology.

Requested funding for additional training for adjunct faculty.

Next assessment of English 100 will include a common assessment.

Pedagogical shift away from gathering many sources to using sources effectively. |

Literature

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed

	Analyze a text based on its literary, historical, social, and/or cultural significance	Ongoing	Ongoing	Ongoing	3 semesters, dating from Spring 2016
	Explain the stylistic, formal, thematic, and/or rhetorical elements of a text in order to reveal its artistic and/or historical contributions to literature.	Ongoing	Ongoing	Ongoing	3 semesters, dating from Spring 2016

4.2 Assessment: Complete the expandable table below.

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. *Analyze a text based on its literary, historical, social, and/or cultural significance*	All students enrolled in English 102 and select 200-level literature courses are assessed each semester on an ongoing basis. Assessment is done at the end of the semester by individual instructor who takes into account the entirety of the student's performance on class work.	English 102: 202 assessments 87% met standard 13% did not English 211: 60 assessments 80% met standard 20% did not English 212: 180 assessments 91% met standard 9% did not English 221: 126 assessments 83% met standard 17% did not English 222: 80 assessments 94% met standard 6% did not English 224: 20 assessments 85% met standard 15% did not English 225: 34 assessments 94% met standard 6% did not English 207: 21 assessments 76% met standard 24% did not English 208: 81 assessments 96% met standard 4% did not	SLOA results were extremely positive. Department discussed whether or not to institutionalize a writing SLO for these courses. Department has begun discussing ways to increase enrollment in these courses.

		English 246: 34 assessments 100% met standard English 243: 150 assessments 79% met standard 21% did not	

| 2. *Explain the stylistic, formal, thematic, and/or rhetorical elements of a text in order to reveal its artistic and/or historical contributions to literature.* | All students enrolled in English 102 and select 200-level literature courses are assessed each semester on an ongoing basis. Assessment is done at the end of the semester by individual instructor who takes into account the entirety of the student's performance on class work. | English 102: 202 assessments 88% met standard 12% did not

 English 211: 30 assessments 80% met standard 20% did not

 English 212: 90 assessments 88% met standard 12% did not

 English 221: 63 assessments 83% met standard 17% did not

 English 222: 39 assessments 92% met standard 8% did not

 English 224: 10 assessments 90% met standard 10% did not

 English 225: 17 assessments 100% met standard

 English 207: 21 assessments 76% met standard 24% did not

 English 208: 39 assessments 92% met standard 8% did not

 English 246: | SLOA results were extremely positive. However, department agreed to include in all 200-level literature courses introductory material since students can take these courses without taking English 102, and, as such, may struggle with this SLO.

 Department has begun discussing ways to increase enrollment in these courses. |

		17 assessments 100% met outcome English 243: 50 assessments used 66% met standard 34% did not	

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

All of our program-level SLOs have been assessed on an ongoing basis.

We assess English 100 every three years. It's a three-semester process: We collect the data (generally a representative sample of research-based, expository essays. We work with OIRP to determine who and what should be included in a representative sample.) in semester 1; in semester 2, a group of faculty who is teaching and/or regularly teach English 100 reads these essays and, using a "collective scoring" model, assesses them based upon the four-course SLOs, and then reflects on the data (closing the loop). In semester 3, the data and reflection are shared with the entire department and recorded into eLumen.

We assess our literature program SLOs differently. Because a range of 200-level literature courses is offered every semester, we collect data from all students every single semester.   Data are obtained by asking the faculty member teaching each class to assess each student at the end of the semester based upon their performance on core course assignments. The data are compiled the next semester and then distributed to the faculty who taught the course. All of these faculty members then meet to reflect on the data and close the loop. This analysis is then shared with the entire department.

4.4 How has assessment of program-level SLOs led to improvements in student learning and achievement?
The most recent results for English 100, though positive, revealed some pedagogical concerns. Students were spending too much time gathering lots of sources for their research papers as opposed to selecting several rich sources that could be used to develop their theses effectively. We responded by re-calibrating our approach to the course to focus on development and structure, attempting to limit to a reasonable amount the sources students should be using (five or fewer). We also used our already-scheduled professional learning days for our adjunct faculty to communicate this instructional revision to them. To better gauge student work, the department will use a common assignment as part of the next assessment.

