

English Department
LAKE TAHOE COMMUNITY COLLEGE
Comprehensive Program Review 2016

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SECTION 1: EXECUTIVE SUMMARY

Through the writing and compilation of the Program Review for the English department we have analyzed and identified the key needs and challenges as regards hiring, loss of enrollment, course offerings, methods of offering classes, acceleration, and the changing nature of both state policies and our own community's demographics. While our FTES have declined from 145.46 in 2009-10 to 91.01 in 2014-15, we have since added an ISP program (in the Fall of 2015). ISP numbers are not included in this document, but the English department is currently running multiple sections of English 152 and English 101. We will need to scrutinize the viability of continuing to offer an English degree by looking at sequencing of courses and our ability to attract adequate numbers of students. Enrollment per section has remained stable and the college has now increased the cap for composition and Basic Skills classes from 20 to 25 students.

Our department has lost vitality with the departure of full-time faculty--some to administration--and this loss continues with our department entering the 2016-2017 academic year reduced from six at its peak to two full-time faculty. While our pool of adjunct instructors has done a creditable job in teaching more and more class sections, and in some cases filled in for what would have previously been a full-time faculty's role, the reduction of full-time faculty leaves us out of compliance with the 50/50 rule with adjuncts teaching more than 80% of our classes in 2014 (with no full-time faculty on PDL). For fall 2016, only 7 of our 22 class offerings will be taught by full-time faculty. Online classes are taught exclusively by adjuncts and while the ISP has created more FTEs and some sections are taught by full-time faculty, it has little connection with the daily life of our community of which the college is proud to be a part.

Due to the necessity of streamlining a shrinking department, some long time English institutions have languished or expired: the *Kokanee*, our former once-a-year journal of student writing, is no longer being published; *Reflections*, another collection of student writing comprised exclusively of Basic Skills' students' writing, is gone; the English major itself is unlikely to continue without active faculty support; the Writers' Series is still strong and lively, but its funding is not secure. All of these worthwhile but time intensive projects take a larger department to thrive. In addition, additional trainings for adjuncts, sharing conference materials, informal meetings for brainstorming, and even social events require not just time but numbers to materialize. As our department contracts, opportunities for our students and adjuncts contract as well.

Our decision to explore and implement acceleration practices through the CAP, or California Acceleration Project, has required a part-time Acceleration Coordinator whose task is to provide faculty development in CAP practices as well as share and promote innovations in acceleration pedagogy and method. We are currently planning our first English "boot camp" for fall 2016 and continue to refine the English Student Success course. With the new assessment tool developed by the California Assessment Initiative, we will be reviewing how our coursework matches to

the core competencies; we will also begin using essay writing as an additional multiple measure in our assessment process.

The English department is cognizant that due to technology, economics, trends in education, and shifts in policy the college and our course offerings must and will reflect change. Upon further reflection however, we must state irrevocably that our department's vision is the same as when the college was founded, and corresponds to the College's mission statement: "promoting comprehensive learning, success, and life-changing opportunities."

We will continue to adapt while maintaining the department's reputation for high standards for ourselves and our students.

SECTION 2: INTRODUCTION AND PROGRAM HISTORY

The English department offers a variety of courses ranging from composition to creative writing to literature. In the past, we have been one of the largest departments on campus with at one point six full-time faculty. As student enrollments showed decline beginning in 2012-13, our department has responded with reduced offerings of some courses and limiting sections of other courses. Since that time, the department has lost three full-time faculty, with one faculty member resigning due to a forewarned lack of load and two others moving into Administration. The elimination of some courses and sections has further exacerbated the loss of FTEs in English. It has also made it difficult for English majors to graduate in a timely manner when they are unable to take requisite courses which may not be consistently offered or if offered are cancelled due to low enrollment. Although only 2 English degrees have been conferred, these numbers are that low due to students not pursuing the degree because of this problem. Currently, the department faculty is three full-time instructors, one of whom has been on reduced load (75%) and who will retire in June 2016. Beginning in fall 2016, the department will be reduced to two full-time faculty. The workload of the entire department will now fall on them.

