

COMPTON COLLEGE
PROGRAM REVIEW: ENGLISH DEPARTMENT
November 2017

Department of English

Dr. Chelvi Subramaniam, Dean
Dr. Donald Roach, Division Chair

Jose Bernaudo
Domenic Capozzolo
Judith Crozier
Amber Gillis
Christopher Halligan
Jennifer Hill
Dr. Dalia Juarez
Shemiran Lazar
David Maruyama
Thomas Norton
Dr. Ruth Roach
Nikki Williams
Dr. Valerie Woodward

APPENDICES

- Appendix A.....AA-T Path (27-28)
- Appendix B.....Success Rates (29-31)
- Appendix C.....Retention Rates (32-33)
- Appendix D.....Grade Distribution (34)
- Appendix E.....Head Count of Students in Program (35-40)
- Appendix F.....Enrollment by Time of Day (41)
- Appendix G.....Student Survey Result (42-58)

FIGURES

- Figure 1.....*Facts and Figures, 2015* (59)
- Figure 2.....*El Camino College Student Profile* (59)
- Figure 3.....*Full-time Equivalent Faculty, Efficiency, and Full-time Equivalent Students* (59)

SECTION 1—OVERVIEW OF THE PROGRAM

Program Description

The English Department continues to be a viable and vibrant program by offering both basic skills and transfer-level courses to students at the Compton campus. According to student surveying, 64% of these students are traditional students in the 17-22 age group, but we serve nontraditional students as well. (See Student Survey in the Appendix.) While 64% of our students have English as their first language, 30% have Spanish as their first language. The department advances the education of all students, whether they desire to transfer or are undecided. The department has grown to 12 full-time faculty and around 25 adjunct faculty. The division chair manages the day-to-day operation of the department, and the chair reports to the Dean of Student Success.

The English department offers both non-transfer and transfer level courses. The non-transfer-level courses include basic skills and pre-collegiate courses in reading and writing (three levels before transfer level courses). The transfer level courses include courses in composition, literature, and creative writing, and we offer two degrees: Associate of Arts in English (A.A.) and an Associate of Arts in English for Transfer degree (AA-T).

New students currently receive reading and writing scores when they take the Accuplacer English Placement Test to determine appropriate placement in English courses. If they score highly, students can start with our transfer-level course, *English 1A: Reading and Composition*. Otherwise, according to their specific scores, they can begin with reading, writing, or concurrent reading and writing courses that are below transfer level. The data on our program's enrollment patterns show the student population grew significantly from 422 new freshmen in 2011 to 2,347 taking the placement test in 2014--and it should be noted that the office of Institutional Research (IR) only provided data up to the year 2014 for many areas of the English Program. The placement on the reading portion of the test remained steady at 22% placed in college-preparatory courses and 31% placed into transfer-level courses. For the writing portion of the test, the outlook remains the same at the transfer level over time, with 23% entering at that level, but basic skills writing went from 17% then to 23% now needing writing remediation. This rise could be that, because of the budget constraints at the 4 year universities, those university students were choosing to enroll in community colleges then. While the pre-transfer level course are sequential, leading to transfer-level courses, a student can take English 1B or English 1C in any sequence after passing English 1A, the gateway transfer course to multiple English classes.

Starting in Spring 2012, a pilot of Accelerated English 84/82 and English A/B sections was offered at the non-transfer level to expedite student movement to the transfer-level courses. In Fall 2012, two sections of these accelerated courses were offered. These courses have been renamed to English 50RR (82/84) and English 50WW (English B/A). These courses were ultimately discontinued and replaced by current offerings of English 50 RWA (linked and combining all English B, A, 82, and 84 into one semester), English 50 AW, and English AR (accelerated writing and reading tracks respectively).

We offer a growing number of transfer-level English and literature courses online, too, to help the working population of our overwhelmingly part-time student community meet their degree and professional requirements.