Our PSLO results for 200-level literature courses have also been extremely positive. However, because English 102, our introductory literature class, is not a pre-requisite for these classes, two interrelated questions have arisen: To what extent do students require remediation in literary analysis? Are retention and success rates of students in 200-level literature courses affected by whether they have previously taken English 102? As of now, a data request has been sent to OIRP to see how the retention and success rates of students in 200-level literature courses who have previously or concurrently taken 102 compare to those who haven't.

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

The success of our PSLO assessments for our literature program is in part reflected by the increase of degrees, both our AA and AA-T, in the last three years. After awarding 19 degrees in 2013 and 21 in 2014, we awarded 32, 31, and 37 in the three successive years. Similarly, 572 students were declared English majors in 2013; 690 were for 2017, an indication that our pipeline remains strong.

In regards to our PSLO assessments for English 100, one needs only to look at the uptick in total degrees awarded across campus: from 1,635 in 2013 to 2,302 in 2017, roughly a 40% increase. English 100 is a core course across campus, one of the "gatekeeper" classes that most students must pass through in order to obtain a degree or certificate. Comparing 2017 data to 2013 data for English 100, one sees that total enrollments, retention rate, and success rate have all increased, in part a testament to the efforts our department has made at improving instruction and student learning through our SLO process.

4.6 What challenges remain to make your program level SLOAs more effective?
For our literature PSLOs: The range of classes offered presents a challenge. Courses in early World Literature, the survey of poetry, the study of Shakespeare, and a seminar in Science Fiction are examples of courses that reflect a wide, varied program with myriad areas of interest for students. It is difficult to develop methods and standards of assessment which is why we meet regularly to discuss the results. Additionally, many of our literature classes are only offered once a year, or in some cases once every four semesters, which makes it difficult to develop a corpus of student work with which we can ascertain what is working and what isn't in terms of instruction. It should again be noted that our results are positive, but attention to our literature program must be paid regularly in order to maintain such excellence.

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.
· Strategic Action Plan #1: Strengthen composition program coherence through ongoing training for part-time faculty.

· Strategic Action Plan #2: Increase student access to full-time English faculty.

· Strategic Action Plan #3: Evaluate effectiveness and viability of online instruction and expand online course offerings.

· Strategic Action Plan #4: Increase the number of students receiving either an AA or AA-T in English and increase the number of students enrolled in literature courses, improving efficiency.

· Strategic Action Plan #5: Open a dedicated English Department instructional computer lab.

· Strategic Action Plan #6: Update and enhance technology in department classrooms in order to increase student engagement, using interactive classroom technologies.

· Long term goal #1: Hire additional full-time faculty.

· Long term goal #2: Consolidate our program

· Long term goal #3: Current Technology

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

· **Strategic Action Plan #1: Strengthen composition program coherence through ongoing training for part-time faculty.**

In addition to our two normal meetings with part-time faculty that take place just before the spring and fall semesters begin, the department has been holding professional learning days twice a year, once in the summer intersession and once in the winter intersession. Adjunct faculty have been invited along with full time faculty to discuss emergent pedagogical issues as well as ongoing challenges. Overall success in our composition classes has improved slightly since the completion of our most recent self study (68.2% to 68.5%).

Much of the ongoing training for part-time faculty has been focused on English 099. Beginning in the summer of 2014, we instituted a week-long training program for English 099. The majority of our attendees for that program, as well as the three subsequent annual trainings, have been adjunct faculty, which is understandable since a) they can get paid; and b) becoming familiar with acceleration is bound to help their professional development. As a result of this, a large percentage of English 099 sections have been taught by adjunct faculty. Because of our extensive training and the promise offered by English 099 of a one-semester pathway to transfer-level English, our program is much stronger and coherent.

 When discussing this goal three years ago, we predicted that English 099 would strengthen our program by accelerating students through the sequence (saving them time and money) while also helping them pass English 100 at analogous rates to students who had taken the traditional pathway. When considering the Fall 2014 cohort of first-time students:
   ● 19.8% of students who started in English 039 have by now enrolled in English 100.
   ● 40.3% of students who started in English 059 have by now enrolled in English 100.
   ● 66.2% of students who started in English 060 have by now enrolled in English 100.
   ● 60.7% of students who started in English 099 have by now enrolled in English 100.
And:
   ● 15.7% of students who started in English 039 have by now passed English 100.
   ● 29.4% of students who started in English 059 have by now passed English 100.
   ● 52.9% of students who started in English 060 have by now passed English 100.