On a brighter note, our offering of online (DE) sections has expanded and shown consistent enrollment. In fall 2015 we began a new trajectory through the Incarcerated Students Program (ISP), with both full- and part-time instructors teaching English 101, 152, and 191 by correspondence. In addition, we have helped hire and support trained tutors, many of whom are also English adjuncts, in the Writing Center portion of the revamped Learning Center (TLC). The Writing Center offers tutoring 11 weeks per quarter with both drop-in times and appointments. The department works closely with the tutors to ensure consistency between the department and the Writing Center.

Another positive sign is among our pool of adjunct instructors, one has taken on the role of California Acceleration Program (CAP) acceleration coordinator in addition to serving on the Basic Skills Committee and teaching each quarter. We have been fortunate in keeping highly qualified adjuncts for a number of years in both online and face-to-face classes. Increasing reliance on adjunct instructors, however, does mean that Basic Skills classes may in the future be taught exclusively by part-time faculty unless a full-time faculty position is opened. We hope this position is opened as it would give us the opportunity to hire an instructor with training and expertise in Basic Skills coursework.

Program Budget:


| English Program Expenses (programs 1501 & 1590) | | | | |
|---|---------------------------|---------------------------|-----------------------|---------------------|
| Year | Full-Time Salaries | Part-Time Salaries | Total Benefits | Total Budget |
| FY2010-11 | \$169,011 | \$126,017 | \$65,633 | \$360,660 |
| FY2011-12 | \$153,411 | \$116,451 | \$68,694 | \$338,661 |
| FY2012-13 | \$230,418 | \$140,257 | \$103,931 | \$475,034 |
| FY2013-14 | \$250,266 | \$118,135 | \$104,376 | \$473,303 |
| FY2014-15 | \$192,380 | \$116,229 | \$85,007 | \$393,617 |

The budget history of the English department for the past five years illustrates the loss of full-time faculty as the budget has substantially decreased since 2012-13/2013-14. It also reflects one faculty member taking the reduced workload option for the past two years. The greater part of our expenses is for salary, with part-time salaries remaining largely stable. Our decline in salaries is also illustrative of the overall decline in enrollment for the college as a whole. The hiring of an additional full-time instructor will obviously spike the salary chart for FY 2017-18, but the cap increase in composition classes will mean an uptick in productivity and offset the additional costs to some extent. Part-time salaries for our department are nearly apace with full-time salaries, which indicates the department's reliance on part-time instructors. The English department's budget continues to be one with few overhead costs and relatively high income.

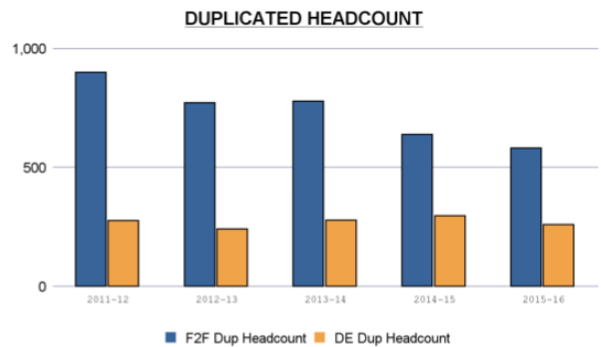
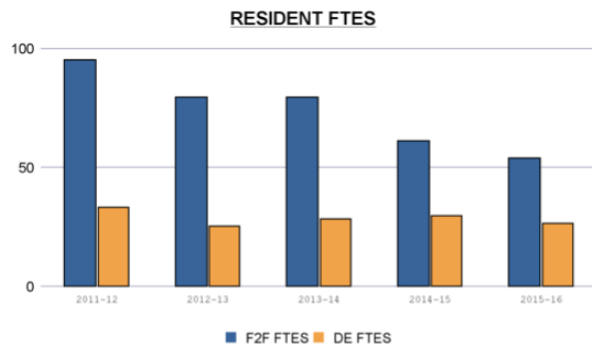
DATA TRENDS

FTES and ENROLLMENT

The table and figures below illustrate enrollments and FTES for the English Department over the past five academic years. The segment shows an initial drop in the second year, then a slight rise, followed by two more years of drop. This does reflect the college-wide drop in enrollment. Specifically, enrollment is declining in F2F courses but relatively steady in DE courses. Cancellation of classes is higher in F2F. Cancellations should decrease as we're now offering fewer sections; more sections will now open as BLIND sections (opening when other sections are filled). However, this can't be applied to single section courses required for upper level courses in the English major.