Degree and/or Certificate Offerings

The program offers two degrees. The first is the A.A. in English. Since 2012-13, the department has offered Transfer Model Curriculum (TMC). The English AA-T (Associate of Arts in English for Transfer) is an A.A. degree for English majors that fulfills the requirements for CSU majors in English, English Literature, and Creative Writing and UC English majors, and benefits our transferring students. (See English AA-T chart in the Appendix.)

Since the last program review, the department has moved toward its goal to add more transfer-level courses. The English Program sees itself as an integral part of the ECC Graduation Initiative because English 1A and written communication feed into degree requirements for many majors. We also offer an affordable alternative to university English majors who can fulfill IGETC requirements in our fully articulated English program.

We offer three levels of non-transferable reading courses: English 80, English 82 and English 84. We offer three non-transfer-level writing courses, English B, English A, and English C. All non-transfer-level courses are offered as Pass/No Pass courses only; however, one pre-collegiate course (either English 84 or English A) is degree applicable.

College Mission Statement

Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion, and lifelong learning.

Program Objectives

Students also report positively about the program helping them meet their goals (only 1.5% negative response there), having an appropriate range of course offerings (only 3.5% negative response there), and having a sense of community in the program (only 2.5% negative response there). A five percent spike in mediocrity to 25%, with an additional 6% negative response, was noted over “variety of extracurricular activities” offered by this program.

Strategic Initiatives

As of December, 2015, Compton’s own Planning Summit constructed the following mission statement:

...Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest technology for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

From the department’s participation in SSSP to Equity initiatives, from Basic Skill course restructuring to accelerations of coursework, all underscore the dedication of department

faculty members to students and their success. The department's vision and direction affirm this statement. This is at the project level. Furthermore, it is our culture to mitigate individual exigencies at an informal level. Our population is nearly unique in this arena, and we strive to overcome its challenges through financial aid to healthcare to counseling and childcare, and coursework, and the Honors Program, to name most projects. These impact the students here, and we respond to them.

Previous Recommendations

The program met some of the recommendations set forth from the previous program review. For example, we now have internet access in our classrooms, which was our second recommendation in 2012. Our Writing Center, while curtailed to a single writing lab and a single tutoring center, both housed on the second floor of the Library-Success Center away from classrooms, does have round tables for tutoring, an electronic check-in station, and a separate room for writing workshops; this was our fifth recommendation. Between two locations in the Library and the Special Resources Center's High Tech Center, our "reading lab has up-to-date programs, headphones, and other various tools for students who are registered with SRC." Reading courses have undergone positive changes with more "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 courses" as well as "reading assessment test requirements [...] mandated to all reading faculty, so there is consistency with policies," which were eighth and tenth on our list of recommendations. In fact, consistency, in the form of SLO (Student Learning Outcomes) assessment culture, has overtaken our program.

The English Program has also seen progress in some areas that are not completed. Facilities and maintenance issues are currently being addressed to some extent, though issues in some classrooms with electrical power and access to laboratories and classroom lighting (both inside and outside) persist. In progress, but not fully addressed, also are "policies that stimulate more communication between instructors and tutoring labs" and "promot[ing] alternative methods of education that integrate technology into instruction like team sites and ETUDES shells," though the transition to the Canvas LMS promises to be an exciting new frontier for the latter for both campus and online classes. For the former, while faculty have notice of lab hours and workshops, more communication is needed with tutoring staff in our classes, including in-class tutoring-- and in faculty department meetings, so needs of the classes are understood and addressed effectively.

The ones not indicated as "done" will be on the list of recommendations in this program review along with some new recommendations that will benefit our campus and online offerings.