- 45.4% of students who started in English 099 have by now passed English 100.

English 099's percentages are superior to both 039 and 059 and roughly commensurate to English 060. Add to this the fact that 44.7% of the students who enrolled in English 099 for that cohort placed into 059 and 27.2% placed into 039, but opted to take open-access 099 instead, and it's clear we have strengthened the developmental pipeline.

A simpler, but perhaps more telling, look at the data:

For the Fall 2014 cohort:
- Students who placed into English 059 and took English 059: 40% have since taken English 100 and 29.4% have since passed it.
- Students who placed into English 059 *but took English 099 instead,* 67.7% have since taken English 100 and 53.1% have since passed it.

For the Fall 2015 cohort:
- Students who placed into English 059 and took English 059: 39.4 % have since taken English 100 and 29.5% have since passed it.
- Students who placed into English 059 *but took English 099 instead,* 69.7% have since taken English 100 and 56.4% have since passed it.

As a final indicator of program coherence, our prediction from the last program review, when we made this a goal, was that students who progress through the developmental sequence would succeed in transfer level English at roughly the same rate, thus proving that both our traditional and accelerated developmental pathways adequately prepare students for 100 in analogous ways.

For the Fall 2014 cohort of first-time students:
- Of the students who started in basic skills (039, 059, 060, 099) and made it to English 100, 78.0% of them succeeded in English 100.
- Of the students who placed directly into English 100, 81.7% succeeded.

For the fall 2015 cohort of first-time students:
- Of the students who started in basic skills (039, 059, 060, 099) and made it to English 100, 79.8% of them succeeded in English 100.
- Of the students who placed directly into English 100, 81.3% succeeded.
- To reiterate, a majority of sections are taught by adjunct faculty. The numbers above indicate that our expanded trainings, as well as our accelerated pre-composition class, have made our program stronger and more coherent.

· **Strategic Action Plan #2: Increase student access to full-time English faculty.**

At end of last program review, we had 35 full time faculty. Our goal was to add two per year as "growth hires," hired in addition to any replacement faculty for retirees. If our goal had been met, we would have 41 full time faculty now. Currently, we have 40 full time faculty, one short of our goal. Although we have hired 12 new faculty in the last three years, this has been offset by the loss of 7 other tenured faculty. Our overall success and retention rates have slightly increased, although they have slightly decreased in basic skills courses. Again, as mentioned above, because of our increased investment in acceleration, other metrics besides course success should be considered. English 099 and now English 100 Enhanced Instruction have helped students progress to and through our composition sequence much more efficiently, and this is directly related to the new full time faculty we have hired. Our new faculty have participated in our training for both courses, and most of them have taught either English 099 and/or 100EI.

· **Strategic Action Plan #3: Evaluate effectiveness and viability of online instruction and expand online course offerings.**

The department has spent the last couple years 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.

The pilot faculty gave three presentations to the English department faculty during department meetings over the course of 4 semesters of the pilot, sharing some best practices for and data findings from the pilot regarding student retention.

With the support from FC Staff Development, a group of instructors, across disciplines but including the pilot faculty, created and launched the Online Teaching Certificate (OTC), which offered a series of workshops. The workshops were and are facilitated by this group of instructors, including the pilot faculty. To achieve the Online Teaching Certificate, an instructor must complete 20 hours total from the series of workshops that make up the OTC. Additionally, online instructors across disciplines within the Humanities Division convened an ad hoc task force to create the Humanities Division Online Teaching Guidelines. Together the OTC and the Humanities Division Online Teaching Guidelines provide a training program and methods to best prepare for teaching online in the English department and contextualize the demand and rigorous standards that are in place to teach online in the English department and Humanities Division. Currently there are a handful of full-time English instructors who have completed the OTC as well as a couple of part-time instructors. The pool of certificated instructors, via the OTC, is expected to grow since several English instructors are making progress in the OTC program.