| | Total Sections | F2F Sections | Dist Ed Sections | Total FTES | F2F FTES | Dist Ed FTES | Total Duplicated Headcount | F2F Duplicated Headcount | Dist Ed Duplicated Headcount |
|---------------------------|----------------|--------------|------------------|------------|----------|--------------|----------------------------|--------------------------|------------------------------|
| 2011-12 | 73 | 55 | 18 | 128.44 | 95.21 | 33.23 | 1,177 | 900 | 277 |
| 2012-13 | 65 | 50 | 15 | 104.73 | 79.47 | 25.26 | 1,014 | 772 | 242 |
| 2013-14 | 69 | 52 | 17 | 107.86 | 79.61 | 28.25 | 1,058 | 779 | 279 |
| 2014-15 | 59 | 42 | 17 | 91.01 | 61.24 | 29.76 | 935 | 639 | 296 |
| 2015-16 | 52 | 37 | 15 | 80.43 | 53.98 | 26.45 | 841 | 582 | 259 |
| 4-Yr Chg (11-12 to 15-16) | -28.8% | -32.7% | -16.7% | -37.4% | -43.3% | -20.4% | -28.5% | -35.3% | -6.5% |
| 1-Yr Chg (14-15 to 15-16) | -11.9% | -11.9% | -11.8% | -11.6% | -11.9% | -11.1% | -10.1% | -8.9% | -12.5% |



Office of Institutional Research and Planning (OIRP)

COMPLETION/SUCCESS RATES

The following tables (in combination with the table under Productivity) illustrate completion and success rates for the English Department. As is true of trends nationwide, female students succeed at a somewhat higher level than males. There is also very little difference in success rates when comparing F2F courses with online courses, all within 2% with the exception of the 2014-2015 year, when there was a 3.6% separation. It is difficult to draw meaningful conclusions within ethnic demographics when the representative numbers are very small. The ones that are meaningful are Hispanic, and White-Non-Hispanic. Among these two ethnic groups, variance in success over the years is always within 5%. For Whites, it's within a very consistent 2% until the final year (2015-16) when it jumped almost 6%. These numbers are based on hundreds of representative students, two meaningful groupings.

| | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | |
|---------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|
| | Enrollment | Success | Enrollment | Success | Enrollment | Success | Enrollment | Success | Enrollment | Success |
| Male | 456 | 73.9% | 442 | 72.4% | 454 | 74.7% | 410 | 68.3% | 370 | 74.3% |
| Female | 593 | 76.1% | 502 | 76.9% | 493 | 75.5% | 432 | 77.5% | 373 | 80.4% |
| Unknown | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 3 | 66.7% | 7 | 42.9% |

| | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | |
|---------------------------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|
| | Enrollment | Success | Enrollment | Success | Enrollment | Success | Enrollment | Success | Enrollment | Success |
| African American | 9 | 77.8% | 16 | 75.0% | 10 | 60.0% | 12 | 33.3% | 10 | 80.0% |
| Asian | 59 | 88.1% | 56 | 78.6% | 36 | 80.6% | 47 | 74.5% | 22 | 90.9% |
| Hispanic | 259 | 68.7% | 279 | 74.2% | 294 | 69.0% | 288 | 69.8% | 229 | 66.8% |
| Native Amer/Alaska Native | 8 | 62.5% | 7 | 57.1% | 1 | 100.0% | 4 | 50.0% | 4 | 100.0% |
| Pacific Islander | 3 | 100.0% | 1 | 100.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| White Non-Hispanic | 628 | 76.0% | 539 | 75.1% | 537 | 77.3% | 437 | 76.0% | 421 | 81.9% |
| Two or more races | 67 | 77.6% | 37 | 73.0% | 64 | 81.3% | 45 | 73.3% | 41 | 75.6% |
| Other | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 2 | 100.0% | 9 | 100.0% |
| Unknown | 17 | 88.2% | 9 | 66.7% | 3 | 100.0% | 10 | 80.0% | 14 | 57.1% |

| | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | |
|-------------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|
| | Enrollment | Success | Enrollment | Success | Enrollment | Success | Enrollment | Success | Enrollment | Success |
| Age < 25 | 773 | 74.8% | 697 | 73.6% | 683 | 73.5% | 606 | 69.6% | 556 | 74.6% |
| Age 25 - 49 | 244 | 75.8% | 222 | 76.6% | 234 | 78.2% | 217 | 80.2% | 170 | 83.5% |
| Age 50 + | 33 | 78.8% | 25 | 92.0% | 30 | 86.7% | 22 | 95.5% | 24 | 87.5% |

| | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | |
|---------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|
| | Enrollment | Success | Enrollment | Success | Enrollment | Success | Enrollment | Success | Enrollment | Success |
| Dist Ed | 254 | 76.4% | 219 | 76.3% | 239 | 75.3% | 261 | 70.5% | 229 | 78.2% |
| F2F | 796 | 74.7% | 725 | 74.3% | 708 | 75.0% | 584 | 74.1% | 521 | 76.6% |

