

# Assessment: Program Review & Planning



El Camino College  
Compton Center

## PRP (AA) - FACH Program: English/Academic Strategies

### Recommendation: COMPONENTS (DO NOT CHANGE)

Please click on the Updates tab to provide Updates to Components

**Implementation Timeline:** Analysis of Research Data

#### *Program Review Components*

##### **A - Overview of Program** - Overview of the Program

- a) Narrative description of program:
- b) Program Degrees and/or Certificates:
- c) Program fulfillment of ECC mission:
- d) Program alignment with Strategic Initiatives:
- e) Status of Previous Recommendations:

(Active)

##### **B - Analysis of Research Data** - Analysis of Research Data

Provide and analyze the following statistics/data.

- a) Head count of students in the program
- b) Course grade distribution
- c) Success rates
- d) Retention rates
- e) Comparison of success and retention rates in face-to-face with distance education classes
- f) Enrollment statistics with section and seat counts and fill rates
- g) Scheduling of courses (day vs. night, days offered, and sequence)
- h) Improvement rates (if applicable)
- i) Additional data compiled by faculty
- j) Recommendations based on Analysis of Research Data

##### ANALYSIS of INSTITUTIONAL RESEARCH DATA

- a. Analysis of the following statistics/data.
  - i. Course Grade distribution rates, success and retention.

GRADE DISTRIBUTION: Fall 2007

Grade Distribution: Fall 2011

A general review of the 2007 to 2011 statistics in terms of success rates, retention rates as well as overall grades show steady and

# PRP (AA) - FACH Program: English/Academic Strategies

consistent improvement. However, the El Camino College Compton Educational Center's overall numbers are still slightly below the state average. Most of our classes exhibit a particular pattern in terms of success versus retention rates. Our retention rates are always higher than the success rates. Using English 1A as an example, it shows some interesting trends. In Fall 2007, the success rate was at 49% with a retention rate of 74%. However, in Fall 2011, the success rate was at 53% with a retention rate at 77%. This was an improvement of 2% for retention and 5% for success.. English A in Fall 2007 had a success rate of 50% with a retention rate of 72%. However, in Fall 2011, the success rate in English A was 55% with a retention rate of 78%. The success rate improved by 4% and the retention rate improved by 6% overall between those years. It must be noted that in 2007, there was no English C course at all. The English C offerings in subsequent years should be factored into the success and retention rates.

## RETENTION RATES:

The writing course retention rates in the State of California have been slowly improving. In Fall 2007, the retention rates were at 81%. By Fall 2010, they ended at 83.3% with a slight improvement of 83.4% in Fall 2009. Overall, the retention rate has improved from 2007 to 2010 by about 2.3% overall. Here at the El Camino College CEC, Humanities started at 68.3% in Fall 2007 and ended at 74.9% in Fall 2010. This was an improvement of 6.6% which is actually 4.3% better in terms of percentage improvement. English/Writing began in Fall 2007 at 68.6% and ended in Fall 2010 at 71.6%. It is slightly less than our overall Humanities Division, but it still indicated an improvement of 3%. That indicates that English/Writing had been trending about 0.7% better than the State's improvement rate.

In 2007, the reading course retention rate was 46.7%. In 2011 the retention was 56.2. According to one instructor, the problem, paradoxically, is with native speakers who may have any number of reading deficiencies. In fall 2010, the SLO assessment for English 80 revealed that students did not perform well because they were reading far below the third to fourth grade level, and there is a serious need to augment the text currently used with more vocabulary and reading material to assist them in moving forward through the sequence of reading courses.

One trend that the two distribution charts indicate is that in 2007, out of 325 grades earned in English 1A, 1B and 1C, 72 students earned a 'B'. In 2011, out of 895, 228 students earned a 'B'. There was a 3% improvement that was noted between the two years.

## SUCCESS RATES:

The overall rate in California went from Fall 2007 at 62.6% to 65.9% in Fall 2010. There was an improvement of about 3.3% between those years. The Humanities Division had slightly different trends from 2007 to 2011 beginning with 49.4% to 57.5% improvement. That indicated that between 2007 and 2011, the success rate improved by 8.1%. This would indicate a very positive trend. English/Writing also showed pronounced improvement. From 2007 to 2011, success rates started at 52.9% and ended at 2011 at 57.4%. This was an improvement of 4.5%. Success rates in English/Writing were between 3 to 4% lower than the Humanities' baseline. From baseline numbers, it appears that the improvement in success rate follows the improvement percentage rate of the State overall.

Another observation made is that non-native speakers of English are not given the appropriate ESL placement test to assess them into credit or non-credit ESL courses. There have been requests made in the past 4 years by the ESL faculty and Humanities Chair to staff the Placement Center with bilingual help in an attempt to determine the appropriate placement tests provided to non-native English speaking students. However, this effort has not changed how placement tests are administered; instead students who should take ESL courses to improve their language acquisition are assessed using the Accuplacer test and hence mainstreamed into regular basic skills courses. As a result, because of the lack of language acquisition, many of these students who are enrolled in basic skills reading courses do not acquire the necessary skills to pass reading courses in the allocated time period.

Between 2007 and 2011, the retention rates for English 82 have been strong (70% to 83%), but the success rates have been lower (50% to 66%). According to a recent SLO assessment that was done in the fall of 2010, most instructors believe the assessment tests that are being used do not accurately measure what is being taught. Recently, though, the assigned texts have been changed to challenge students to better prepare them.

In 2007, the success rate for English 84 was 52.9% and the retention was 67.7%. In 2011, the success rate was 63.6% and the retention was 79.9%.

Based on the spring 2012 English department survey, 25% of students enrolled in English courses do not purchase their texts. Perhaps at the counseling and enrollment stages students can be informed as to what a general estimate cost of the books will be before they show up the first day in class. Such a policy may reduce the number of students who are shocked and dismayed by the cost of books before it is too late for them.

ii. Enrollment Statistics with section and seat counts and fill rates.

We are experiencing unprecedented growth at El Camino College CEC. In 2007-2008, our section count started at 127 with 3412 seats. By 2010-2011, our section count went up to 245 with 7519 seats. We've had a growth of 118 sections in 4 years. We've

# PRP (AA) - FACH Program: English/Academic Strategies

had a growth of 4107 seats in those 4 years. Growth had been quite steady until 2012 because of budget restrictions...

### iii. Scheduling of Courses

The majority of our courses tend to be scheduled during the day. For example, from Fall 07 to Fall 10, 25 sections of 1A were offered versus only 7 during the evenings. There are approximately 6 from Fall 08 to Fall 10 that were undetermined, which probably indicates online courses.

English A courses offered during the Fall also were heavily biased towards the day. A total of 70 sections were offered during the day in terms of tracking Fall offerings from 07 to 10. This is in sharp contrast to just 12 sections being offered during the evening times.

All of the other courses have the same profile. Day courses tend to outnumber night courses. Due to issues about classroom availability, the only area of the schedule that might be flexible is the evening schedule as they are proportionally less than the day courses.

Online courses also would be a factor, as they don't fall within any sort of scheduling. A small but steady amount of undetermined courses indicates that our online courses probably are developing.

### iv. Improvement Rates: Indicated in success/retention rates provided above.

Most of the information could be interpreted out of the success/retention rates already provided.

In fact, a review of our improvement rates as noted in our success and retention data indicates that we are, in fact, exceeding the average improvement rates in the state. Statistically, the percentage value in terms of improvement with success and retention would be a more logical barometer of whether or not the El Camino College CEC is moving in the right direction.

### v. Additional data compiled by faculty.

Statistically, the differences between the State overall average and the El Camino College Compton Educational Center numbers would be seen as being quite drastic. If we measure things relative to the overall statistics in California, you would get a very specific profile.

This is the US Census Bureau's Quick Facts chart. Note the high school graduation rate in California overall is about 80.7%. and College graduates are about 30.1%. In other words, this would be the baseline population profile.

What is unique about our service area is that census data shows particular anomaly compared to the California baseline. Compton has several unique problems.

### Compton (city), California

#### People QuickFacts Compton California

Population, 2011 estimate	NA	37,691,912		
Population, 2010	96,455	37,253,956		
Population, percent change, 2000 to 2010		3.2%	10.0%	
Population, 2000	93,493	33,871,648		
Persons under 5 years, percent, 2010	9.2%	6.8%		
Persons under 18 years, percent, 2010	33.1%	25.0%		
Persons 65 years and over, percent, 2010		7.5%	11.4%	
Female persons, percent, 2010		51.3%	50.3%	
White persons, percent, 2010 (a)	25.9%	57.6%		
Black persons, percent, 2010 (a)	32.9%	6.2%		
American Indian and Alaska Native persons, percent, 2010 (a)		0.7%	1.0%	
Asian persons, percent, 2010 (a)	0.3%	13.0%		
Native Hawaiian and Other Pacific Islander, percent, 2010 (a)		0.7%	0.4%	
Persons reporting two or more races, percent, 2010		3.4%	4.9%	
Persons of Hispanic or Latino origin, percent, 2010 (b)		65.0%	37.6%	
White persons not Hispanic, percent, 2010		0.8%	40.1%	
Living in same house 1 year & over, 2006-2010	88.5%	84.0%		
Foreign born persons, percent, 2006-2010	29.9%	27.2%		
Language other than English spoken at home, pct age 5+, 2006-2010	60.1%	43.0%		
High school graduates, percent of persons age 25+, 2006-2010		58.8%	80.7%	
Bachelor's degree or higher, pct of persons age 25+, 2006-2010		7.1%	30.1%	

# PRP (AA) - FACH Program: English/Academic Strategies

Mean travel time to work (minutes), workers age 16+, 2006-2010	28.1	26.9
Housing units, 2010	24,523	13,680,081
Homeownership rate, 2006-2010	56.4%	57.4%
Housing units in multi-unit structures, percent, 2006-2010	19.4%	30.7%
Median value of owner-occupied housing units, 2006-2010	\$330,100	\$458,500
Households, 2006-2010	23,442	12,392,852
Persons per household, 2006-2010	4.06	2.89
Per capita money income in past 12 months (2010 dollars) 2006-2010		\$13,542 \$29,188
Median household income 2006-2010	\$43,201	\$60,883
Persons below poverty level, percent, 2006-2010	22.8%	13.7%
Business QuickFacts	Compton California	
Total number of firms, 2007	5,082	3,425,510
Black-owned firms, percent, 2007	28.3%	4.0%
American Indian- and Alaska Native-owned firms, percent, 2007	S	1.3%
Asian-owned firms, percent, 2007	3.9%	14.9%
Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	S	0.3%
Hispanic-owned firms, percent, 2007	43.6%	16.5%
Women-owned firms, percent, 2007	S	30.3%
Manufacturers shipments, 2007 (\$1000)	1,083,726	491,372,092
Merchant wholesaler sales, 2007 (\$1000)	2,195,173	598,456,486
Retail sales, 2007 (\$1000)	267,935	455,032,270
Retail sales per capita, 2007	\$2,881	\$12,561
Accommodation and food services sales, 2007 (\$1000)	86,547	80,852,787
Geography QuickFacts	Compton California	
Land area in square miles, 2010	10.01	155,779.22
Persons per square mile, 2010	9,633.9	239.1
FIPS Code	15044	06
Counties	Los Angeles County	

Population estimates for counties will be available in April, 2012 and for cities in June, 2012.

(a) Includes persons reporting only one race.

(b) Hispanics may be of any race, so also are included in applicable race categories.

D: Suppressed to avoid disclosure of confidential information

F: Fewer than 100 firms

FN: Footnote on this item for this area in place of data

NA: Not available

S: Suppressed; does not meet publication standards

X: Not applicable

Z: Value greater than zero but less than half unit of measure shown

Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, County Business Patterns, Economic Census, Survey of Business Owners, Building Permits, Consolidated Federal Funds Report, Census of Governments

Last Revised: Tuesday, 31-Jan-2012 17:05:40 EST

Of this population, 60.1% doesn't speak English at home, and 58.8% of the population did not graduate from high school as compared to the 80.7% state average. That is a deficit of about 21.9%. 7.1% have a college degree versus 30.1%. This is a difference of about 23% in terms of people present in the community that possess a college degree.

Another city that we serve is Lynwood. These are the US Census statistics.