Completion and Success Rates, comparing four semesters of F-2-F (lecture) and online ENGL 100 data, specifically Spring and Fall 2015 and Spring and Fall 2016, were compared to previous offerings, showing an increase in student completion and success. A request for Spring 2017 data was submitted in October 2017. The following are data from English 100:

Semester	Type-Course	Completion	Success	ID Count
S15	**Lecture**	**79.00%**	**65.00%**	**2225**
S15	**Online**	**67.00%**	**57.00%**	**54**
F15	**Lecture**	**85.00%**	**70.00%**	**2382**
F15	**Online**	**61.00%**	**51.00%**	**49**
S16	**Lecture**	**81.00%**	**65.00%**	**2384**
S16	**Online**	**81.00%**	**77.00%**	**48**
F16	**Lecture**	**84.00%**	**69.00%**	**2560**
F16	**Online**	**65.00%**	**61.00%**	**49**

· **Strategic Action Plan #4: Increase the number of students receiving either an AA or AA-T in English and increase the number of students enrolled in literature courses, improving efficiency.**

The numbers of students receiving AAs and/or ADT's in English has increased steadily since our last self-study. Although enrollments in our literature classes have increased slightly over the last three years, we have not reached the enrollment levels of 2012-2013, and there's a clear decline over the last five years. However, even with declining enrollment, we have successfully offered the core classes for our degrees on a consistent basis. How to increase enrollment and improve efficiency in these classes while still increasing the numbers of students earning degrees remains a goal of our department.

· **Strategic Action Plan #5: Open a dedicated English Department instructional computer lab.**

We were unable to attain this goal. Campus finances and lack of available facilities prevented us from doing so. However, the campus will soon be breaking ground on a brand new Humanities Building that will hopefully include the computer labs that we advocated for, among other things.

· **Strategic Action Plan #6: Update and enhance technology in department classrooms in order to increase student engagement, using interactive classroom technologies.**

Again, through the new Humanities Building User Group we have advocated for better classroom technology as well as classrooms that are built to fit our needs, both pedagogical and technological. We requested funding for updating classroom technology, but those requests were denied. This issue remains a long term goal for our department (see section 7.0).

· **Long term Goal #1: Hire additional full-time faculty.**

We have hired nearly enough to keep pace with our loss of seven full time faculty in three years, meaning we have a net of 5 additional full time faculty in our department. That said, we are nowhere the 75% standard, additional retirements loom, and our department continues to do much of the work of the college. We will continue to regularly ask for new faculty to bring our department closer to the 75% standard.

· **Long term Goal #2: Consolidation of Program**

This goal unfortunately has not been met over the last few years. Currently, our faculty have offices in five different buildings, and we teach classes in eight different buildings, with a variety of classroom sizes and setups. Such logistics make developing program coherence and a shared department culture more difficult to establish. We have been assured by administration and the consulting firm that once the new Humanities Building opens its doors (sometime in the next five years), that we will have space for our entire department to be housed in one floor of said building with the vast majority of our classrooms being housed there as well. We will continue to work through the Building User Group and whatever other avenues exist to ensure that this happens.

· **Long term Goal #3: Update and enhance technology in department classrooms in order to increase student engagement using interactive classroom technologies.**

This, again, was not met. We requested funding for updating classroom technology, but those requests were denied. Again, in regards to the new Humanities Building we have advocated through the Building User Group for better classroom technology as well as classrooms that are built to fit our needs, both pedagogical and technological. Hence, this remains a long term goal (see Section 7.0 for specific examples of the types of technology we will advocate for).

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

Strategic Action Plan #1: Strengthen composition program coherence through ongoing training for part-time faculty. For this SAP, we looked at basic enrollment, retention, and success data, as well as

the number of students who make it to 100 and also pass 100. We also looked at persistence data-- what percentage of students enrolled in Fullerton College after taking one of our composition classes and also how did they do at the next level in our sequence. Finally, we took into account how many professional learning sessions we have hosted for adjunct faculty and noted the number of participants as well.

·   **Strategic Action Plan #2: Increase student access to full-time English faculty.** For this SAP, we looked at the number of full-time faculty we had three years ago and compared it to the number we have now.

·   **Strategic Action Plan #3: Evaluate effectiveness and viability of online instruction and expand online course offerings.** For this SAP, we measured its progress by analyzing basic enrollment data for our online offerings as well as delineating the steps taken to institutionalize a rigorous, up-to-date approach to online education in our department.

·   **Strategic Action Plan #4: Increase the number of students receiving either an AA or AA-T in English and increase the number of students enrolled in literature courses, improving efficiency.** For this SAP, we looked at the data available on Tableau that indicated the number of degrees awarded as well as key enrollment details for literature classes.

·   **Strategic Action Plan #5: Open a dedicated English Department instructional computer lab.** We did not meet this SAP; our resource requests were denied.