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

STUDENT DEMOGRAPHICS

The table below shows demographic data related to student gender, ethnicity, and age for the English Department. The program shows a final year break from the previous four years where females outnumbered males; males now outnumber females by 3.2%. In the two largest demographics, White-Non-Hispanic and Hispanic, White-Non-Hispanic show a consistent drop over the five year period while Hispanics grew in the first three years, then dropped over the last two, a reflection of the school-wide drop over that period. Since the numbers reflect a small school, it's difficult to offer a reliable reasoning for this beyond realities of the community: a shrinking overall population.

| | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | |
|---------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| | N | % | N | % | N | % | N | % | N | % |
| Male | 377 | 44.2% | 358 | 47.7% | 376 | 48.6% | 343 | 47.8% | 318 | 51.3% |
| Female | 474 | 55.6% | 392 | 52.3% | 397 | 51.4% | 372 | 51.8% | 298 | 48.1% |
| Unknown | 1 | 0.1% | 0 | 0.0% | 0 | 0.0% | 3 | 0.4% | 4 | 0.6% |

| | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | |
|---------------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| | N | % | N | % | N | % | N | % | N | % |
| African American | 5 | 0.6% | 13 | 1.7% | 9 | 1.2% | 11 | 1.5% | 9 | 1.5% |
| Asian | 43 | 5.0% | 41 | 5.5% | 31 | 4.0% | 42 | 5.8% | 21 | 3.4% |
| Hispanic | 205 | 24.1% | 210 | 28.0% | 244 | 31.6% | 225 | 31.3% | 197 | 31.8% |
| Native Amer/Alaska Native | 6 | 0.7% | 5 | 0.7% | 1 | 0.1% | 4 | 0.6% | 2 | 0.3% |
| Pacific Islander | 3 | 0.4% | 1 | 0.1% | 1 | 0.1% | 0 | 0.0% | 0 | 0.0% |
| White Non-Hispanic | 526 | 61.7% | 443 | 59.1% | 436 | 56.4% | 385 | 53.6% | 343 | 55.3% |
| Two or more races | 48 | 5.6% | 31 | 4.1% | 48 | 6.2% | 40 | 5.6% | 33 | 5.3% |
| Other | 0 | 0.0% | 0 | 0.0% | 1 | 0.1% | 2 | 0.3% | 4 | 0.6% |
| Unknown | 16 | 1.9% | 6 | 0.8% | 2 | 0.3% | 9 | 1.3% | 11 | 1.8% |

| | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | |
|-------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| | N | % | N | % | N | % | N | % | N | % |
| Age < 25 | 599 | 70.3% | 539 | 71.9% | 552 | 71.4% | 498 | 69.4% | 448 | 72.3% |
| Age 25 - 49 | 218 | 25.6% | 191 | 25.5% | 195 | 25.2% | 197 | 27.4% | 152 | 24.5% |
| Age 50 + | 35 | 4.1% | 20 | 2.7% | 26 | 3.4% | 23 | 3.2% | 20 | 3.2% |

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|------------|---------|---------|---------|---------|---------|
| Median Age | 20 | 20 | 21 | 21 | 20 |
| Youngest | 15 | 13 | 14 | 14 | 15 |
| Oldest | 64 | 74 | 84 | 85 | 77 |

DEGREE AND CERTIFICATES

Only two AAs in English have been conferred during the five year period, one in 2013-2014 and one in 2015-2016. Within our department, there have been two modes of thought: 1) we must find ways to grow our English major; 2) The school is too small to make this possible. When we were a larger department (more full-time faculty), we had a number of advocates (instructors) for the major. These instructors shared with their students the path to achieve an English major. But the results (as indicated by our two majors over the past five years) are dismal. This is due to the difficulty of getting courses to go without being cancelled due to low enrollment numbers. In the more distant past, courses were allowed to go with lower numbers than they are today. The declining numbers at the school overall have certainly contributed to the difficulties of growing the major. This could mean an elimination of the major in the future.