Lynwood (city), California

People QuickFacts Lynwood California

# PRP (AA) - FACH Program: English/Academic Strategies

Population, 2011 estimate	NA	37,691,912		
Population, 2010	69,772	37,253,956		
Population, percent change, 2000 to 2010		-0.1%	10.0%	
Population, 2000	69,845	33,871,648		
Persons under 5 years, percent, 2010		9.1%	6.8%	
Persons under 18 years, percent, 2010		32.9%	25.0%	
Persons 65 years and over, percent, 2010		5.4%	11.4%	
Female persons, percent, 2010		51.4%	50.3%	
White persons, percent, 2010 (a)		39.3%	57.6%	
Black persons, percent, 2010 (a)		10.3%	6.2%	
American Indian and Alaska Native persons, percent, 2010 (a)			0.7%	1.0%
Asian persons, percent, 2010 (a)		0.7%	13.0%	
Native Hawaiian and Other Pacific Islander, percent, 2010 (a)			0.3%	0.4%
Persons reporting two or more races, percent, 2010			3.4%	4.9%
Persons of Hispanic or Latino origin, percent, 2010 (b)			86.6%	37.6%
White persons not Hispanic, percent, 2010			2.2%	40.1%
Living in same house 1 year & over, 2006-2010		87.4%	84.0%	
Foreign born persons, percent, 2006-2010		40.1%	27.2%	
Language other than English spoken at home, pct age 5+, 2006-2010		80.2%	43.0%	
High school graduates, percent of persons age 25+, 2006-2010		49.7%	80.7%	
Bachelor's degree or higher, pct of persons age 25+, 2006-2010		4.7%	30.1%	
Mean travel time to work (minutes), workers age 16+, 2006-2010		27.0	26.9	
Housing units, 2010	15,277	13,680,081		
Homeownership rate, 2006-2010		48.3%	57.4%	
Housing units in multi-unit structures, percent, 2006-2010		31.8%	30.7%	
Median value of owner-occupied housing units, 2006-2010	\$406,500	\$458,500		
Households, 2006-2010	15,079	12,392,852		
Persons per household, 2006-2010	4.22	2.89		
Per capita money income in past 12 months (2010 dollars) 2006-2010			\$12,674	\$29,188
Median household income 2006-2010	\$43,654	\$60,883		
Persons below poverty level, percent, 2006-2010	20.1%	13.7%		
Business QuickFacts	Lynwood	California		
Total number of firms, 2007	4,100	3,425,510		
Black-owned firms, percent, 2007	S	4.0%		
American Indian- and Alaska Native-owned firms, percent, 2007	S	1.3%		
Asian-owned firms, percent, 2007	3.0%	14.9%		
Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	F	0.3%		
Hispanic-owned firms, percent, 2007	63.2%	16.5%		
Women-owned firms, percent, 2007	31.9%	30.3%		
Manufacturers shipments, 2007 (\$1000)	374,084	491,372,092		
Merchant wholesaler sales, 2007 (\$1000)	334,363	598,456,486		
Retail sales, 2007 (\$1000)	274,138	455,032,270		
Retail sales per capita, 2007	\$3,955	\$12,561		
Accommodation and food services sales, 2007 (\$1000)	59,449	80,852,787		
Geography QuickFacts	Lynwood	California		
Land area in square miles, 2010	4.84	155,779.22		
Persons per square mile, 2010	14,415.7	239.1		
FIPS Code	44574	06		
Counties	Los Angeles County			

Population estimates for counties will be available in April, 2012 and for cities in June, 2012.

# PRP (AA) - FACH Program: English/Academic Strategies

- (a) Includes persons reporting only one race.
- (b) Hispanics may be of any race, so also are included in applicable race categories.

D: Suppressed to avoid disclosure of confidential information  
 F: Fewer than 100 firms  
 FN: Footnote on this item for this area in place of data  
 NA: Not available  
 S: Suppressed; does not meet publication standards  
 X: Not applicable  
 Z: Value greater than zero but less than half unit of measure shown

Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, County Business Patterns, Economic Census, Survey of Business Owners, Building Permits, Consolidated Federal Funds Report, Census of Governments  
 Last Revised: Tuesday, 31-Jan-2012 17:06:35 EST

The number of individuals who speak a other than English at home, actually rises in Lynwood. It rises to 80.2%. This creates a difference of about 37.2% over the baseline numbers of the state. High School graduates are even less inspiring at 49.7% which is 31% below the State average.

The overall statistical information regarding our service area indicates that we have an area with high English as a Second Language challenges, high numbers of people dealing with poverty, chronic socio-economic barriers and parents who may not have had any educational exposure. The poverty rates in Compton and Lynwood generally hover around 20% of the population which would mean 1 in five people are barely making ends meet. Considering the overall costs of textbooks, fees, and other costs, the very ability to remain enrolled in El Camino College CEC is already handicapped. There is a direct correlation between poverty and success rates. School Districts which are wealthy tend to have very high success and retention rates because they get proper services. Our baseline in terms of success rates is directly tied to the socio-economic profile of our area. A review of the success rates of the high schools in our area indicates that the preparation levels of our students are also problematic. Given our service area, we have been trending slightly ahead of the curve in terms of success and retention percentage improvement given the various challenges that our service area shows in terms of US Census Bureau data, which invokes a problematic statistical baseline. This is even more evident with an evaluation of the high school graduation rates in our feeder K-12 districts.

## High School Graduation Rates

Cohort Outcome Data for the Class of 2009-10

District Results for 1973437 Compton Unified

Program Name	Cohort Students		Cohort Graduates		Cohort Graduation Rate		Cohort Dropouts		Cohort Dropouts Rate			
	Cohort Special Ed Completers		Cohort Special Ed Completers		Cohort Special Ed Completers Rate		Cohort Still Enrolled		Cohort Still			
Enrolled Rate	Cohort GED Completer		Cohort GED Completer		Cohort GED Completer Rate							
English Learners	814	342	42.0	348	42.8	12	1.5	112	13.8	*	0.0	
Migrant Education		*	*	50.0	*	16.7	*	0.0	*	33.3	* 0.0	
Special Education	190	45	23.7	92	48.4	24	12.6	29	15.3	*	0.0	
Socioeconomically Disadvantaged				1,288	748	58.1	377	29.3	15	1.2	148	11.5 *
0.0												
All Students	1,797	955	53.1	637	35.4	25	1.4	180	10.0	*	0.0	

Dataquest, Compton Unified. California Department of Education.

An asterisk (\*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

Above is a profile of the graduation rates in Compton Unified. The dropout rate for students overall is 35.4%, which is really high. The graduation rate is even more disturbing at a rate of 53.1%. With the California Community College system being an open enrollment program, these would be the types of students that would be admitted to our schools. El Camino College Compton Center is the last educational parachute for them.

I. Exit exam statistics are even more disconcerting. CAHSEE results are especially disconcerting.

California Department of Education

CAHSEE/PFT Office

File Date: 2/14/2012

# PRP (AA) - FACH Program: English/Academic Strategies

California High School Exit Exam (CAHSEE) Results  
for Mathematics and English-Language Arts (ELA)  
by Program (July 2011) for (All Grades)  
Compton Unified 19-73437

- Click on "COUNTYWIDE" or to generate a report at that level.
- To protect privacy, "-" appears in place of test scores wherever those scores are based on 10 or fewer students.

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified
Fluent-English Proficient (RFEP) Students			Economically Disadvantaged	Not Economically Disadvantaged	
DISTRICTWIDE: # Tested	Math	164	10	75	31
DISTRICTWIDE: Passing	Math	26 (16%)	-	138	11
7 (9%)	9 (29%)	22 (16%)	1 (9%)		
DISTRICTWIDE: # Tested	ELA	120	6	76	9
DISTRICTWIDE: Passing	ELA	31 (26%)	-	100	11
16 (21%)		-			
24 (24%)		7 (64%)			

A review of the California Accountability Progress Reports on the California Department of Education was particularly disturbing. Lynwood Unified was not particularly good. The LEA (Local Educational Agency) cohort numbers for Lynwood were disturbing. 2009-10 cohort graduation rate in Lynwood was about 64.88% district wide. For blacks, it was 62.60% and for Latinos, it was 65.08%. Carson Senior High showed a 70.62% graduation rate for the 2009-2010 cohort. Technically, we might actually service students from Manhattan Beach Unified (Mira Costa High) or ABC Unified (Cerritos High). Those numbers are particularly striking given how successful their graduation rates have been. With Cerritos High, the graduation rates were at 96.89% in 2009-2010. The target for graduation is 90% statewide. With Mira Costa High, the graduation rate was 95.40% in 2009-2010. Black graduation rates (also the sample size is smaller) were substantially better at 90.91% at Mira Costa, and 91.89% at Cerritos High. Latino graduation rates were 94.19% at Mira Costa, and 89.58% at Cerritos High. There is a 30.52% negative differential between Mira Costa and Lynwood. Between Carson and Cerritos High, there is a differential of 18.96%.

## B. Recommendations:

- Pervasive criticism of the success/retention rates must be evaluated holistically given the data. Comparisons based on size of the campuses are qualitative forms of analysis which has no qualitative basis. This is shoddy data analysis. Measure the success and persistence rates of the courses with a clear connection to the soil in which our students are growing in. Measure percentage gains in success and retention rates versus a simplistic comparison based on illogical institutional comparisons. Generally, there are horrible graduation rates in our feeder schools. Lynwood and Compton are not comparable to such high schools like Cerritos High or Mira Costa High. Therefore, if we want to measure success/retention rates, consideration must be given to the skills that our students come with and how long it would take for these students to be at the same ability levels.
- Because of the socio-economic demographic of our population, we have students without a textbook in our courses. If they are making decisions based on healthcare needs versus a textbook, generally they will forgo the textbook. This directly affects the student success rate and persistence rates. Therefore, specific funding sources must be sought to provide reasonable resources to students.
- For adjuncts, try to distribute a cohesive list of recommended textbooks. Many adjunct instructors may not be aware of the cost of the book. Attempt to define a pool of reasonably priced textbooks. Inform faculty and students of the newly adopted textbook rental program. (<http://elcamino.rentsbk.com/>). Formulate an approval form for new textbooks being adopted in a course for appropriateness relative to course level.
- Consider developing other intervention programs with the college to address long standing community issues like poverty, working poor conditions and substandard schools.
- Offer more academic counseling throughout the semester.

(Active)

## C - Curriculum - Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

# PRP (AA) - FACH Program: English/Academic Strategies

- a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.
- b) Explain any course additions to current course offerings.
- c) Explain any course deletions and inactivations from current course offerings.
- d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)
- e) Discuss how well the courses, degrees, or certificates meeting students' transfer or career training needs.
  - e.1) Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
  - e.2) Are there any concerns regarding program courses and their articulation?
  - e.3) How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.
- f) Recommendations based on Curriculum

## Curriculum course review timeline

All English courses are reviewed once every 6 years. All English courses are currently in compliance with Title 5. In conjunction with a departmental revision of the English major degree requirements to comply with AB 1440, as well as in response to SLO assessment requirements, a number of courses have been inactivated and removed from the English major. Many of these courses have not been offered in recent years; others do not align with current student transfer needs. Current offerings are geared toward basic skills acquisition, AA/AS degree attainment, and transfer.

For articulation purposes, the department is in the process of updating recommended preparations for transfer-level courses from eligibility for English A to eligibility for English 1A as course outlines come up for Title V review. The issue of adding a computer literacy objective to English 1C has come up in an ongoing articulation discussion.

Two new accelerated English courses are currently being piloted in response to recent college and state-wide data on basic skills. These courses allow students to obtain two semesters of credit in one semester by following a compression model. English 50RR combines English 82 and 84, and English 50WW combines English B and English A. Preliminary success and retention data are being monitored. As a result of a previous recommendation, English 80 was added to the reading curriculum in 2007 to serve students with very low reading placement scores. Student success numbers now available for this course are low and suggest a need for change. Similarly, a low success rate for students in English B who have placed into the course with very low writing placement scores suggests that this course is not adequately serving the low-scoring students either. A computer-based model of instruction utilizing adaptive skill building technology is currently being explored to meet both the reading and writing needs of low-scoring students.