·   **Strategic Action Plan #6: Update and enhance technology in department classrooms order to increase student engagement, using interactive classroom technologies.** We did not meet this goal; our requests for resources were denied.

·   **Long term goal #1: Additional full-time faculty.** Similar to SAP #2, we compared the number of full-time faculty we had in 2014 to what we have now. Additional data was also looked at: numbers of sections taught by adjunct and rate of FTEF.

·   **Long term goal #2: Consolidation of program.** This goal is closer to being achieved, but has not yet been met. That said, our department advocated strenuously for a new Humanities Building during the Spring 2016 open forums soliciting campus input about Measure J and how to implement it. That persistent feedback was instrumental in getting the "Instructional Building" renamed as the "Humanities Building" and ensuring that this building will be among the first construction projects.

·   **Long term goal #3: Current technology.** This goal was not met, unfortunately, as our requests were consistently denied. That said, we will continue to advocate for more current instructional technology in the hopes that the new Humanities Building offers a propitious opportunity to acquire such resources.

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

· **Strategic Action Plan #1: Strengthen composition program coherence through ongoing training for part-time faculty.** Our large adjunct faculty are now better prepared to teach all levels of our sequence, including newer classes such as English 099. Despite a surge in enrollment, our success rates have slightly increased and we have moved more students through the sequence faster and more efficiently.

· **Strategic Action Plan #2: Increase student access to full-time English faculty.** By increasing the number of full time faculty, we have added a range of new voices to all department-wide discussions, voices that are often able to articulate new ideas and more recent pedagogical innovations. Our new hires have also been enthusiastic participants in new classes like English 099, English 100EI, programs such as FCSI and TAP, and last but not least our campus literary journal, *LiveWire*.

· **Strategic Action Plan #3: Evaluate effectiveness and viability of online instruction and expand online course offerings.** Our online English 100 classes are showing an improvement in retention and success, and we have now established the foundation for rigorous, up-to-date online pedagogy in our department, in accordance with the guidelines established by the statewide Online Education Initiative.

· **Strategic Action Plan #4: Increase the number of students receiving either an AA or AA-T in English and increase the number of students enrolled in literature courses, improving efficiency.** The increase in the number of degrees awarded is evidence of a stronger, more efficient pipeline for English majors as well as classroom culture shared by the cohort of students who major in English at any given time.

· **Strategic Action Plan #5: Open a dedicated English Department instructional computer lab. This goal was not met.** We will continue to advocate for such a lab in the new Humanities Building as it would allow for more instructors to utilize technology in innovative ways.

· **Strategic Action Plan #6: Update and enhance technology in department classrooms order to increase student engagement, using interactive classroom technologies.** This goal was not met. We will continue to advocate for such technology, however, as our current classrooms do not always allow instructors to utilize emergent technologies in ways that would benefit our students.

· **Long term goal #1: Hire additional full-time faculty.** See Strategic Action Plan #2 above.

· **Long term goal #2: Consolidate our program.** This goal was not achieved. We are optimistic that by continuing to advocate for this, we will finally house most if not all of our entire program within the new Humanities Building. Having all faculty offices in the same building, as well as most if not all our classrooms, will strengthen pedagogical coherence and department community.

· **Long term goal #3: Current Technology.** See Strategic Action Plan #6 above.

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 received Staff Development funding for the expanded training of adjunct faculty. All participating adjuncts and the full-time faculty who facilitated the professional learning days were paid. Such resources improved attendance on the part of adjunct faculty members and "buy-in" from full-time faculty.

Our program received no other resources for our goals in the last cycle.

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

Our instructional technology remains inadequate, considering the capabilities of various software applications and the desires of students to be part of more interactive educational environments. Not having a dedicated computer lab creates a scheduling gridlock and/or disincentivizes instructors from utilizing lab space in their courses.

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)	Maximize the possibility that our students will enter and complete English 100 within a one-year time frame.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1, 2, 3, 4, 6

| Describe the SAP: (Include persons responsible and timeframe.) | · Expand guided self-placement so that all students are exposed to the process. This would involve working with Counseling to allow more students to participate in our guided self-placement process by offering it to everyone regardless of enrollment or placement score, including showing them our Pathways Transformation Initiative video (and secure funding to revise the video when needed). We will continue to work with Counseling to help ensure that our dual-enrollment Counseling classes are aware of our guided self-placement process; we will seek to expand and also reach non-Counseling dual-enrollment classes such as Communication Studies and Ethnic Studies. We will request data to show efficacy of the existent program and also link this to larger statewide Guided Pathways initiative.