SECTION 2—ANALYSIS OF INSTITUTIONAL RESEARCH DATA

Head Count & Program Related Recommendations

Head Count of Students in the Program

Fall		Term				Compton Student Population
		2011	2012	2013	2014	
Term Headcount		2,097	2,000	2,401	2,443	7,701
Gender	F	67.4%	67.5%	65.8%	63.9%	63.4%
	M	32.6%	32.5%	34.2%	36.1%	36.2%
Ethnicity	African-American	46.6%	43.3%	37.3%	33.8%	34.6%
	Amer. Ind. or Alask. Native	0.1%	0.3%	0.1%	0.0%	0.2%
	Asian	2.5%	2.4%	2.5%	2.1%	4.7%
	Latino	44.2%	48.6%	54.6%	59.4%	53.7%
	Pacific Islander	0.9%	1.0%	0.9%	0.8%	0.7%
	White	2.1%	1.7%	1.5%	1.4%	2.9%
	Two or More	2.0%	2.3%	2.7%	2.3%	2.7%
	Unknown or Decline	1.4%	0.7%	0.4%	0.1%	0.5%
Age/ Age Group	<17	0.0%	0.1%	0.1%	0.0%	0.6%
	17	1.2%	2.0%	1.9%	2.1%	2.2%
	18	12.9%	12.9%	14.0%	15.0%	7.5%
	19	14.4%	16.8%	15.1%	15.3%	9.2%
	20	11.8%	11.5%	12.6%	12.4%	9.8%
	21	9.6%	8.9%	7.8%	9.7%	9.5%
	22	6.5%	6.6%	7.3%	6.0%	7.5%
	23	5.2%	4.3%	5.0%	5.0%	6.3%
	24	4.0%	4.3%	3.9%	5.1%	5.9%

	25-29	12.3%	12.0%	13.3%	12.9%	16.5%
	30-39	14.0%	11.8%	10.6%	9.8%	13.9%
	40-49	5.7%	6.2%	5.2%	3.7%	6.5%
	50-64	2.2%	2.9%	3.0%	2.6%	3.6%
	65+	0.0%	0.1%	0.2%	0.2%	0.4%
Class Load	Full-time	40.5%	41.2%	45.0%	41.3%	25.5%
	Part-time	59.2%	58.7%	54.7%	58.2%	73.3%
Academic Level	College degree	2.7%	3.2%	3.3%	2.4%	10.0%
	HS Grad	87.5%	88.3%	89.8%	92.2%	81.6%
	Not a HS Grad	6.3%	4.5%	0.5%	0.5%	0.4%
	K-12 Special Admit	0.3%	0.1%	0.1%	0.0%	2.1%
	Unknown	3.2%	3.9%	6.2%	4.9%	5.9%
Educational Goal	Intend to Transfer	29.9%	31.0%	32.7%	34.4%	31.6%
	Degree/Certificate Only	7.4%	8.0%	6.5%	7.0%	7.6%
	Retrain/recertif.	3.7%	3.6%	2.5%	3.3%	3.8%
	Basic Skills/GED	8.4%	6.3%	6.9%	6.8%	6.8%
	Enrichment	2.0%	1.9%	1.7%	1.7%	1.7%
	Undecided	11.9%	11.6%	12.5%	11.7%	1.3%
	Unstated	36.8%	37.7%	37.2%	35.2%	34.1%