| | Award Type | Award Title | Awards Conferred |
|---------|------------|-------------|------------------|
| 2013-14 | AA Degree | English | 1 |
| 2015-16 | AAT Degree | English | 1 |

PRODUCTIVITY

| | |
|---|--------------|
| ENGLISH PRODUCTIVITY* (2015-16): | 276.6 |
| % FULL TIME INSTRUCTORS** (2015-16): | 38% |
| % ADJUNCT INSTRUCTORS** (2015-16): | 62% |

| FACE TO FACE | | Sections Offered | Cancel % | FT % ** | Adjunct % ** | Avg Census Enroll | Avg End of Term Enroll | Retention % *** | Success % *** | FTEs | WSCH | FTEF | Productivity |
|--------------|-------------------------------|------------------|--------------|------------|--------------|-------------------|------------------------|-----------------|---------------|--------------|--------------|-------------|--------------|
| ENG-101 | Reading and Composition | 16 | 18.8% | 42% | 58% | 16.6 | 14.8 | 88.9% | 77.6% | 19.54 | 1,134 | 1.35 | 279.23 |
| ENG-102 | Introduction to Literature | 1 | 100.0% | | | | | 0.0% | | | | | --- |
| ENG-103 | Critical Reason: Research Ppr | 9 | 11.1% | 28% | 72% | 18.0 | 17.0 | 94.4% | 86.0% | 15.09 | 770 | 0.87 | 295.65 |
| ENG-152 | Critical Reading and Writing | 9 | 0.0% | 67% | 33% | 15.9 | 14.0 | 88.1% | 57.9% | 12.44 | 755 | 0.94 | 268.55 |
| ENG-191AK | ST-Support for Success ENG152 | 2 | 50.0% | 100% | 0% | 3.0 | 1.0 | 33.3% | 100.0% | 0.13 | 5 | 0.04 | 44.00 |
| ENG-200 | Mstrpcs- Ancient & Medieval | 1 | 0.0% | 100% | 0% | 12.0 | 10.0 | 83.3% | 90.0% | 1.07 | 48 | 0.08 | 192.00 |
| ENG-201 | Mstrpcs-Renaissance & Modern | 1 | 0.0% | 100% | 0% | 12.0 | 11.0 | 91.7% | 81.8% | 1.10 | 48 | 0.08 | 192.00 |
| ENG-202 | Masterpieces of Modern World | 1 | 0.0% | 100% | 0% | 12.0 | 12.0 | 100.0% | 75.0% | 1.07 | 48 | 0.08 | 192.00 |
| ENG-206 | The Short Story | 1 | 100.0% | | | | | 0.0% | | | 0 | | --- |
| ENG-207 | Intro to Creative Writing | 1 | 0.0% | 100% | 0% | 12.0 | 8.0 | 66.7% | 100.0% | 1.07 | 48 | 0.08 | 192.00 |
| ENG-208A | Fiction Writing | 1 | 0.0% | 100% | 0% | 15.0 | 14.0 | 93.3% | 92.9% | 1.33 | 60 | 0.08 | 240.00 |
| ENG-211 | Creative Nonfiction | 1 | 0.0% | | | 13.0 | 11.0 | 84.6% | 100.0% | 1.16 | 52 | 0.00 | --- |
| Total | | 44 | 15.9% | 53% | 47% | 15.7 | 14.1 | 89.5% | 76.6% | 53.98 | 2,969 | 3.62 | |

| DISTANCE EDUCATION | | Sections Offered | Cancel % | FT % ** | Adjunct % ** | Avg Census Enroll | Avg End of Term Enroll | Retention % *** | Success % *** | FTEs | WSCH | FTEF | Productivity |
|--------------------|-------------------------------|------------------|-------------|-----------|--------------|-------------------|------------------------|-----------------|---------------|--------------|--------------|-------------|--------------|
| ENG-101 | Reading and Composition | 9 | 11.1% | 0% | 100% | 16.5 | 14.0 | 84.8% | 70.5% | 13.67 | 660 | 0.83 | 264.00 |
| ENG-103 | Critical Reason: Research Ppr | 7 | 0.0% | 0% | 100% | 18.1 | 16.7 | 92.1% | 85.5% | 12.78 | 635 | 0.76 | 277.22 |
| Total | | 16 | 6.3% | 0% | 100% | 17.3 | 15.3 | 88.4% | 78.2% | 26.45 | 1,295 | 1.60 | |