## b. Recommendations:

- Assess elective offerings in light of revised English major.
- Develop a pilot for computer-based non-credit instruction to help lowest score reading and writing students achieve proficiency. Establish a cut-off score for English C to channel low-proficiency student into non-credit courses.
- English 80: • The required skills taught in English 80 should be revisited in order to meet the needs of students.
- English 80 enrollment caps should be set at a maximum of 25 students per class as more one-on-one attention is required to provide equitable outcomes at the end of the semester. Supplemental Instruction tutors may be added to help these students meet the outcomes set for this class. The anticipated cost for an SI tutor would be approximately \$10,000 per year.
- The English 80 course outline should be revised to allow students to attend class everyday or to have students enroll in the class for more than one semester for continual skills reinforcement.
- English 80 teachers must set up regular meetings to discuss teaching strategies.
- The English 80 Townsend Press exit exam should be analyzed to provide instructors with a measure of students' specific skill deficiencies. Reading faculty will meet to discuss the value of the Townsend Press Exit Exam.

(Active)

## D - Assessment and Student Learning Outcomes (SLOs) - Assessment and Student Learning Outcomes (SLOs)

- a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.
- b) Provide a timeline for your course and program level SLO assessments.
- c) State the percent of course and program SLO statements that have been assessed.



# PRP (AA) - FACH Program: English/Academic Strategies

- d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.
- e) Determine and discuss the level your program has attained in the SLO Rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)
- f) Describe how you have improved your SLO process and engaged in dialogue about assessment results.
- g) Recommendations based on Assessment and Student Learning Outcomes (SLOs)

## STUDENT LEARNING OUTCOMES

Division	Courses	SLO Statement	Assessment Completed	Date Done	Lead Participant(s)	Next Assessment Cycle
Hum	AS 1ABCD	Y	Spring 2011	Done	Dalia Juarez, Bruce Jacobs	Spring 2015
Hum	AS 20AB	Y	Spring 2012	Done	Jeff Taves	Spring 2016
Hum	AS 22AB	Y	Spring 2010	Done	Chelvi Subramaniam	Spring 2015
Hum	AS 25AB	Y	Spring 2012	Done	Stefan Bergman	Spring 2015
Hum	AS 30AB	Y	Spring 2011	Done	J.Taves	Spring 2015
Hum	AS 36AB	Y	Fall 2011	Done	N. Williams	Fall 2015
Hum	AS 60	Y	Spring 2012	Done	L.Vasquez	Spring 2016
Hum	Engl 1A	Y	Fall 2010	Done	David Maruyama	Fall 2014
Hum	Engl 1B	Y	Fall 2010	Done	Ruth Roach	Fall 2014
Hum	Engl 1C	Y	Fall 2010	Done	Thomas Norton	Fall 2014
Hum	Engl 15B	Y	Spring 2011	Done	M.Duffield	Spring 2015
Hum	Engl 25A	Y	Spring 2012	Done	Hiram Sims	Spring 2016
Hum	Engl 27	Y	Spring 2012	Done	Morgan Mayreis	Spring 2016
Hum	Engl 39	Y	Fall 2011	Done	Judith Crozier	Fall 2015
Hum	Engl 42	Y	Spring 2012	Done	Mary Duffield	Spring 2016
Hum	Engl 40B	Y	Spring 2012	Done	Kristin Jones	Spring 2016
Hum	Engl 41B	Y	Spring 2011	Done	Hiram Sims	Spring 2015
Hum	Engl 80	Y	Fall 2010	Done	McLaughlin/Bernaudo/ Halligan	Fall 2014
Hum	Engl 82	Y	Fall 2010	Done	McLaughlin/Bernaudo/ Halligan	Fall 2014
Hum	Engl 84	Y	Fall 2010	Done	McLaughlin/Bernaudo/ Halligan	Fall 2014
Hum	Engl A	Y	Spring 2010	Done	Writing Faculty	Spring 2014
Hum	Engl B	Y	Spring 2011	Done	Ruth Roach	Spring 2015
Hum	Engl C	Y	Fall 2010	Done	Subramaniam/ Bergman/Jacobs/Sims	Fall 2014

According to the ACCJC rubric, the English program at the Compton Center is at the proficient level as we have assessed all of our courses and have scheduled implementation of several strategies to address deficiencies that were found in previous assessments.

### a. List each course and program level SLO

English 1C SLO statement: Students will compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources. This essay will be well organized, follow proper MLA format, and be technically correct in paragraph composition, sentence structure, grammar, spelling, and usage.

English 1B SLO statement: In a final essay for English 1B, students will write an out-of-class, thesis-driven essay of 4-6 pages that identifies and analyzes some of the literary elements of a text (plot, theme, setting, point-of-view, character, style, symbolism) and effectively incorporates quotations.

English 1A SLO statement: Given an out-of-class writing task in which students find multiple sources related to a particular topic, students will write a research report that shows the ability to support a single thesis using analysis, to synthesize and integrate materials effectively from a variety of sources, and to cite sources in MLA format (including a works-cited page). The report is organized, technically correct in paragraph composition, sentence structure, grammar, spelling and word use, and demonstrates a thoughtful treatment of the topic.

English A SLO statement: Write a multi-paragraph expository composition with an introduction and conclusion that responds to a text already covered in class. A clear position reflecting other points of view should be developed and sustained through the entire essay. The writer's ideas should be insightful, focused, and organized. Sources must be attributed and incorporated into the writer's argument. Word choice, sentence structure, punctuation, and spelling should not hinder readability.

# PRP (AA) - FACH Program: English/Academic Strategies

English B SLO statement: In the final typed short essay, students will write a 200-350 word descriptive, reflective, or narrative paragraph(s) that has gone through multiple revisions and responds to a text discussed in class. Paragraphs should include a clear topic sentence and provide supporting details. Paragraphs should be logically organized and focused. Paragraphs should use basic rules of grammar, spelling, and punctuation so that a reader can understand the writer's ideas; they should also be double spaced and follow MLA style for indentation, heading, title, and font.

English C SLO statement: Write a 200-250 word paragraph using personal narrative or description with a topic sentence, supporting details, and a concluding sentence. The paragraph should use basic rules of grammar, spelling, and punctuation so that a reader can understand the writer's ideas; it should also have an MLA heading and title.

English 84 SLO statement: Students will demonstrate the ability to interpret meaning of textbook readings, essays, and novels on a literal and critical level. As well, students will use various study tools, including note-cards, high-lighting, and note-taking, critical commentary, and question-asking to demonstrate a college-level reading process. Students will also be able to demonstrate understanding of a writer's point, the relationship between the main ideas and supporting details and the significance of the issues, ideas, and points the author is trying to make in their writing through comprehension exercises, testing, and written response based on directed readings and novels.

English 82 SLO statement: Students will demonstrate their ability to comprehend multi-paragraph non-fiction texts written at the 7th -9th grade level. Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the 7th -9th grade level.

English 80 SLO statement: Students will demonstrate their ability to comprehend paragraph-length non-fiction texts written at the 5-7th grade level. Students will demonstrate their ability to analyze paragraph-length non-fiction texts written at the 5-7th grade level.

AS 01 ABCD SLO statement: Based upon diagnostic test results students will increase their English, reading and/or math skill levels by completing a minimum of 100 lessons, including mastery tests in 54 hours or more.

AS 22 SLO statement: Students will demonstrate the use of a series of techniques necessary to analyze, compare, contrast and evaluate simple verbal reasoning problems, trends and patterns, and analogies. In addition, they will be able to identify and compare information for purposes of classifying material into major and subclasses.

AS 36AB SLO Statement: Given an in-class comprehensive final exam based on course work, the students will be able to utilize basic parts of speech and independent clauses to correct common sentence errors and write a short assignment demonstrating correct sentence structure.

AS 20 SLO statement: Given an in-class writing assignment students will use various pre-writing strategies to generate ideas, write a topic sentence with direction, and provide support material for the topic. Students will write a paragraph on a specific subject with a clearly defined topic sentence, support material and a conclusion.

English Program Level SLO:

1. Students will demonstrate readiness for transfer-level composition courses by composing an appropriately developed expository essay that integrates and documents sources. The essay should include an introduction with a thesis, body paragraphs with topic sentences, a conclusion and a Works Cited page, and be relatively free of errors in grammar and mechanics.
2. Students will demonstrate knowledge of literary elements, and familiarity with authors and cultural contexts of representative works.
3. Students will create a thesis-driven, coherent, unified, and well-developed essay in MLA format that demonstrates reading and writing competence at the transfer level.

b. Assessment Results:

SLO Assessment Results for English C: 28.6% passed the assessment.

SLO Assessment Results for English B: 78% passed the assessment.

SLO Assessment Results for English A: 38.3% passed the assessment.

SLO Assessment Results for English 1A: 68.4% passed the assessment.

SLO Assessment Results for English 1B: 78% passed the assessment.

SLO Assessment Results for English 1C: 50% passed the assessment.

SLO Assessment Results for AS25: 70% passed the assessment.

SLO Assessment Results for AS36: 87% passed the assessment.

SLO Assessment Results for AS20: 53% passed the assessment.

Program Level SLO Assessment Results:

Institutional Research also completed a survey of students who have taken an Academic Strategies course and pass rates for other writing classes. The pass rates for writing were 13% for English C, 41% for English B, and 56% for English A. On the other hand, the

# PRP (AA) - FACH Program: English/Academic Strategies

pass rates were substantially higher for reading with English 80 at 54%, English 82 at 63% and English 84 at 77%. A student survey (Appendix 1) was created to assess students enrolled in Academic Strategies courses. The results indicate that most were satisfied with the course content and instruction. A more extensive data plan is being developed at this time by Institutional Research in terms of pass rates with those who take Academic Strategies courses versus those who don't. It is unclear how the Academic Strategies course data would be helpful in terms of an overall review of the Program SLO for the Basic Writing Program. Institutional Research completed a survey of English A students with pass rates, and completion rates in English 1A. It appears that although there is a high attrition rate in the English A courses, student success in English 1A appears to be much better than expected. Almost 70% of the students would complete English 1A as a result of passing English A. This data was hard to incorporate into a Basic Writing Program SLO review because Academic Strategies is more of a generalized program for all of the courses offered by the college.

## c. Analysis of Writing Assessments

The English faculty have assessed that English C students lack rudimentary basic skills. They are unable to write a simple sentence and they are reading at the 4th grade level. Our overall student population comes from school districts with low test scores and low success rates. Because of the open enrollment nature of the community college system, we struggle to try to get students enrolled in English courses to master necessary skills to succeed and the college level. This makes accomplishing our goals difficult, especially in terms of retention, persistence and student success. The open enrollment system creates problems when measuring retention, persistence and student success.

Hence, SLO assessment results are also being used for improving teaching and student learning in the Compton Center. The English Department has assessed that students who test into English C appear to lack grammar, reading comprehension, and writing skills to successfully pass the course with a semester. They frequently repeat the course as they work to acquire skills that they should have acquired at the K-12 level. This suggests that when students test into English C, they do not move through the pipeline to English A within three semesters. To assist these students, it was determined that the Writing Center would be a resource that could be used to provide these students the skills that they would need to successfully move into English B and subsequently into English A within three semesters. Additional grammar and writing workshops have been scheduled during the semester to help students acquire more practice and reinforcement of skills taught in the classes. Additionally, a writing center specialist was hired in fall 2012 to develop additional support services for the writing courses. Also, Compton's English faculty share a variety of teaching strategies to aid students to become better writers. An example of a strategy that they have shared is the "Quick Write" thesis where students are required to write a thesis using a "list" of words from their course reader. Students may or may not be given a topic for writing. As the roll sheet is passed around, students write their thesis down. Then, the instructor picks a thesis or two and the class works on them together to develop clear theses. A follow-up assessment will be conducted to document changes in success rates with English C students.

Those who complete the Basic Skills Writing Program appear to do well. Some problems do exist. Pass rates in English B are lower than the pass rate in English A, in terms of the SLO assessment tool, but their pass rates in English A are much lower. We may have to revisit the alignment of these two courses to better prepare the students to pass English A. It was discussed that a belief in one assessment tool as a measure of possible student success is flawed versus a more holistic assessment of the student. Holistic assessment through norming student writing in English C, B, and A was an option that was considered for the future.