Spring				Compton Student Population
Term				
2012	2013	2014	2015	Spring 2015

Term Headcount		1,930	2,030	2,164	1,989	6,944
Gender	F	67.6%	66.3%	65.9%	68.2%	64.1%
	M	32.4%	33.7%	34.1%	31.8%	35.9%
Ethnicity	African-American	45.7%	40.9%	36.4%	31.4%	32.5%
	Amer. Ind. or Alask. Native	0.2%	0.1%	0.0%	0.2%	0.2%
	Asian	2.7%	2.8%	2.8%	2.6%	5.0%
	Latino	44.1%	50.8%	55.6%	61.7%	55.2%
	Pacific Islander	1.3%	0.8%	0.8%	0.8%	0.7%
	White	1.5%	1.7%	1.7%	1.4%	3.0%
	Two or More	3.1%	2.3%	2.1%	2.0%	2.8%
	Unknown or Decline	1.3%	0.6%	0.5%	0.0%	0.5%
Age/ Age Group	<17	0.1%	0.1%	0.0%	0.1%	0.9%
	17	0.4%	0.6%	0.2%	0.1%	1.4%
	18	10.5%	12.1%	10.7%	13.8%	6.0%
	19	14.6%	16.8%	14.7%	15.7%	8.4%
	20	13.9%	12.5%	13.5%	12.0%	9.1%
	21	8.6%	10.3%	9.0%	9.4%	8.2%
	22	5.7%	6.4%	7.3%	7.2%	7.4%
	23	5.5%	5.0%	5.8%	5.3%	6.3%
	24	4.2%	3.7%	4.5%	4.0%	5.1%
	25-29	14.0%	12.0%	13.7%	13.8%	16.1%
	30-39	13.5%	11.3%	11.1%	10.6%	12.8%
	40-49	6.6%	5.8%	5.9%	4.8%	6.2%
	50-64	2.2%	3.1%	3.3%	3.2%	3.9%

	65+	0.2%	0.1%	0.2%	0.2%	0.4%
Class Load	Full-time	39.3%	35.5%	46.2%	41.9%	23.4%
	Part-time	60.1%	60.6%	53.8%	58.1%	71.5%
Academic Level	College degree	3.3%	3.0%	3.8%	2.6%	9.9%
	HS Grad	88.4%	89.6%	89.0%	91.4%	81.5%
	Not a HS Grad	4.5%	0.9%	0.3%	0.3%	3.1%
	K-12 Special Admit	0.4%	0.5%	0.3%	0.1%	2.8%
	Unknown	3.5%	6.1%	6.6%	5.7%	4.8%
Educational Goal	Intend to Transfer	29.0%	30.4%	32.0%	36.5%	31.7%
	Degree/Certificate Only	7.0%	7.1%	8.0%	8.4%	7.3%
	Retrain/recertif.	4.0%	3.6%	2.9%	3.2%	4.4%
	Basic Skills/GED	7.5%	8.4%	6.8%	6.4%	5.8%
	Enrichment	2.0%	2.0%	1.8%	2.3%	1.6%
	Undecided	13.0%	13.8%	13.0%	12.4%	13.6%
	Unstated	37.6%	34.7%	35.5%	30.7%	26.8%

	2011-12	2012-13	2013-14	2014-15	4 Yr Average
Annual Enrollment	6,242	6,028	6,403	6,589	6,316

Recommendations

- Sustain and gain greater participation and attendance from the English program classes with Author @ Compton to address the success gap with students of color according to research on its benefits.
- Continue to highlight and reward exemplary student writing in *Voices of Compton: Compton Literary / Arts Journal* to address success gap with students of color

- Maintain records on success and retention in feeder schools alongside statewide statistics for accurate assessment of the English program.
- Identify funding for this socio-economic demographic designated for textbooks to ensure their success, so they do not forego this essential class resource in lieu of sustenance. While a declining problem, there are 10% of students without textbooks.
- Since adjuncts may not be aware of the cost of textbooks, try to distribute a list of recommended, reasonably priced textbooks for each course level and inform faculty and students about the textbook rental program. (<http://elcamino.rentbooks.com/>).
- While we have Tartar Support to address poverty, we can consider developing other intervention programs to address longstanding community issues like working-poor conditions and substandard schools, which have not been fully addressed.
- We still need to offer more academic counseling throughout the semester.

Course Grade Distribution & Program Related Recommendations

At the end of the current cycle, the positive trend in grade distribution is that passing grades outstrip failing ones fairly consistently, especially one level below transfer. Out of 782 grades in English 1A, English 1B, and English 1C, 290 earned a “B,” which is an increase of 5%. In data of a recent year (2015), English B and English C also climbed to 51% and 53% success respectively also, tipping the balance in the positive direction. The reason may be the now-experienced full-time and part-time faculty and tutorial services.