As the table above indicates, productivity for the English Program was 276.6 for academic year 2015-16, a significant increase over the previous year of 254.02. Department productivity is determined by three measures: contact hours of classes offered (WSCH—weekly student contact hours), enrollment numbers in each class, and the full-time equivalent faculty (FTEF) load. Capacity is defined as the available enrollment in any given course based on limiting factors such as caps on composition courses and number of seats in a scheduled classroom.

When comparing productivity outcomes across individual courses, productivity is highest in the English 103 course (at 295.65) as retention is at 94.4% and some instructors accept an overload into the course for extra compensation. It also has the highest end of term enrollment figure of any English course at 17.0. Productivity in English 101 is also relatively high at 279.23.

Online productivity is considerably lower than F2F across the two courses offered in that mode: English 101 and 103. Courses with the lowest productivity numbers are English 191AK (now eliminated and replaced with English 158), English 200, English 201, English 202, and English 207. The English Major requires that these courses be offered on a regular basis, even though enrollments are relatively low, but not impossibly so. These 200 level courses do drag down our productivity numbers due to limited students majoring in English. Somewhat surprising is that our online course offerings suffer very little increased attrition compared to our Face-to-Face courses. Retention levels are very similar with F2F being 89.5 and Online being 88.4. This has historically been a problem, but appears to be significantly improving.

The English Department will continue to observe trends in productivity that may be influenced by the California Acceleration Project to which we are committed. With fewer courses offered below the 101 level (English 152), enrollments in the classes that remain should be higher.

Challenges:

The most persistent and difficult challenge thus far has been the reduction in full-time faculty. From a high of six faculty to a low of two, such a drastic reduction must negatively affect the remaining faculty members and our students. Lack of full-time faculty presence on campus puts additional pressures on the department and reduces student-faculty contact outside of the classroom. The department's current number of classes taught by full-time instructors is 8. 19 are taught by part time, and this will be further reduced to 7 courses taught by full-time instructors out of a total of 22 in fall 2016. The hiring of a full-time instructor with an emphasis in Basic Skills is necessary to complete the department and to further innovations in Basic Skills curriculum.

Acceleration is currently the model for turning around the dismal completion rates in Basic Skills English and Math. As the CAP site points out, "Large research studies inside and outside California have established that the more levels of developmental courses a student must take, the less likely the student is to ever complete college courses in English and Math." In compliance with this model, the English department began investigating CAP and instituted sweeping curriculum change beginning in the fall of 2014 with deletion of English 151W and 151R as prerequisites, and the revamping of English 152 according to CAP theory and practice. The challenges of low student persistence and success remain, although it is too early to determine how CAP curriculum will ultimately affect that. Current data (for two years only) show an overall 29% increase in the student success rate—as measured by Basic Skills students who successfully completed transfer coursework. The department will have no full-time Basic Skills instructor as of fall 2016, which leaves the bulk of the work to our acceleration coordinator and no full-time faculty presence in the Basic Skills classroom.

Loss of FTEs is more or less consistent across the curriculum at LTCC, due to changes in the economic climate and shifting demographics of our community. The English department has responded by reducing sections offered and not offering or, in some cases, deleting courses, specifically literature and creative writing. By necessity, this has limited not only the breadth of our offerings but also reduced varied times classes are offered, which further reduces student enrollment. It remains to be seen whether the English department and LTCC as a whole will retain current enrollments, expand to meet increasing student demand, or shrink to accommodate a smaller student body.

At the state level, changes are imminent that affect English 101 curriculum, specifically a mandate that all first-year composition courses use predominately nonfiction rather than fiction texts. Currently, all of our 101 instructors are using fiction, especially short stories and novels. This is a sea change in the philosophy of teaching composition, and one that is not fully supported by individuals in the department. However, we will need to adopt new texts beginning

fall 2016, and it will be some time before we can ascertain the full effects of this shift away from literature.