## d. Recommendations

- English C needs to be assessed to assess if new measures that were implemented have improved success rates.
- In order to see if we can improve the overall pass rate for English A, we need to continue to utilize tutors in the classroom. We also need to make sure that student services like the Writing Center are properly supported and managed. The Language Lab will need to update its computers and the various software that required to support writing. When English A is reassessment, the effectiveness of in-class tutors too will be considered during the assessment.
- For the Writing Center, there is a need for round tables for tutoring, an electronic check in station, and a separate room for writing workshops.
- We need to maximize the use of the writing lab by also including workshops on keyboarding, formatting, word document, and general computer skills. Access to language lab tutors must improve beyond having only one tutor during lab hours. The estimated cost would be approximately \$20,000 per year.
- As part of an overall consensus, the placement system needs to be revisited and revised. The preference would be to have a brief written component included in the assessment process. Faculty could be provided flex credit for the hours worked grading the writing component to the placement test.
- There are also a number of ESL students who may not have been placed correctly into English C, B, or A. They need to be channeled into more appropriate for-credit ESL classes. A designated counselor could be made available to provide this service.
- There is a need for a Summer Bridge program. Some of the students lack such basic skills as keyboarding and general computer skills. There were cases of students not knowing how to use a tab button. The estimated cost would be approximately

# PRP (AA) - FACH Program: English/Academic Strategies

\$30,000.

- Given the striking difference between the pass and persistence rates between English A, B and C courses versus English 1A, we think that additional tutorial support for 1A might be necessary to improve the success rates. Unlike English A, English 1A does not have an in-class tutor to offer support for students. Given the academic success rates of our feeder schools, it is recommended that we have dedicated tutorial support in English 1A in order to increase student success rates. Cost to hire additional tutors would be \$30,000.00 per year.
- Develop more training and mentoring of newly hired adjunct staff who are assigned to writing courses. Writing instructors need to share methods, ideas, and lessons that are effective.
- Remove Academic Strategies courses that are not related to the Basic Writing program. AS 40: Mathematics Anxiety Workshop and AS 60: Strategies for Success in Distance Education should be assigned to the respective departments.

## e. Analysis of Reading Assessment

All the reading courses were assessed in the fall of 2010. Only post assessment scores were used, and all the reports suggest utilizing pre-assessment scores, along with post assessment scores, in the future for more accurate statistics.

English 80 was also assessed in the fall of 2010 by 1 full-time instructor and one adjunct instructor. Forty-five students took the test: twenty-nine passed, sixteen did not pass. The post-assessment showed that approximately 64 percent of the students passed.

English 82 was assessed by one of the full time faculty who had all instructors who were teaching an 82 course report their post-assessment scores. The data shows that of the two tests being used, Townsend Press and DRP, the former is a more accurate assessment tool since the questions asked in the Townsend Press test address the skills that are taught in the reading courses. That said, however, the scores average about seventy percent. Although this is not a bad average, there is much room for improvement. Most instructors who participated in the assessment think the reason way the average score is at around seventy percent is because the test used, even though it is the better of the two, is not reliable because it does not match the skill level of the text used in the classroom. The report concludes that a change of texts or assessments or both would improve the student outcomes, and augmenting the reading texts with multi-paragraph selections with more challenging topics.

English 84: English 84 was assessed in the same way as 82 by another full-time instructor. The report finds low averages for the post assessment. Although the success numbers for English 84 are slightly better than for English 82 for 2007-09, the retention rates are alarmingly low. The report concludes that the reason for the disappointing scores is mainly due to the test used: the DRP. The SLO reflection concludes that the Townsend is a better assessment tool; the DRP is very inaccurate and that the DRP should no longer be used –this opinion concurs with the opinion in SLO report of English 82. Again, as in English 82 and 84, the report concludes that the text currently used does not correlate with the post-assessment test used to measure the SLO –the DRP-J6. The report concludes that the text currently used does not correlate well with the post-assessment test used –the DRP-J6. Finally, the report also suggests we need better diagnostic measurements to assess all skills taught in the course: vocabulary, reading comprehension, identification of main ideas and support, and summarizing. Reading faculty could design a test that measures the skills taught in the course.

## Recommendations:

- Switch to another text book that provides more vocabulary and critical reading lessons, lessons that utilize CLOZE exercises to help students better prepare to handle inference questions.
- While the DRP test has proven to be an accurate appraisal of student comprehension, it is imperative that two tests be given –a pre and a post test, so that the instructor can better evaluate success and growth from the beginning of the course to the end.
- English 80 students should be concurrently enrolled in an academic strategies vocabulary course which is tailored to their needs.
- Reading assessment test requirements must be published so all reading instructors are aware of the assessment requirements.
- All reading assessment tests and answer keys should be accessible to all day and evening faculty and must be housed in a central location.
- Instruction needs to be structured through modeling and scaffolding assignments to strengthen comprehension skills that are measured in the DRP testing but not a part of the content in the Townsend Press texts that are used regularly in these

# PRP (AA) - FACH Program: English/Academic Strategies

courses.

- Develop methods such as Differentiated Instruction where students are placed to work in a group relative to their reading levels. With Differentiated Instruction, an instructor could float around the class room challenging each of the groups with tasks that correspond to the reading levels of each of the groups.
- Periodical roundtables where instructors share methods and lessons that challenge students in English courses.
- Develop tutoring as related to our reading courses.
- SLO could be better assessed next time if we take into account pre-assessment and post-assessment scores.
- Be very clear in the syllabus about the use of a textbook being connected to the chances of student success.
- Develop more training and mentoring of newly hired adjunct staff who are assigned to Reading courses. Reading instructors need to share methods, ideas, and lessons that are effective.
- A Reading lab that has up-to-date software programs, headphones, and other various tools for students who are registered with the SRC.

(Active)

## **E - Analysis of Student Feedback** - Analysis of Student Feedback

Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

- a) Describe the results of relevant student feedback.
- b) Discuss the implications of the survey results for the program.
- c) Recommendations based on Analysis of Student Feedback

(Active)

## **F - Facilities & Equipment** - Facilities and Equipment

- a) Describe and assess the existing program facilities and equipment.
- b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
- c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
- d) Recommendations based on Facilities & Equipment

(Active)

## **G - Technology & Software** - Technology and Software

- a) Describe and assess the adequacy and currency of the technology and software used by the program.
- b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
- c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
- d) Recommendations based on Technology & Software

(Active)

## **H - Staffing** - Staffing

- a) Describe the program's current staffing, including faculty, administration, and classified staff.
- b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals

# PRP (AA) - FACH Program: English/Academic Strategies

## c) Recommendations based on Staffing

### Staffing

#### a. Past Staffing Issues

As shown in the attached chart, the staffing for English courses over the years has declined below the ratio stated in the 75/25 law (See Appendix I on the next page). In 2008, the ratio of full-time to part-time faculty was 77 to 23; in 2009, it was 56 to 44; in 2010, it was 44 to 56. While the 75/25 law uses the ratio delineation, these numbers and all ratios presented in this section represent equivalent percentages, for those who may prefer percentages. The WSCH / FTEF shows high efficiency in the department.

Taking a closer look at the most recent semester, 76 English reading and writing courses were offered in Fall 2011, and about 45 of the courses were staffed by full-time instructors and 31 by adjunct faculty. The ratio between full-time and part-time instructors teaching courses is about 59 to 41 percent respectively. Ideally, the department should have 75% of the classes taught by full-time instructors, so we are currently 16% short of that goal.

In Spring 2012, three full-time reading and writing instructors retired. The number of full-time instructors in the department dropped from 11 to 8. However, over the summer of 2012, two new reading/writing instructors were hired on a full-time basis. This brings the total number to 10 full-time faculty. Additionally, there are 22 adjunct English instructors who teach a range of reading and writing classes. The ratio between full-time and part-time instructors is less than 50-50. We will still fall short of our goal of 75/25 of the courses taught by full-time faculty. We need four more instructors to meet the 75/25 law.

As for tutoring, there are two locations where reading and writing students can receive help: the Reading/Writing Center in F33 and the Learning Resource Center in G39. First, the Reading/Writing Lab is staffed by one classified employee who works as supervisor and seven writing and reading tutors. The lab is open from 9:00 a.m. to 7:00 p.m. Monday through Thursday and 9:00 a.m. to 1:00 p.m. on Fridays. In order to serve our students who work during the day and are parents, the lab should be open Monday through Thursday from 8 a.m. to 8 p.m. and on Saturdays, too. We may need to hire more tutors or simply have our current staff work more hours. In addition to F33, students can seek help in G39, which is staffed by two classified employees and student volunteers and workers, by appointment only. Policies that are in place are conveyed by the Library/LRC Advisory Board, informal communications between tutors and faculty, and forwarded messages through the listserv. There do not seem to be policies on what help students can or cannot expect or policies on arrangements for orientations and class visits.

#### Full-time Equivalent Faculty, Efficiency, and Full-time Equivalent Students

Year	# of sections	FTEF	WSCH/FTEF	FTEF
2008	52	12.33	545.9	208.84
2009	71	17.00	581.43	305.28
2010	81	19.32	580.5	345.40
2011	76	18.27	616.32	345.06

#### b. Recommendation:

- Hire four more full-time instructors (\$300,000.00)
- Provide more staff to keep the lab open for more hours to serve our students. (\$70,000.00)
- Develop policies that stimulate more communication between instructors and tutoring labs

#### Results

Faculty hiring goals met.

To maintain quality adjuncts and full-time instructors, an increase in benefits and salary scale would improve the stability of the staffing.

Without stability, student learning outcome assessments, program learning outcomes may become compromised.

(Active)

## I - Direction & Vision - Direction and Vision

# PRP (AA) - FACH Program: English/Academic Strategies

- a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?
- b) Explain the direction and vision of the program and how you plan to achieve it.
- c) Recommendations based on Future Direction & Vision

## Direction and Vision

- a. Are there any changes in with the academic field/industry that will impact the program in the next four years?

SB 1440 - The new transfer initiative will impact the department in several distinct ways. Data\* show that most of our students come from schools with low success rates - Compton High - 35.4% with a 42% student dropout rate amongst English Language Learners, Lynwood High - 64.88% with a 36% dropout rate, Carson High - 70.62% with a 21% dropout rate. (\*Data representing '11/'12 academic year) This indicates that the English Department has students coming into our program with serious basic skills deficiencies. The program is then faced with a challenge - how do we serve our basic skills students' needs and meet the requirements of SB1440, which mandates that community college students develop an educational plan and transfer culture. While the English Department understands the necessity of building and maintaining sustainability for the college, the District needs to understand that many of our students start their academic careers in developmental and non-transferrable course work.

Budgeting – With FTES declining, the District is having to think in terms of filling courses in order to meet our budgetary needs. For the 2013/2014 spring semester, the Center was below its FTES goal by 1.1% and has had to borrow projected FTES from 2014/2015. While little of this has had a profound effect on English courses, it does not bode well for future funding if the students are not returning to the college to complete their ed plans. The English Department would do well to start initiating a program or process that will create future enrollment by ensuring that the presently-enrolled students are having their needs met, both academically and by the District. This process would start in the classrooms with Department surveys and Q and A.

Community Needs - The English Department faculty understand that, in several ways, community needs are not being met by the new initiatives and that it may need to create ways that meet the student needs while still creating an atmosphere of motivation and a focus on their individual transfer goals. The program cycle needs to be re-assessed based on community needs, certificate and transfer paths. Institutional Research's assistance in creating data to support a direction for this program re-assessment would be most helpful. This could be accomplished through a series of surveys in the classrooms, as mentioned above, but also on the high school level involving both students and faculty. We must ascertain the results of the surveys in terms of what kinds of jobs the students are going for, as well as their academic needs and goals.

- b. Explain the direction and vision for the program and how you plan to achieve it?

Direction - The direction of the Compton Center is the same as all community colleges across California – transferability. The English Department needs to ensure that our community's needs are being recognized first before the college can ensure the directives of the state mandates. In this area, the English Department has continued to move in a positive direction, through a variety of consistency projects that have evaluated the courses, course work, assessment, SLOs, and faculty-at-large in how they are pro-actively meeting the needs of both the community and the state at the same time. As well, the Department has been experimenting successfully with an accelerated curriculum that allows students who test into developmental course work to matriculate into transferable course work in a timely manner. These experimental courses were called 50 RR and 50WW, and now have been institutionalized into one course - RWA.

We are achieving this by doing the following:

1. Providing tutors for our remedial writing and reading students.
2. Providing a writing and reading lab with computers for students to use.
3. Providing Trac-Dat and other training to all faculty and staff in the department.
4. Having hired five new full-time aculty in the last five years, with a plan to hire two more for the 2014/2015 academic year with an emphasis on some background in reading.
5. Consistent updating on the program review in Plan Builder.
6. The opening of the new Learning Resource Center that will be providing new and updated services and tutoring resources in the areas of reading and writing. This will allow for the expansion and enhancement of the present language and writing labs.