· Expand offerings of English 101. We will need funding to pay full time and adjunct faculty for training. Adjuncts who participate in the training will be paid and full-time faculty who facilitate the training will also be paid.

· Strengthen our composition sequence so it meets the needs of students in ways both equitable and practical, and aligns with any emergent legislation and similar directives from the State Chancellor's Office (i.e. AB 705 Guided Pathways). This will necessitate continued investment in our adjunct faculty. We will utilize the next few adjunct training days to address this concern. We will form an English 101 level committee and ask other level committees to analyze/anticipate how new state guidelines might affect their course, so that information can be passed on to adjuncts. We will request data on enrollments, retention rates, and success rates for 59, 60, 99, 100, and 101, as well as data from statewide projects that are also addressing this. We should also look for other, less obvious measures—such as attempted enrollments, wait list counts, etc. in order to better gauge demand.

Faculty who have developed and worked on both English 101 and our guided self-placement process will primarily be responsible for this SAP. |

What *Measurable Outcome* is anticipated for this SAP?	The percentage of students enrolling and completing transfer-level English within a one-year timeframe will increase, without retention and success rates declining to a meaningful degree.
What specific aspects of this SAP can be accomplished without additional financial resources?	● Expanding guided self-placement in our dual enrollment classes. ● Forming a 101 level committee in our department.

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	**$175,680** (20 tutors/semester for six semesters:	Preferred: Ongoing operational expenses or carryover funds.	

	$12/hr 90 hours in class, 32 hours out of class $1,464/tutor)	Categorical funding if necessary.	
Facilities			
Equipment			
Supplies	**$12,000** ($100/per English 101 section for textbooks and other materials provided to tutor 20 sections/semester for six semesters)	General fund	
Computer Hardware			
Computer Software			
Training	**$22,2000** ($400 per adjunct faculty member who attends English 099/101 training. 15 adjuncts per year. $350 per full time faculty member who facilitates training. Four per year)	Staff Development or General Fund	
Other	**$1000** (Required edits of		

	video shown during Guided Self Placement)		
Total Requested Amount	**$210,880**	General Fund and Staff Development	

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan: (formerly called short-term goal)	Strengthen the Professional Development of our Adjunct Faculty
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2, 4, 6
Describe the SAP: (Include persons responsible and timeframe.)	• Develop a system of department resources for adjunct faculty with varying needs and experience levels on an ongoing basis. We will be reinvigorating our adjunct mentoring committee as well as repurposing our English Department Handbook. Funding will be requested for the latter. • Institute seminars each semester for adjuncts to address a variety of concern. • Institute Professional Learning Days once a year in summer to help adjunct faculty understand emergent department concerns, both pedagogical and otherwise. We will request funding for this in order to pay participating adjuncts as well as the full time faculty who facilitate it.

	Our department's Adjunct Mentoring Committee will work with the department coordinator to enact this plan.
What *Measurable Outcome* is anticipated for this SAP?	- Student retention and success rates will rise, particularly in classes taught by adjunct faculty. - By the end of this program review cycle, at least half of our adjunct faculty will have participated in either our annual professional learning day or one of our semester seminars.
What specific aspects of this SAP can be accomplished without additional financial resources?	- Reinvigorating our adjunct mentoring process. - Instituting seminars each semester for the benefit of our 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	**$1,050** ($350 per full time faculty to coordinate the revision/updating of the English Department Handbook. Although feedback will be solicited from the entire department, only a small number of full-time faculty members will be tasked with coordinating this project. 3 faculty total. 10 hours @ $35/hr One-time expenditure.)	General Fund	
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training	**$5,340** ($100 per adjunct who attends professional learning day in June. 5 hours @ $20/hr 15 adjuncts per year. $70 per full time	General Fund or Staff Development	

	faculty member who facilitates the event. 4 full time faculty per year. 2 hours @ $35/hr)		
Other			
Total Requested Amount	**$6,390**	General Fund or Staff Development	

STRATEGIC ACTION PLAN # 3	
Describe Strategic Action Plan: (formerly called short-term goal)	Continuing to evaluate effectiveness and viability of online instruction and expand online course offerings.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2, 3, 4, 6
Describe the SAP: (Include persons responsible and timeframe.)	● Expand the Online 100 offerings to a total of five, by adding one course each semester, beginning in Spring 2018, until Spring 2019. ● Actively recruit Department faculty to participate in the Campus OTC program, with the end goal of developing a robust online teaching workforce, that includes adjunct instructors. ● Create an ENGL 103 Online pilot outline through collaborative efforts of interested faculty. ● Two sections of ENGL 103 Online will be offered as early as Spring 2019, under the advisement of the Department coordinator and Division dean. Department faculty who are interested in strengthening our online program will be primarily responsible for this plan.