Finally, the loss of the G5 classroom has left a void for classes requiring in-class instruction in hands-on research in databases and compiling research notes. As G5 is no longer a “smart” classroom, we need a plan for its replacement. English 103 necessitates classroom time with one student per computer as well as alternate seating for the lecture component. G5 fulfilled both these needs and a similar style smart classroom arrangement is sorely needed. Although some instructors do schedule 103 in current lab settings, those labs are not conducive for conducting discussions or group dynamics. G5 was designed with central tables that could accommodate the entire class in a normal discussion setting. When the computers were needed, the class moved to computer stations aligned against the walls. It was a perfect mix. Students in the present labs cannot see each other over the computers.

SECTION 3: PROGRAM MISSION AND SLOS

Program Level Student Learning Outcomes for the English Department are:

1. Recognize, understand, and apply the rhetorical strategies of argumentation.
2. Identify and implement the artistic principles of fiction, poetry, and creative non-fiction.
3. Interpret literature in its historical and cultural context.
4. Recognize the basic principles, varied approaches, and history of literary criticism.
5. Analyze and evaluate creative and argumentative writing through the application of the principles of complex critical analysis.
6. Demonstrate mastery of Standard English grammar and mechanics.

| | Mastery | Some Understanding | No Understanding |
|---------------|---------|--------------------|------------------|
| Program SLO 1 | 55.00 | 25.00 | 20.00 |
| Program SLO 2 | 81.94 | 11.19 | 7.50 |
| Program SLO 3 | 78.50 | 16.50 | 5.00 |
| Program SLO 4 | 76.00 | 19.00 | 5.00 |
| Program SLO 5 | 75.64 | 16.50 | 20.00 |
| Program SLO 6 | 40.00 | 40.00 | 20.00 |

The results for SLO 1 remain low in terms of the percentages of students achieving “mastery.” If we combine the numbers of those achieving “mastery” with those achieving “some understanding” (which will mean different levels of achievement to different instructors), the percentage is 80%, which is promising. SLO 1 and SLO 6 are two of the most challenging of the outcomes to master. The other four SLOs have satisfying results, with over 75% “mastery” and, combined with “some understanding,” over 92% for each outcome.

The numbers for SLO 1 and 6 certainly leave room for improvement. If we look at Basic Skills alone, it appears that there is still work to be done to help students achieve the “mastery” of the various SLOs at the appropriate level. We are hoping to see improvement in the first Program SLO assessments through our current efforts at *Acceleration* which focus more on scaffolding for reading and understanding rhetorical strategies as well as enhancing students’ skills around critical thinking, which should improve their success in this area.

The results suggest that we need to keep working closely with our faculty, including adjunct faculty, to make the assessment process accurate and useful. There is still work to be done, particularly in terms of making the process productive and, more specifically, getting access to Elumin (future implementation) for all of our adjuncts so they can input their own assessments.

The English degree is dedicated to helping students become life-long learners and to fostering the values of rigorous investigation, open-mindedness, collaboration, self-understanding, and respect for knowledge. The Associate Degree in English develops critical thinking skills through the study of persuasive argumentation, creative writing, and critical analysis of literature. Courses offer a varied perspective on the world, guiding students in literary and rhetorical investigation from a number of critical approaches, including sociological, historical, and psychological, among others. In addition to building a passion for literature, the degree will provide students with higher skills in written communication. By mastering the methods of written responses to literature, students will enter a wide variety of careers (including teaching, writing, editing, public relations, marketing, and law) better able to communicate and persuade.

SECTION 4: PROGRAM GOALS AND OBJECTIVES

| CPR Objective 1 of 4 | | |
|--|--|--------------------------------------|
| Increase number of students placing directly into transfer-level English. | | |
| a. Establish English “boot camp” Strategic Plan Goals 1.5, 2.2, 2.6 | English department | Fall 2016 |
| | | |
| Expected Outcomes | Measures | Baseline |
| Increase of students assessing into English 101 | Assessment tools | |
| Resource and Budget Implications | Estimated Funding Required | Timeline |
| Cost to be covered by Basic Skills Initiative | Stipend for English “boot camp” instructor to develop and teach course | Beginning fall 2016 and then ongoing |