This is what the program would like to continue and improve service to the students:

# PRP (AA) - FACH Program: English/Academic Strategies

1. Smart Classrooms - We need classrooms with the technology present to teach to the fullest extent of our abilities, and accommodate the learning styles of all our students, visual, auditory and tactile.
2. Improved Physical Environment of our Classrooms - We want to provide comfortable a learning environment that takes into account the need for students to feel safe and comfortable in the classroom. Our classrooms need to be fully-functional, and they have not been for several years, and have not been improved even though countless work orders have been submitted to the District to repair and refurbish the basic needs within the classrooms.
3. More Counselors - We need more counselors trained in the areas of ESL, reading, writing, and curriculum development who can assist our students.
4. Professional Development Funds - We need these to keep faculty and the academic support staff and tutors current in their respective fields, be it reading, writing, ESL, or communication studies.
5. More Staffing - The department has no help staff - no departmental secretary, no student workers, and no advisors for students in the English Department. The existence of such would help not only faculty, but students as well. It would be beneficial to both students and the department if there could be someone who is available to listen to the concerns of students, give Ed Plan and transfer advice to students that is accurate, timely, and truthful, and identify and communicate any student issues regarding the English Department to the faculty, the division chair, and the Dean of Student Success.

Vision - Our vision is to serve the students of the El Camino College - Compton Educational Center based on their individual needs and circumstances when it comes to the skills necessary to achieve college and university levels of English reading and writing competency by practicing a more holistic approach to its students, addressing the social, emotional, and economic challenges as well as the academic, institutional, and legislative exigencies, as well.

C. How does the program fulfill the college's mission and align with the strategic initiatives?

- Initiative A: In the last few years, professional development allocation was limited which restricted faculty to go beyond their own scholastic training. Recently the professional development committee has been reactivated and funds have become available to provide faculty additional avenues to improve on their teaching and professional growth.
- Initiative B: We are also fighting to meet this goal. With limited funding, there are no support services, even though there is plenty of data that suggests that tutors in the classroom do improve success rates. In 2011, our English A classes, which have tutors in the classroom once-a-week, saw a 55.6% success rate, while our English 1A classes, with no tutors, only saw a 45.1% success rate.
- Initiative C: In this area, our process works well. Our faculty is one of the most active on campus, with participation in outreach activities for Student Life, six participating professors teaching for the First Year Experience program, three faculties sit on the Center's Executive Board and many more sitting on other various vital committees on this campus. Considerable effort has been made to include collegial consultation at CEC, but it is clear that the division chair play a key role in the dissemination of information to the program from the District.
- Initiative D: While we work with outreach programs through Student Life, there has been nothing implemented with regard to our specific program. Again, there is no funding, but we would like to start outreach in the future. It is important to note that the program did initiate a pilot program with Voc Tech several years ago that was supposed to create partnerships with UC and Cal State universities; however, the District has not followed through on it, or placed it on any of its priority lists.
- Initiative E: We have been actively working to improve our assessment by tracking our own testing in the classrooms. The assessment system by the college has been deeply flawed over the last several years, and students have been very often misplaced in our classes. The English Department specifically has been fundamental in the leadership and development of SLOs, and the evaluation and interpretation of accreditation standards and requirements, not just in the program area, but campus-wide.
- Initiative F: There have still been no improvements in this area.
- Initiative G: We have demonstrated a malleability that has continually flowed with the needs of both our students and the district. Again, not a lot to work with, but the program has been fully sustainable due to a need in the community, and we believe that this need is not about to change any time soon.

(Active)

**Z - Review and Sign-Off** - Enter in this section the name(s) of those who contributed to this program review.

- (Active)



# PRP (AA) - FACH Program: English/Academic Strategies

## Recommendation: English 2015 Program Review Recommendation 1

Improve writing assessment

**Recommendation Status:** Not Started

**Implementation Timeline:** Analysis of Research Data

**Input/Last Revised Date:** 02/07/2014

**Origin of Recommendation:** 2015-16

**Expense Category:** Other

**Program Rank:** 01

**Rationale & Expected Outcome:** In order to add and evaluate a writing component to the placement test, a faculty stipend should be provided to compensate for this extra work.

**Anticipated Cost:** 20000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Assessment Center  
English Department

The writing program would be impacted, from improved assessment on the Placement Test.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2015 Program Review Recommendation 2

Improve classroom technology

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Facilities & Equipment 1

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 08/07/2015

**Rationale & Expected Outcome:** Faculty need smart classrooms to offer the best instruction possible, namely to accommodate numerous requests for a projector with laptop--the smart cart.

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** MIS  
Facilities

All disciplines benefit from a strong English program showing--not just telling--students how to read and write academically.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2015 Program Review Recommendation 3

Improve data gathering on Reading and Writing Lab

**Recommendation Status:** Not Started

**Implementation Timeline:** Analysis of Student/Client Feedback

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 08/07/2015

**Rationale & Expected Outcome:** Providing referrals and surveys throughout the year (to students to measure their satisfaction and to faculty to determine student improvement) will contribute to the ongoing improvement of the tutoring services.

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** MIS  
Institutional Research

Papers done by students for classes in all disciplines across campus will improve.

# PRP (AA) - FACH Program: English/Academic Strategies

Status: Forwarded to Unit Plan

## Recommendation: English 2015 Program Review Recommendation 4

Improve classroom facilities

**Recommendation Status:** Not Started

**Implementation Timeline:** Analysis of Student/Client Feedback, Facilities & Equipment 1, Future Direction & Vision or Program Improvement

**Input/Last Revised Date:** 02/07/2014

**Origin of Recommendation:** 2015-16

**Expense Category:** Facilities

**Program Rank:** 04

**Rationale & Expected Outcome:** Student surveys done at the time of the previous Program Review concluded that classroom facilities were a high priority and hindrance to students' learning.

**Anticipated Cost:** 500000

**Primary SI Supporting Recommendation:** E - Institutional Effectiveness

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Facilities

Daily functioning electrical outlets, repaired and clean chalkboards and whiteboards, polished floors, and emptied trashcans improve the learning environment and allow utilization and maximization of technological improvements.

Status: Forwarded to Unit Plan

## Recommendation: English 2015 Program Review Recommendation 5

Improve lab access

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Facilities & Equipment 1, Future Direction & Vision or Program Improvement, Technology & Software

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 08/07/2015

**Rationale & Expected Outcome:** To improve SLO outcomes, create shared computer lab access in order to allow writing classes to have dedicated computer session--for, but not limited to, grammar website access, turnitin.com orientation and peer editing, orientations in order to format papers using Microsoft Word, access to potential ETUDES shells if it is a hybrid or traditional course with ETUDES augmentation, orientation in evaluating website validity for research assignment, understanding databases, ability to compose using MLA format for submission of an electronic file of their essay under instructional guidance.

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** MIS

Facilities

All programs on campus benefit from a strong writing program; all college papers produced across campus would be of a higher quality.

Status: Forwarded to Unit Plan

## Recommendation: English 2015 Program Review Recommendation 6

Maintain staffing

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Future Direction & Vision or Program Improvement

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 08/07/2015

**Rationale & Expected Outcome:** Keeping full-time and part-time faculty ratios appropriate as well as adequate tutoring services will

# PRP (AA) - FACH Program: English/Academic Strategies

improve the quality of classroom instruction.

**Primary SI Supporting Recommendation:** E - Institutional Effectiveness

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Academic Affairs  
Human Resources

A balanced workforce can make contributions campus-wide.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2015 Program Review Recommendation 7

Sustain literature offerings for the English major

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Curriculum

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 08/07/2015

**Rationale & Expected Outcome:** Increasing the number of English majors will improve graduation and transfer rates.

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Academic Affairs

The student population which would benefit from majoring in English will be served and sustained to the point of successful graduation and/or transfer.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2015 Program Review Recommendation 8

Sustain professional development

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Future Direction & Vision or Program Improvement, Staffing

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 08/07/2015

**Rationale & Expected Outcome:** Ongoing training in reading and writing instruction and other professional matters will improve classroom instruction and student learning outcomes.

**Anticipated Cost:** 20000

**Primary SI Supporting Recommendation:** F - Modernization

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Faculty Development  
Academic Affairs

A strong reading and writing program will improve the quality of student work across campus.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2015 Program Review Recommendation 9

Funding full-time and adjunct faculty for completing SLO work

**Recommendation Status:** Not Started

**Implementation Timeline:** Staffing

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 08/07/2015

**Rationale & Expected Outcome:** Faculty members are requested to attend meetings and complete reports on SLO assessment, and should be paid accordingly as it was not included in their hourly rate.

**Primary SI Supporting Recommendation:** B - Student Success & Support

# PRP (AA) - FACH Program: English/Academic Strategies

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Human Resources  
Budget and Planning

Without the vital data provided on SLOs, the campus accreditation process cannot move forward, and student learning outcomes cannot be accurately measured and systematically or programmatically improved.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2015 Program Review Recommendation 10

Construct new facilities

**Recommendation Status:** Not Started

**Implementation Timeline:** Facilities & Equipment 1, Future Direction & Vision or Program Improvement

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 08/07/2015

**Rationale & Expected Outcome:** The classroom and office facilities need to be modernized with flexible and smart classroom spaces and furnishings, adjacent lab spaces, and individual faculty offices for effective student conferencing.

**Primary SI Supporting Recommendation:** F - Modernization

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Facilities  
MIS

All programs benefit from a strong, modernized English program.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2015 Program Review Recommendation 11

Maintain literary / arts journal publication for the Center

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Future Direction & Vision or Program Improvement

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 06/30/2016

**Rationale & Expected Outcome:** Rewarding academic and creative expression on campus enhances the college experience and furthers students' transfer and professional goals.

**Anticipated Cost:** 4000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Student Affairs

Students' cognitive and affective experiences are improved across campus, and their graduation and transfer goals are furthered.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2015 Program Review Recommendation 12

Sustain related guest speaker program

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Curriculum

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 06/30/2016

**Rationale & Expected Outcome:** Funding honorariums of \$500 for each guest speaker, two speakers per year, allows visiting scholars, poets, novelists, and writers to enhance the overall student experience at the college.

**Anticipated Cost:** 1000

# PRP (AA) - FACH Program: English/Academic Strategies

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Student Affairs

Students across campus are inspired and motivated to continue academic and creative reading and writing.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2015 Program Review Recommendation 13

Maintain robust basic skills class offerings

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Analysis of Research Data

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 08/07/2015

**Rationale & Expected Outcome:** Since data on the demographics, placement tests, and SLO assessments show a need for these classes, the English program should maintain class offerings.

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Strong academic readers and writers will improve students' work in all disciplines.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2015 Program Review Recommendation 14

Maintain robust transfer-level course offerings

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Analysis of Research Data, Future Direction & Vision or Program Improvement

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 08/07/2015

**Rationale & Expected Outcome:** Based on data on enrollment and the plan to increase the completion, graduation, and transfer rates of our students, our program needs these courses.

**Anticipated Cost:** 20000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Students will have the necessary knowledge of academic writing and analysis to complete their graduation and transfer requirements across campus.

## Recommendation: English 2015 Program Review Recommendation 15

Provide 5 in-class tutors for English 1A courses.

**Recommendation Status:** Not Started

**Implementation Timeline:** Analysis of Student/Client Feedback, Assessment of SLOs & PLOs or SAOs, Curriculum

**Input/Last Revised Date:** 02/20/2015

**Completion Date:** 07/31/2015

**Rationale & Expected Outcome:** Students with in-class tutors did better than those without.

With in class tutors, students will success by 10%.

**Anticipated Cost:** 20000

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Facilities

MIS

**Status:** Forwarded to Unit Plan

# PRP (AA) - FACH Program: English/Academic Strategies

## Recommendation: English 2016 Program Review Recommendation 1

Improve writing assessment

**Recommendation Status:** Not Started

**Input/Last Revised Date:** 12/02/2016

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 01

**Rationale & Expected Outcome:** In order to add and evaluate a writing component to the placement test, a faculty stipend should be provided to compensate for this extra work.

**Anticipated Cost:** 20000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Assessment Center  
English Department

The writing program would be impacted, from improved assessment on the Placement Test.