What *Measurable Outcome* is anticipated for this SAP?	Success and retention rates will rise in English 100 Online courses, and sections of English 103 Online will be offered within three years.
What specific aspects of this SAP can be accomplished without additional financial resources?	● Expanded course offerings. ● Recruitment of 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	**$2,100**	General Fund or Staff

	($700 per faculty member to research best practices specifically for teaching an online Critical Reasoning and Writing class, as well as other additional resources that would be made available to the department. These resources may include the development of a training session for teaching 103 online, or the development of a default course shell for Canvas. Up to three faculty members. One-time expenditure. 60 hours @ $35/hr)	Development	
Facilities			
Equipment			
Supplies			
Computer Hardware			
Computer Software			
Training			
Other			

Total Requested Amount	$2,100	General Fund or Staff Development	

STRATEGIC ACTION PLAN # 4

Describe Strategic Action Plan: (formerly called short-term goal)	Revising the course curriculum of English 209—Intermediate Creative Writing—in order to make it dovetail with the editing, publishing, and promoting of *Live Wire,* in addition to the further study of creative writing and the workshopping of student work in class.
List College goal/objective the plan meets:	College Goal #: 3 Objective #: 5
Describe the SAP: (Include persons responsible and timeframe.)	· Propose a curriculum change to 209 (currently out of compliance with 6-year review) to add *Live Wire* to it. · Research analogous courses at other schools. · Provide data from creative writing courses as well as attendance and other data from CW events to show vibrancy of program. The department's Creative Writing/*Live Wire* Committee will primarily be responsible for this plan.

What *Measurable Outcome* is anticipated for this SAP?	English 209 will be approved by the Curriculum Committee for inclusion in the 2020-2021 catalog.
What specific aspects of this SAP can be accomplished without additional financial resources?	This strategic action plan can be attained without funding.

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	
Describe Strategic Action Plan: (formerly called short-term goal)	Hiring additional full time faculty.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1, 2, 4, 6 College Goal #: 2 Objective #: 2, 3, 4
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?	Rates of retention, success, and program completion will rise.
What specific aspects of this SAP can be accomplished 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	**$390,000** $65,000 per full time faculty (six total)	General Fund	
Facilities			
Equipment			
Supplies			
Computer Hardware			

Computer Software			
Training			
Other			
Total Requested Amount			

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.)

Consolidation of Program

The English Department has been assured by administration that once the new Humanities Building opens in approximately four to five years, we will have space for our entire department to be housed in said building. Currently, faculty offices and classrooms are scattered around the entire campus. This dispersal discourages the program from having a cohesive identity. It also sometimes disorients students; it is very likely that a student will have two faculty members in two consecutive semesters with offices in two different locations. Consolidating the program will provide a home for the English Department, a permanent and stable location for students to seek help from faculty. Faculty, too, will be able to more easily collaborate with colleagues, and the support staff and facilities will be more readily available to everyone in the department.

Through the Building User Group, we hope to ensure that the Humanities Building also has sufficient meeting space for faculty to conduct trainings and committee meetings. Space, too, for adjunct faculty to meet with students outside of class time is also a priority.

Improvement of Instructional Technology

Note: Much of the plan below is intertwined with and dependent on the actualization of a new Humanities Building.

Increasingly, college culture and pedagogical practices are more tightly intertwined with technology. For example, more research is done online, and faculty and students must have regular and convenient access to online resources. Without this access, the English Department will struggle to instruct students effectively in how to navigate the growing and more complex online world. While we currently have one computer/demo station in the classrooms in which we teach, students do not universally have access to

laptops. Pedagogical practices have moved toward integrating online resources into the classroom space, and without access to laptops, students struggle. Therefore, the department thinks that having two to three laptop/tablet carts will allow more students in English classes to benefit from instruction and practice that requires word processing and online access. Financial resources are required to implement this plan. Our department recognizes the logistics of such a request would require the cooperation of Academic Computing Technologies and we will commit to working with them in a collegial, efficient manner.