| CPR Objective 2 of 4 | | |
|---|---|---------------------|
| Full-time hire with an emphasis in Basic Skills | | |
| a. Hire a full-time faculty member with emphasis in Basic Skills Strategic Plan Goals 2.5, 2.8, 4.7 | English department; Human Resources | Fall 2017 |
| | | |
| Expected Outcome | Measures | Baseline |
| A full-time faculty member would increase the department’s ability to meet the needs of under-prepared students and enable them to reach their educational goals. | Recruitment and hiring of new English faculty member. | Salary for new hire |
| Resource and Budget Implication | Estimated Funding Required | Timeline |
| Ongoing salary commensurate with education and experience | At current salary schedule | Immediately |

| CPR Objective 3 of 4 | | |
|---|---|-----------------------|
| Ensure students have necessary technology available for writing practice in class. | | |
| a. Schedule English 103 classes in computer labs. If cap is raised, must have adequate number of stations. Strategic Plan Goals 1.5, 2.7, 4.4 | English Chair, room scheduling. | Fall 2016 and ongoing |
| Expected Outcome | Measures | Baseline |
| Higher success rate with more directed writing practice in classroom setting. | Scheduling and availability of computer labs. | N/A |
| Resource and Budget Implication | Estimated Funding Required | Timeline |
| None | None | Fall 2016 and ongoing |

| CPR Objective 4 of 4 | | |
|--|-----------------------------------|-----------------------|
| Scheduling modification regarding the two-year pathway toward degree completion. | | |
| a. Analyze the viability of the English degree and the sequencing of course offerings in order to provide students with a clear two-year completion path. Strategic Plan Goals 1.5, 2.1, 2.8 | English department, Dean | Fall 2016 and ongoing |
| Expected Outcome | Measures | Baseline |
| Allow students to access and succeed in obtaining an English degree. | Two-year plan, scheduling | None |
| Resource and Budget Implication | Estimated Funding Required | Timeline |
| None | None | Fall 2016 and ongoing |

SECTION 5: RESOURCES NEEDED TO SUPPORT GOALS AND OBJECTIVES

Resources

1. Funding for the Basic Skills/Acceleration Coordinator should be continued or possibly absorbed by the new Full-Time instructor Fall 2017.
2. We would like to continue the English assessment “boot camp,” intended as an intensive refresher course, similar to what the math department currently offers. This would be taught one week prior to students taking assessments.
3. The state now mandates multiple measures in assessing students into English classes, and this would include an essay component. We will need funding in order to pay trained essay evaluators.
4. An English fund in order to buy required textbooks would be welcomed so that we can offer books on reserve in the library for all of our classes. This is an equity issue, as many students can't afford the textbooks, at least not at the beginning of the quarter before their financial aid arrives. Such students are trying to succeed without materials as late as four weeks into the quarter.

English CPR Addendum: May 2017

In multiple places in this Comprehensive Program Review, we've established a struggle with vitality in the English Department due to the loss of full-time faculty. We're excited to report the recent hiring of a new full-time instructor in English. This position will mitigate a number of the challenges previously indicated.

First, we reported our being out of compliance with the 50/50 rule to the extent that adjuncts were teaching more than 80% of our classes at one point. In the fall of 2016, only 7 of our 22 class offerings were to be taught by full-time faculty. However, with this new hire, full-time instructors will be teaching a majority of courses offered (fall quarter 9-8, winter 8-8, and spring at 8-7). If any courses are lost to blind sections not filling or cancellations due to low enrollment, the percentage of full-time to part-time will be even greater. Also helpful is that none of our three full-time instructors will be on a reduced load schedule.

This new position will also place a full-time instructor at the center of our online courses. Since this is a predominantly basic skills/foundational position, our commitment to the California Acceleration Project should also be assured. In addition, since the position hired has expertise in basic skills coursework, our over reliance on part-time instructors for basic skills will now decrease. Another positive result may be an increase in completion and success rates as more students will be able to follow one instructor through a course sequence, able to rely on that full-time instructor being in the classroom every quarter.

Based on early review of the California Acceleration Project, we are seeing increased success in students moving into and through transfer level courses. Also a new plus in the program is the development of Online Educational Resources based materials. We are building a "library" of online resources that may eventually replace the need for costly textbooks. This is already helping some of our equity students as many of them have trouble getting the textbooks early in the quarter. At least one full-time instructor at present is using all online-linked materials and hard copy handouts in class for the first four weeks of the quarter in English 101.

Finally, the hiring of the new English position fulfills Objective 2 of 4 identified in this Program Review.