**Status:** Forwarded to Unit Plan

**Funding Type:** One-Time Funds Needed (Augmentation)

## Recommendation: English 2016 Program Review Recommendation 2

Improve classroom technology

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Facilities & Equipment 1

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 08/07/2015

**Origin of Recommendation:** 2016-17

**Expense Category:** Other

**Program Rank:** 02

**Rationale & Expected Outcome:** Faculty need smart classrooms to offer the best instruction possible, namely to accommodate numerous requests for a projector with laptop--the smart cart.

**Anticipated Cost:** 20000

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** MIS  
Facilities

All disciplines benefit from a strong English program showing--not just telling--students how to read and write academically.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2016 Program Review Recommendation 3

Improve data gathering on Reading and Writing Lab

**Recommendation Status:** Not Started

**Implementation Timeline:** Analysis of Student/Client Feedback

**Input/Last Revised Date:** 11/04/2015

**Origin of Recommendation:** 2016-17

**Expense Category:** Software/Hardware

**Program Rank:** 03

# PRP (AA) - FACH Program: English/Academic Strategies

**Rationale & Expected Outcome:** Providing referrals and surveys throughout the year (to students to measure their satisfaction and to faculty to determine student improvement) will contribute to the ongoing improvement of the tutoring services.

**Anticipated Cost:** 10000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** MIS  
Institutional Research

Papers done by students for classes in all disciplines across campus will improve.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2016 Program Review Recommendation 4

Improve classroom facilities

**Recommendation Status:** Not Started

**Implementation Timeline:** Analysis of Student/Client Feedback, Facilities & Equipment 1, Future Direction & Vision or Program Improvement

**Input/Last Revised Date:** 11/04/2015

**Origin of Recommendation:** 2016-17

**Expense Category:** Other

**Rationale & Expected Outcome:** Student surveys done at the time of the previous Program Review concluded that classroom facilities were a high priority and hindrance to students' learning.

**Anticipated Cost:** 500000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Facilities

Daily functioning electrical outlets, repaired and clean chalkboards and whiteboards, polished floors, and emptied trashcans improve the learning environment and allow utilization and maximization of technological improvements.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2016 Program Review Recommendation 5

Improve lab access

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Facilities & Equipment 1, Future Direction & Vision or Program Improvement, Technology & Software

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 08/07/2015

**Origin of Recommendation:** 2016-17

**Expense Category:** Other

**Program Rank:** 05

**Rationale & Expected Outcome:** xxx

**Anticipated Cost:** 1

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**Status:** Forwarded to Unit Plan

## Recommendation: English 2016 Program Review Recommendation 6

Maintain staffing

**Recommendation Status:** In Progress/Funded

# PRP (AA) - FACH Program: English/Academic Strategies

**Implementation Timeline:** Future Direction & Vision or Program Improvement

**Input/Last Revised Date:** 02/07/2014

**Completion Date:** 08/07/2015

**Origin of Recommendation:** 2016-17

**Expense Category:** Other

**Program Rank:** 06

**Rationale & Expected Outcome:** xxx

**Anticipated Cost:** 1

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**Status:** Forwarded to Unit Plan

## Recommendation: English 2016 Program Review Recommendation 7

Sustain literature offerings for the English major

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Curriculum

**Input/Last Revised Date:** 11/04/2015

**Origin of Recommendation:** 2016-17

**Expense Category:** Other

**Program Rank:** 07

**Rationale & Expected Outcome:** Increasing the number of English majors will improve graduation and transfer rates

**Anticipated Cost:** 1

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Academic Affairs

The student population which would benefit from majoring in English will be served and sustained to the point of successful graduation and/or transfer.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2016 Program Review Recommendation 8

Sustain professional development

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Future Direction & Vision or Program Improvement, Staffing

**Input/Last Revised Date:** 11/04/2015

**Origin of Recommendation:** 2016-17

**Expense Category:** Other

**Program Rank:** 08

**Rationale & Expected Outcome:** Ongoing training in reading and writing instruction and other professional matters will improve classroom instruction and student learning outcomes.

**Anticipated Cost:** 20000

**Primary SI Supporting Recommendation:** F - Modernization

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Faculty Development

Academic Affairs

A strong reading and writing program will improve the quality of student work across campus.

**Status:** Forwarded to Unit Plan



# PRP (AA) - FACH Program: English/Academic Strategies

## Recommendation: English 2016 Program Review Recommendation 9

Funding full-time and adjunct faculty for completing SLO work

**Recommendation Status:** Not Started

**Implementation Timeline:** Staffing

**Input/Last Revised Date:** 11/04/2015

**Origin of Recommendation:** 2016-17

**Expense Category:** Staffing

**Program Rank:** 09

**Rationale & Expected Outcome:** Faculty members are requested to attend meetings and complete reports on SLO assessment, and should be paid accordingly as it was not included in their hourly rate.

**Anticipated Cost:** 1

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Human Resources  
Budget and Planning

Without the vital data provided on SLOs, the campus accreditation process cannot move forward, and student learning outcomes cannot be accurately measured and systematically or programmatically improved.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2016 Program Review Recommendation 10

Construct new facilities

**Recommendation Status:** Not Started

**Implementation Timeline:** Facilities & Equipment 1, Future Direction & Vision or Program Improvement

**Input/Last Revised Date:** 11/04/2015

**Origin of Recommendation:** 2016-17

**Expense Category:** Facilities

**Program Rank:** 10

**Rationale & Expected Outcome:** xxx

**Anticipated Cost:** 1

**Primary SI Supporting Recommendation:** F - Modernization

**Any Impact On Other Programs, Areas, or Units?:** Yes

**Status:** Forwarded to Unit Plan

## Recommendation: English 2016 Program Review Recommendation 11

Maintain literary / arts journal publication for the Center

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Future Direction & Vision or Program Improvement

**Input/Last Revised Date:** 11/04/2015

**Origin of Recommendation:** 2016-17

**Expense Category:** Other

**Program Rank:** 11

**Rationale & Expected Outcome:** Rewarding academic and creative expression on campus enhances the college experience and furthers students' transfer and professional goals.

**Anticipated Cost:** 4000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

# PRP (AA) - FACH Program: English/Academic Strategies

**List impacted areas and describe potential impact:** Student Affairs

Students' cognitive and affective experiences are improved across campus, and their graduation and transfer goals are furthered.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2016 Program Review Recommendation 12

Sustain related guest speaker program

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Curriculum

**Input/Last Revised Date:** 11/04/2015

**Origin of Recommendation:** 2016-17

**Expense Category:** Other

**Rationale & Expected Outcome:** Funding honorariums of \$500 for each guest speaker, two speakers per year, allows visiting scholars, poets, novelists, and writers to enhance the overall student experience at the college.

**Anticipated Cost:** 1000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Student Affairs

Students across campus are inspired and motivated to continue academic and creative reading and writing.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2016 Program Review Recommendation 13

Maintain robust basic skills class offerings

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Analysis of Research Data

**Input/Last Revised Date:** 11/04/2015

**Origin of Recommendation:** 2016-17

**Expense Category:** Other

**Program Rank:** 13

**Rationale & Expected Outcome:** Since data on the demographics, placement tests, and SLO assessments show a need for these classes, the English program should maintain class offerings.

**Anticipated Cost:** 1

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Strong academic readers and writers will improve students' work in all disciplines.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2016 Program Review Recommendation 14

Maintain robust transfer-level course offerings

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** Analysis of Research Data, Future Direction & Vision or Program Improvement

**Input/Last Revised Date:** 11/04/2015

**Origin of Recommendation:** 2016-17

**Expense Category:** Other

**Program Rank:** 14

# PRP (AA) - FACH Program: English/Academic Strategies

**Rationale & Expected Outcome:** Based on data on enrollment and the plan to increase the completion, graduation, and transfer rates of our students, our program needs these courses.

**Anticipated Cost:** 20000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:**

Students will have the necessary knowledge of academic writing and analysis to complete their graduation and transfer requirements across campus.

**Status:** Forwarded to Unit Plan

## Recommendation: English 2016 Program Review Recommendation 15

Provide 5 in-class tutors for English 1A courses.

**Recommendation Status:** Not Started

**Input/Last Revised Date:** 11/04/2015

**Origin of Recommendation:** Emerging Need

**Expense Category:** Other

**Program Rank:** 15

**Rationale & Expected Outcome:** Students with in-class tutors did better than those without.

With in-class tutors, student success will increase by 10%.

**Anticipated Cost:** 1

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Facilities

MIS

**Status:** Forwarded to Unit Plan

**Funding Type:** Existing Resources Will Be Used

## Recommendation: English 2017 Program Review Recommendation 1

Improve writing assessment

**Recommendation Status:** Not Started

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Program Review

**Expense Category:** Staffing

**Program Rank:** 01

**Rationale & Expected Outcome:** In order to add and evaluate a writing component to the placement test, a faculty stipend should be provided to compensate for this extra work.

**Anticipated Cost:** 20000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Assessment Center

English Department

The writing program would be impacted, from improved assessment on the Placement Test.

**Status:** Forwarded to Unit Plan

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

# PRP (AA) - FACH Program: English/Academic Strategies

## Recommendation: English 2017 Program Review Recommendation 2

Improve classroom technology

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 02

**Rationale & Expected Outcome:** Faculty need smart classrooms to offer the best instruction possible, namely to accommodate numerous adjunct requests for a projector with laptop--the smart cart.

**Anticipated Cost:** 20000

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** MIS Facilities

All disciplines benefit from a strong English program showing--not just telling--students how to read and write academically.

**Status:** Forwarded to Unit Plan

**Funding Type:** One-Time Funds Needed (Augmentation)

## Recommendation: English 2017 Program Review Recommendation 3

Improve data gathering on Reading and Writing Lab

**Recommendation Status:** Not Started

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Program Review

**Expense Category:** Software/Hardware

**Program Rank:** 03

**Rationale & Expected Outcome:** Providing referrals and surveys throughout the year (to students to measure their satisfaction and to faculty to determine student improvement) will contribute to the ongoing improvement of the tutoring services.

**Anticipated Cost:** 10000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** MIS Institutional Research

Papers done by students for classes in all disciplines across campus will improve.

**Status:** Forwarded to Unit Plan

**Funding Type:** One-Time Funds Needed (Augmentation)

## Recommendation: English 2017 Program Review Recommendation 4

Improve classroom facilities

**Recommendation Status:** Not Started

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Program Review

**Expense Category:** Facilities

# PRP (AA) - FACH Program: English/Academic Strategies

**Rationale & Expected Outcome:** Student surveys done at the time of the recent Program Review concluded that classroom facilities were a high priority and hindrance to students' learning.

**Anticipated Cost:** 500000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Facilities

Daily functioning electrical outlets, repaired and clean chalkboards and whiteboards, polished floors, and emptied trashcans improve the learning environment and allow utilization and maximization of technological improvements.

**Status:** Forwarded to Unit Plan

**Funding Type:** One-Time Funds Needed (Augmentation)

## Recommendation: English 2017 Program Review Recommendation 5

Improve lab access

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 05

**Rationale & Expected Outcome:** Contemporary instructional methodologies, such as those which recognize multiple learning styles, recommend showing rather than telling students about writing conventions, and faculty have noted that lab access is an implied aspect of course outlines of record for basic skills classes onward.

**Anticipated Cost:** 1

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**Status:** Forwarded to Unit Plan

**Funding Type:** Existing Resources Will Be Used

## Recommendation: English 2017 Program Review Recommendation 6

Maintain staffing

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 06

**Rationale & Expected Outcome:** A viable English program needs to be properly staffed.

**Anticipated Cost:** 1

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** All disciplines on campus are impacted as academic reading and writing are done in all classes.

**Status:** Forwarded to Unit Plan

**Funding Type:** Existing Resources Will Be Used

## Recommendation: English 2017 Program Review Recommendation 7

Sustain literature offerings for the English major

**Recommendation Status:** In Progress/Funded

# PRP (AA) - FACH Program: English/Academic Strategies

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 07

**Rationale & Expected Outcome:** Increasing the number of English majors will improve graduation and transfer rates

**Anticipated Cost:** 1

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Academic Affairs

The student population which would benefit from majoring in English will be served and sustained to the point of successful graduation and/or transfer.

**Status:** Forwarded to Unit Plan

**Funding Type:** Existing Resources Will Be Used

## Recommendation: English 2017 Program Review Recommendation 8

Sustain professional development

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 08

**Rationale & Expected Outcome:** Ongoing training in reading and writing instruction and other professional matters will improve classroom instruction and student learning outcomes.