Because the computer classroom that is available to the campus community is overburdened, the program would like at least two dedicated computer classrooms in the new Humanities Building. The carts mentioned above could supplement these classrooms when the classrooms are unavailable.

Specific technology currently available would also enhance the ability of faculty to engage students and to provide access to online resources. This technology includes software such as LanSchool that allows faculty to see each student's screen in a classroom as well as co-browse the internet, select students' screens to showcase their work, and keep students on task, etc. Financial resources will be required for this.

Because of the streamlining and increased open-access enrollment in the program, a higher number of DSS students in our classes can be anticipated. This student population can often benefit from up-to-date technology. Even basic "technology" like dimmers in the classrooms can improve the effectiveness of our content delivery, as can streaming devices, like AppleTV that enable AirPlay between mobile devices and a demo station and screen, can provide flexibility in delivering online content to our students. Again, financial resources are required for this plan.

8.0 Self-Study Summary

The English Department has grown since the last cycle and has responded to that growth by creating a stronger, more efficient composition sequence. Enrollments have gone up in most of our composition courses and in our program overall, yet success and retention rates have slightly improved. A deeper look at the data indicates that our sequence is even stronger than the data initially indicate; specifically, a larger percentage of students are reaching and completing English 100. This is due to 1) the institutionalization of English 099, our accelerated pre-composition class that allows students to reach English 100 in one semester; 2) the development of English 100 Enhanced Instruction, which is open to the vast majority of enrolling students, regardless of their score on the placement test (and which will be offered officially as English 101 in fall of 2018); 3) our guided self-placement pilot which allows students to self-select their placement level after reviewing their options and discussing them with a counselor. These developments have put the English Department in a great position to adapt to whatever changes are necessitated by the new statewide "Guided Pathways" initiative, as well as by the recent passage of Assembly Bill 705, which mandates that students must be allowed to complete

transfer-level English within one year and that they can only be placed into remedial classes if they are "highly unlikely" to succeed in transfer-level classes.

We have streamlined and strengthened our pipeline even as we continue to rely on adjunct faculty to a much larger degree than any other program on campus. This presents an obvious challenge to program coherence. Our answer to that challenge has been to invest more heavily in professional learning opportunities for our adjunct faculty, which has taken several forms: annual 4-day training for English 099/101, bi-annual professional learning days held each intersession, and continued outreach/mentoring for our adjunct faculty. The latter is especially important since our adjunct faculty pool has experienced tremendous change and turnover since the last program review cycle, due to all the recent full-time faculty hiring in the LA/OC area.

Our program continues to be an active participant in many special programs on campus: the Transfer Achievement Program, Entering Scholars Program, Puente, and Supplemental Instruction. Our commitment to these programs has increased, and many of our new full-time faculty have spearheaded our participation. However, there are indications that the state funding models for such programs might be changing in the near future; therefore, it will be essential for the English Department to be proactive and "ahead of the curve" on any discussions of state or district budgets. Of course, being an active participant in such programs more easily allows us to stay abreast of any changes and to respond to them in a timely, effective way.

Finally, our program still needs newer and better instructional technology available in our classrooms. The inability to integrate more user-friendly, interactive technologies prohibits our instructors from engaging as effectively as they could with students, and our students from engaging with other students, in ways that might increase retention, success, and learning. With a new Humanities Building due to break ground within the next year, we will continue to advocate for the necessary resources to update our program's technological infrastructure.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheron@fullcoll.edu.

Information on the college's graphic standards is available here: http://news.fullcoll.edu/campus-communications/web-help/graphics/.

Please identify when the publication was last reviewed, and confirm that it is accurate in how it represents the college. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study.

Publication	Date last reviewed	Is the information accurate?	URL of publication
English Department Website	October 19, 2017	Yes	http://humanities.fullcoll.edu/english/
LiveWire (Online Literary Journal)	October 19, 2017	Yes	http://lwjournal.fullcoll.edu/

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Routing & Response Page
Originator à IMS à Appropriate President's Staff Member à Program Review Chair

Originator

Electronically submit completed Program Review to Division Dean/IMS for review.

Appropriate Immediate Management Supervisor (IMS)
RESPONSE

Printed name of IMS		Title		Date	

Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.

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 explanation):

_____
_____
_____

Appropriate President's Staff Member

Acknowledging Receipt

Printed Name		Signature		Title		Date	

Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.