**Anticipated Cost:** 20000

**Primary SI Supporting Recommendation:** F - Modernization

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Faculty Development

Academic Affairs

A strong reading and writing program will improve the quality of student work across campus.

**Status:** Forwarded to Unit Plan

**Funding Type:** Existing Resources Will Be Used

## Recommendation: English 2017 Program Review Recommendation 9

Funding full-time and adjunct faculty for completing SLO work

**Recommendation Status:** Abandoned

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Completion Date:** 10/17/2017

**Origin of Recommendation:** Program Review

**Expense Category:** Staffing

**Program Rank:** 09

**Rationale & Expected Outcome:** Faculty members are requested to attend meetings and complete reports on SLO assessment, and should be paid accordingly as it was not included in their hourly rate.

**Anticipated Cost:** 1

**Primary SI Supporting Recommendation:** A - Student Learning

# PRP (AA) - FACH Program: English/Academic Strategies

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Human Resources  
Budget and Planning

Without the vital data provided on SLOs, the campus accreditation process cannot move forward, and student learning outcomes cannot be accurately measured and systematically or programmatically improved.

**Status:** Forwarded to Unit Plan

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

**Annual Evaluation:** This has been added to the Certificated contract as faculty responsibility.

## Recommendation: English 2017 Program Review Recommendation 10

Construct new facilities

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Program Review

**Expense Category:** Facilities

**Program Rank:** 10

**Rationale & Expected Outcome:** A major finding of the recent English Program Review 2016 and student surveying, the department wants the administration to know new facilities are a priority for the English Department's functioning and improvement, and campus funding allocations should be made to this area's needs accordingly.

**Anticipated Cost:** 0.1

**Primary SI Supporting Recommendation:** F - Modernization

**Any Impact On Other Programs, Areas, or Units?:** Yes

**Status:** Forwarded to Unit Plan

**Funding Type:** One-Time Funds Needed (Augmentation)

**Annual Evaluation:** Measures have been taken to begin construction on Instructional Building 2, including relocating faculty to TV. 10/17/17

## Recommendation: English 2017 Program Review Recommendation 11

Maintain literary / arts journal publication for the Center

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Emerging Need

**Expense Category:** Other

**Program Rank:** 11

**Rationale & Expected Outcome:** Rewarding academic and creative expression on campus enhances the college experience and furthers students' transfer and professional goals.

**Anticipated Cost:** 5000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Student Affairs

Students' cognitive and affective experiences are improved across campus, and their graduation and transfer goals are furthered.

**Status:** Forwarded to Unit Plan

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: English 2017 Program Review Recommendation 12

# PRP (AA) - FACH Program: English/Academic Strategies

Sustain related guest speaker program

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Rationale & Expected Outcome:** Expanding funding honorariums for each guest speaker allows visiting scholars, poets, novelists, and writers to enhance the overall student experience at the college.

**Anticipated Cost:** 5000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Student Affairs

Students across campus are inspired and motivated to continue academic and creative reading and writing.

**Status:** Forwarded to Unit Plan

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: English 2017 Program Review Recommendation 13

Maintain robust basic skills class offerings

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 13

**Rationale & Expected Outcome:** Since data on the demographics, placement tests, and SLO assessments show a need for these classes, the English program should maintain class offerings.

**Anticipated Cost:** 0.1

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Strong academic readers and writers will improve students' work in all disciplines.

**Status:** Forwarded to Unit Plan

**Funding Type:** Existing Resources Will Be Used

## Recommendation: English 2017 Program Review Recommendation 14

Maintain robust transfer-level course offerings

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 14

**Rationale & Expected Outcome:** Based on data on enrollment and the plan to increase the completion, graduation, and transfer rates of our students, our program needs these courses.

**Anticipated Cost:** 20000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes



# PRP (AA) - FACH Program: English/Academic Strategies

**List impacted areas and describe potential impact:** Students will have the necessary knowledge of academic writing and analysis to complete their graduation and transfer requirements across campus.

**Status:** Forwarded to Unit Plan

**Funding Type:** Existing Resources Will Be Used

## Recommendation: English 2017 Program Review Recommendation 15

Provide access to in-class tutors for English 1A courses four times per semester.

**Recommendation Status:** Not Started

**Implementation Timeline:** 2017-18

**Input/Last Revised Date:** 11/28/2016

**Origin of Recommendation:** Emerging Need

**Expense Category:** Other

**Program Rank:** 15

**Rationale & Expected Outcome:** Students with in-class tutors did better than those without.

With in-class tutors, student success will increase by 10%.

**Anticipated Cost:** 1

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Facilities

MIS

**Status:** Forwarded to Unit Plan

**Funding Type:** Existing Resources Will Be Used

## Recommendation: English 2018-2019 Program Review Recommendation 1

Provide access to in-class tutors for English 1A courses four times per semester.

**Recommendation Status:** Not Started

**Implementation Timeline:** 2018-19

**Input/Last Revised Date:** 04/09/2018

**Origin of Recommendation:** Emerging Need

**Expense Category:** Other

**Program Rank:** 01

**Rationale & Expected Outcome:** SLO results suggest that student success improved with tutors in the classroom. The English department would like to implement tutors or SI coaches in English 1A to see if this added student support positively affects success.

**Anticipated Cost:** 10000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Facilities

**Status:** Forwarded to Unit Plan

**Funding Type:** Existing Resources Will Be Used

## Recommendation: English 2018-2019 Program Review Recommendation 2

Improve writing assessment/Multiple Measures

**Recommendation Status:** In Progress/Funded

# PRP (AA) - FACH Program: English/Academic Strategies

**Implementation Timeline:** 2018-19

**Input/Last Revised Date:** 04/09/2018

**Origin of Recommendation:** Program Review

**Expense Category:** Staffing

**Program Rank:** 02

**Rationale & Expected Outcome:** In order to add and evaluate a writing component to the placement test, a faculty stipend should be provided to compensate for this extra work.

Multiple Measures are now being discussed and a writing sample may be included for borderline students. An adhoc committee will be created to develop and assess a writing sample component to student placement.

**Anticipated Cost:** 10000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Assessment Center

English Department

Counseling

The writing program would be impacted positively from improved assessment on the Placement Test. The multiple measures will allow counselors to

**Status:** Forwarded to Unit Plan

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: English 2018-2019 Program Review Recommendation 3

Sustain related guest speaker program

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2018-19

**Input/Last Revised Date:** 04/11/2018

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 03

**Rationale & Expected Outcome:** Expanding funding honorariums for each guest speaker allows visiting scholars, poets, novelists, and writers to enhance the overall student experience at the college.

**Anticipated Cost:** 5000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Student Affairs

Students across campus are inspired and motivated to continue academic and creative reading and writing.

**Status:** Forwarded to Unit Plan

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: English 2018-2019 Program Review Recommendation 4

Maintain literary / arts journal publication for the Center

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2018-19

**Input/Last Revised Date:** 04/09/2018

**Origin of Recommendation:** Emerging Need

**Expense Category:** Other

# PRP (AA) - FACH Program: English/Academic Strategies

**Program Rank:** 04

**Rationale & Expected Outcome:** Rewarding academic and creative expression on campus enhances the college experience for students and aids them in their transfer and professional goals.

**Anticipated Cost:** 5000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Student Affairs

Students' cognitive and affective experiences are improved across campus, and their graduation and transfer goals are furthered.

**Status:** Forwarded to Unit Plan

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: English 2018-2019 Program Review Recommendation 5

Sustain literature offerings for the English major

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2018-19

**Input/Last Revised Date:** 04/09/2018

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 05

**Rationale & Expected Outcome:** Increasing the number of English majors will improve graduation and transfer rates

**Anticipated Cost:** 0

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Academic Affairs

The student population which would benefit from majoring in English will be served and sustained to the point of successful graduation and/or transfer.

**Status:** Forwarded to Unit Plan

**Funding Type:** Existing Resources Will Be Used

## Recommendation: English 2018-2019 Program Review Recommendation 6

Improve lab access by purchasing five mobile lab Chromebook Carts for Tartar Village and Row-buildings

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2018-19

**Input/Last Revised Date:** 04/09/2018

**Origin of Recommendation:** Program Review

**Expense Category:** Instructional Equipment

**Program Rank:** 06

**Rationale & Expected Outcome:** Contemporary instructional methodologies, such as those which recognize multiple learning styles, recommend showing rather than telling students about writing conventions, and faculty have noted that lab access is an implied aspect of course outlines of record for basic skills classes onward.

**Anticipated Cost:** 60000

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Written composition is part of many disciplines, from social sciences to other

# PRP (AA) - FACH Program: English/Academic Strategies

sciences and the humanities.

**Status:** Forwarded to Unit Plan

**Funding Type:** One-Time Funds Needed (Augmentation)

## Recommendation: English 2018-2019 Program Review Recommendation 7

Sustain related guest speaker program (one-time augmentation)

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2018-19

**Input/Last Revised Date:** 04/09/2018

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 07

**Rationale & Expected Outcome:** Expanding funding honorariums for each guest speaker allows visiting scholars, poets, novelists, and writers to enhance the overall student experience at the college

One-time augmentation for hosting renowned writer Jimmy Santiago Baca, who is willing to come, in partnership with FIST and/or other entities-- for both (1) a campus-wide event with participating classes and general student population and community and (2) a writing workshop with FIST members--would provide recognition and advertising both to a newly re-accredited Compton College, in general, and the English Department, in particular, at a time when we seek to increase FTES and enrollment for both.

**Anticipated Cost:** 6500

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** FIST

Student Affairs

Students across campus are inspired and motivated to continue academic and creative reading and writing.

**Status:** Forwarded to Unit Plan

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: ENG 2019-20 Rec 1

Grow guest speaker program with an emphasis on speakers/writers across the curriculum.

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2019-20

**Input/Last Revised Date:** 12/13/2018

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 01

**Rationale & Expected Outcome:** Expanding funding honorariums for each guest speaker allows visiting scholars, poets, novelists, and writers to enhance the overall student experience at the college. The English Department is asking for a slight increase this year to help cover costs for flyers and minor food and/or book-related costs for students to attend.

There is also a push to include writers from across the curriculum, whereas this program has focused on the humanities in the past. The Author Advisory Committee has reached out to STEM-related authors and other authors/speakers in the medical field in order to increase participation across the campus in a greater number of disciplines.

**Anticipated Cost:** 7500

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

# PRP (AA) - FACH Program: English/Academic Strategies

**List impacted areas and describe potential impact:** Student Affairs

Students across campus are inspired and motivated to continue academic and creative reading and writing.

STEM Lab support.

**Status:** Forwarded to Unit Plan

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: English 2019-2020 Program Review Recommendation 2

Maintain literary/arts journal publication for Compton College - Voices of Compton

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2019-20

**Input/Last Revised Date:** 12/13/2018

**Origin of Recommendation:** Emerging Need

**Expense Category:** Other

**Program Rank:** 02

**Rationale & Expected Outcome:** Rewarding academic and creative expression on campus enhances the college experience for students and aids them in their transfer and professional goals. We are asking for an increase this year to expand VOC to include more digital media and to improve publishing quality to become more competitive with surrounding colleges.

**Anticipated Cost:** 7500

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Student Affairs

Students' cognitive and affective experiences are improved across campus, and their graduation and transfer goals are furthered.

**Status:** Forwarded to Unit Plan

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: English 2019-2020 Program Review Recommendation 3

Fund English Major Informational Fair

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2018-19, 2019-20

**Input/Last Revised Date:** 12/13/2018

**Origin of Recommendation:** Emerging Need

**Expense Category:** Facilities

**Program Rank:** 03

**Rationale & Expected Outcome:** We are asking for funding to support the highly successful English Major Informational Fair each semester. Students will hear presentations from previous English majors that now work in a variety of professions as well as participate in activities that will introduce them to or enhance their knowledge of how a degree in English can benefit them.

**Anticipated Cost:** 4000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Counseling

Student Equity

Student Success

Compton Promise

Supports Tartar Completion by Design

# PRP (AA) - FACH Program: English/Academic Strategies

Resource for Humanities Meta-Majors

**Status:** Proposed

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: English 2019-2020 Program Review Recommendation 4

Funding to Establish an AB705 Resource Library for Faculty

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2018-19, 2019-20

**Input/Last Revised Date:** 12/13/2018

**Origin of Recommendation:** Emerging Need

**Expense Category:** Non-instructional Equipment

**Program Rank:** 03

**Rationale & Expected Outcome:** With the new AB705 legislation in place, faculty will need access to texts and resources to help them through their continuous course design and assessments. The English Department would like to purchase resources such as textbooks and theory books that focus on accelerated and integrated reading and writing (IRW) courses, equity-minded grading, creating better interactive and student-centered activities, syllabus design, rubric design, and any other topic that faculty might find useful to aid them in being successful in the classroom.

**Anticipated Cost:** 3000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** No

**Status:** Proposed

**Funding Type:** One-Time Funds Needed (Augmentation)

## Recommendation: English 2019-2020 Program Review Recommendation 5

Improve writing assessment/Multiple Measures

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2019-20

**Input/Last Revised Date:** 12/13/2018

**Origin of Recommendation:** Program Review

**Expense Category:** Staffing

**Program Rank:** 03

**Rationale & Expected Outcome:** In order to add and evaluate a writing component to the placement test, a faculty stipend should be provided to compensate for this extra work.

Multiple Measures are now being discussed and a writing sample may be included for borderline students. An adhoc committee will be created to develop and assess a writing sample component to student placement.

**Anticipated Cost:** 10000

**Primary SI Supporting Recommendation:** B - Student Success & Support

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Assessment Center

English Department

Counseling

The writing program would be impacted positively from improved assessment on the Placement Test. The multiple measures will allow counselors to

**Status:** Forwarded to Unit Plan

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

# PRP (AA) - FACH Program: English/Academic Strategies

## Recommendation: English 2019-2020 Program Review Recommendation 6

Sustain literature offerings for the English major

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2019-20

**Input/Last Revised Date:** 12/13/2018

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 06

**Rationale & Expected Outcome:** Increasing the number of English majors will improve graduation and transfer rates

**Anticipated Cost:** 0

**Primary SI Supporting Recommendation:** A - Student Learning

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Academic Affairs

The student population which would benefit from majoring in English will be served and sustained to the point of successful graduation and/or transfer.

**Status:** Forwarded to Unit Plan

**Funding Type:** Existing Resources Will Be Used

## Recommendation: 2020-2021\_FACH\_English\_Recommendation4

Faculty Professional Development - AB705 Support

**Recommendation Status:** Not Started

**Implementation Timeline:** 2020-21

**Input/Last Revised Date:** 12/12/2019

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 04

**Rationale & Expected Outcome:** Targeted professional development will increase student success and completion of gatekeeper classes (English 101). These teaching models all emphasize student centered learning with emphasis on specific student populations (African-American – Umoja and Latinx - Puente) will also lead to student persistence from semester to semester.

**Link to Tartar Completion by Design:** completion by design: entry - readiness, completion of English 101, & increased persistence

**Anticipated Cost:** 75000

**Primary SI Supporting Recommendation:** B - Student Success & Support - Education & Career Goals

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Academic Affairs

Increase in student persistence

**Status:** Proposed

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: 2020-2021\_FACH\_English\_Recommendation5

Yearly Community of Practice Workshops (2 days of faculty led sharing of best practices specific to the post AB 705 classroom)

**Recommendation Status:** Not Started

**Implementation Timeline:** 2020-21

**Input/Last Revised Date:** 12/12/2019

**Origin of Recommendation:** Program Review

# PRP (AA) - FACH Program: English/Academic Strategies

**Expense Category:** Other

**Program Rank:** 05

**Rationale & Expected Outcome:** Professional development that emphasizes collaboration with colleagues will increase student success and completion of gatekeeper classes (English 101) (completion by design: entry) by helping the department create and maintain consistent and rigorous standards. Also, a community of practice allows faculty to share any additional professional development and new developments in the field with their colleagues.

**Link to Tartar Completion by Design:** completion by design: entry - readiness, completion of English 101, & increased persistence

**Anticipated Cost:** 30000

**Primary SI Supporting Recommendation:** B - Student Success & Support - Education & Career Goals

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Academic Affairs

Increase in student persistence leading to increased graduation

Student Success Center

Increased tutor participation in workshops

**Status:** Proposed

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: 2020-2021\_FACH\_English\_Recommendation6

Embedded Tutors (SLAs) in RWA, 101, 101S

**Recommendation Status:** Not Started

**Implementation Timeline:** 2020-21

**Input/Last Revised Date:** 12/12/2019

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 06

**Rationale & Expected Outcome:** AB 705 requires high support. In order to maintain and increase student success and completion of gatekeeper classes (completion by design: entry), we must bring the support to the student. Having tutors in the classroom allows for more one-on-one time, which increases student success. Additionally, by developing closer relationships with tutors, students may be more likely to seek tutoring in future classes increasing both progress and completion.

**Link to Tartar Completion by Design:** completion by design: entry - readiness, completion of English 101, & increased persistence

**Anticipated Cost:** 50000

**Primary SI Supporting Recommendation:** B - Student Success & Support - Education & Career Goals

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Academic Affairs

Increase in student persistence leading to increased graduation

Student Success Center

Increased hours and salary for SLAs

**Status:** Proposed

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: 2020-2021\_FACH\_English\_Recommendation7

Create Learning Community Classes

**Recommendation Status:** Not Started

**Implementation Timeline:** 2020-21

**Input/Last Revised Date:** 12/12/2019

**Origin of Recommendation:** Program Review

**Expense Category:** Other



# PRP (AA) - FACH Program: English/Academic Strategies

**Program Rank:** 06

**Rationale & Expected Outcome:** English 101 and/or 103 pairing with other faculty (for example, sociology, political science, history, etc.) to create learning communities of linked classes. Linking classes increases persistence and completion of both gatekeeper courses and guided pathway course. Students develop their ability to link skills between disciplines which leads to new information as part of long term memory so they will have stronger success in their future classes (completion by design: progress and completion).

This is different than FYE because it will be open to the entire campus community.

**Link to Tartar Completion by Design:** completion by design: entry - readiness, completion of English 101, & increased persistence completion by design: progress and completion

**Anticipated Cost:** 5000

**Primary SI Supporting Recommendation:** B - Student Success & Support - Education & Career Goals

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Any departments that join the community.

Potentially: history, sociology, psychology, political science,

**Status:** Proposed

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: 2020-2021\_FACH\_English\_Recommendation8

Classroom set of textbooks

**Recommendation Status:** Not Started

**Implementation Timeline:** 2020-21

**Input/Last Revised Date:** 12/12/2019

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 06

**Rationale & Expected Outcome:** Purchasing classroom sets of shared textbooks (for example the commonly used "They Say, I Say" benefits students (completion by design: entry). When students must wait for financial aid to purchase textbooks, they fall behind. Additionally, if more faculty use these shared books, we will have increased consistency between classes

**Link to Tartar Completion by Design:** completion by design: entry - readiness, completion of English 101

**Anticipated Cost:** 2000

**Primary SI Supporting Recommendation:** B - Student Success & Support - Education & Career Goals

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Any departments that join the community.

Potentially: history, sociology, psychology, political science,

**Status:** Proposed

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: 2020-2021\_FACH\_English\_Recommendation9

Link all FACH majors to MATH 120 or Math 110 depending on students' educational goals

**Recommendation Status:** Not Started

**Implementation Timeline:** 2020-21

**Input/Last Revised Date:** 12/13/2019

**Origin of Recommendation:** Other

**Expense Category:** Other

**Program Rank:** 05

**Rationale & Expected Outcome:** Per AB705 requirements, students need to complete transfer level Math within the first year attempted. Many FACH majors do not need Statistics for their AA or AA-T and putting them in Math decreases their chances of finishing transfer level math and eliminates an unnecessary course. Math 120 or 110 fulfills CSU and UC requirements, depending on major and degree goals.

# PRP (AA) - FACH Program: English/Academic Strategies

**Link to Tartar Completion by Design:** This change in educational planning will eliminate unnecessary courses (enrollment) and increase student retention and completion by eliminating a course that students are not necessarily interested in nor need.

**Anticipated Cost:** 0

**Primary SI Supporting Recommendation:** A - Enrollment/Retention/Completion

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Counseling - counselors will need additional training to tailor educational plans for FACH majors; Math - will need to potentially offer more MATH 120 courses.

**Status:** N/A (no additional funds needed)

**Funding Type:** N/A

## Recommendation: 2020-2021\_FACH\_English\_Recommendation10

Sustain literature offerings for the English major

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2019-20, 2020-21

**Input/Last Revised Date:** 12/13/2018

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 10

**Rationale & Expected Outcome:** Increasing the number of English majors will improve graduation and transfer rates

**Link to Tartar Completion by Design:** Entry, progress

**Anticipated Cost:** 0

**Primary SI Supporting Recommendation:** A - Enrollment/Retention/Completion

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Academic Affairs

The student population which would benefit from majoring in English will be served and sustained to the point of successful graduation and/or transfer.

**Status:** Forwarded to Unit Plan

**Funding Type:** Existing Resources Will Be Used

## Recommendation: 2020-2021\_FACH\_English\_Recommendation3

Fund English Major Informational Fair

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2018-19, 2019-20, 2020-21

**Input/Last Revised Date:** 12/13/2018

**Origin of Recommendation:** Emerging Need

**Expense Category:** Facilities

**Program Rank:** 03

**Rationale & Expected Outcome:** We are asking for funding to support the highly successful English Major Informational Fair each semester. Students will hear presentations from previous English majors that now work in a variety of professions as well as participate in activities that will introduce them to or enhance their knowledge of how a degree in English can benefit them.

**Link to Tartar Completion by Design:** Completion, transition.

**Anticipated Cost:** 4000

**Primary SI Supporting Recommendation:** B - Student Success & Support - Education & Career Goals

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Counseling

Student Equity

Student Success

Compton Promise

Supports Tartar Completion by Design

# PRP (AA) - FACH Program: English/Academic Strategies

Resource for Humanities Meta-Majors

**Status:** Proposed

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: 2020-2021\_FACH\_English Recommendation1

Maintain literary/arts journal publication for Compton College - Voices of Compton

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2019-20, 2020-21

**Input/Last Revised Date:** 12/13/2018

**Origin of Recommendation:** Emerging Need

**Expense Category:** Other

**Program Rank:** 01

**Rationale & Expected Outcome:** Rewarding academic and creative expression on campus enhances the college experience for students and aids them in their transfer and professional goals. We are asking for an increase this year to expand VOC to include more digital media and to improve publishing quality to become more competitive with surrounding colleges.

**Link to Tartar Completion by Design:** Completion, transition

**Anticipated Cost:** 7500

**Primary SI Supporting Recommendation:** B - Student Success & Support - Education & Career Goals

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Student Affairs

Students' cognitive and affective experiences are improved across campus, and their graduation and transfer goals are furthered.

**Status:** Forwarded to Unit Plan

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)

## Recommendation: 2020-2021\_FACH\_English Recommendation2

Grow guest speaker program with an emphasis on speakers/writers across the curriculum.

**Recommendation Status:** In Progress/Funded

**Implementation Timeline:** 2019-20, 2020-21

**Input/Last Revised Date:** 12/13/2018

**Origin of Recommendation:** Program Review

**Expense Category:** Other

**Program Rank:** 01

**Rationale & Expected Outcome:** Expanding funding honorariums for each guest speaker allows visiting scholars, poets, novelists, and writers to enhance the overall student experience at the college. The English Department is asking for a slight increase this year to help cover costs for flyers and minor food and/or book-related costs for students to attend. There is also a push to include writers from across the curriculum, whereas this program has focused on the humanities in the past. The Author Advisory Committee has reached out to STEM-related authors and other authors/speakers in the medical field in order to increase participation across the campus in a greater number of disciplines.

**Link to Tartar Completion by Design:** Completion, transition

**Anticipated Cost:** 7500

**Primary SI Supporting Recommendation:** B - Student Success & Support - Education & Career Goals

**Any Impact On Other Programs, Areas, or Units?:** Yes

**List impacted areas and describe potential impact:** Student Affairs

Students across campus are inspired and motivated to continue academic and creative reading and writing.

STEM Lab support.

**Status:** Forwarded to Unit Plan

# PRP (AA) - FACH Program: English/Academic Strategies

---

**Funding Type:** Ongoing or Permanent Funds Needed (Enhancement)