Success Rates & Program Related Recommendations

At the time of this program review, the program’s success rates average 61.5%, a 4% increase over 2011. A class like English 84 has seen close to 10% improvement at 69% in Spring 2015. As we trace the progress of certain demographics within the program, the success rate overall of about 63% across all English classes highlights some achievement gaps. Areas highlighted (because they fall to less than 80% of the reference group of white males aged 20 to 24) are African American students at 54%, Pacific Islanders at 40%, and those identifying as multiracial at 50%. Discussions within the department recently have focused on Student Equity, which offers funds to identify ways to bridge this gap. Those efforts are needed, particularly for a critical mass of students who are African American. Another way to potentially address this gap is through more English program classes participating in Author @ Compton, which features writers of color, based on research that suggests this can cause this particular demographic to be more connected to their campus or the academic environment, and impact achievement or success and retention positively (Seidman, 2005; Hadley and McClanahan, 2008; and Wood et al, 2015).

Another impacted group is bilingual students who are mainstreamed into regular English courses because of the shortcomings of the multiple-guess Accuplacer Test. In general, the efforts to assist them with a designated ESL counselor have been repeatedly overlooked. Therefore, they

have not produced the desired effects; no change in the staffing of the Placement Center and no appropriate changes to the Placement Test have taken place. Acquisition of a foreign language is a long and complex process. ESL students are placed in Basic Skills courses, designed for native English speaking students, when they have been denied the due process of acquiring the target language, English. As a result this population of students is not ready to acquire the necessary skills to pass the reading courses. This will have multiple negative ramifications on (1) ESL fill rates and (2) retention and success rates in Basic Skills courses.

Most recent conversations on campus suggest that the campus may move away from Accuplacer altogether and replace it by high school performance as a more reliable indicator or predictor of student success in college. This may also redress ESL students' concerns unless they are not high school graduates at the time of enrollment, leaving counselors with no way to accurately place them.

Another measure of success—and reason for success—in the English Program has been the improved rate of textbook purchasing. Compared to English student surveying in 2012 when a full 25% did not purchase books, the number has declined to 10% in 2016. However, only 24% had their books by the end of the first week, an additional 34% had their book by the end of the second week, and 32% got their book after the second week. Then as now, perhaps at the counseling and enrollment stages, students can be informed as to what a general cost estimate for the books will be before they show up the first day in class, improving preparedness for class at the time in the semester when it is most crucial. 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, which can contribute to further improvements in our success rates overall.

Retention Rates & Program Related Recommendations

In the time of this cycle of Program review, our best trend is retention, showing a three percent increase overall in the available data. While the average is 76% retention rate, some classes are seeing retention reach 80% or more. This substantial increase in retention rate seen in classes 3 levels below transfer level as well as the classes at transfer level is a positive reflection of department practices, including tutorial services, on students' engagement. Should these practices continue with more vigor, and should Student Equity plans materialize, it is hoped that success rates will rise as well.

In 2007, start of the previous Program Review, 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. In 2014, the ending data provided for this Program Review, the retention rate was at 76.9%.

Distance Education (success & retention) & Program Related Recommendations

At the time of the previous Program Review, we were experiencing unprecedented growth at El Camino College CEC due to constrained enrollment at neighboring universities then. In 2011-2012, by contrast to the previous program review, our section count started at 193 with 6242 seats. By 2014-2015, our section count went up to 237 with 6589 seats. Though below the levels of the previous Program Review cycle, we had a growth of 44 sections in 4 years. We had a growth of about 300 seats in those 4 years. Likewise, the fill rates have been robust over the years of data available, though declining below 100% in the most recent data, as it has in other colleges, but fill rates are close to 100%. Our program should plan course offerings and staffing accordingly.

The data available to us for this Program Review spans Fall 2011 to Spring 2015, and the demographic data shows the English Program serves a quarter of the overall campus population. The distribution beyond that indicates more female students enrolled, around 64% of overall student population. African American students comprise 36% while Latinos comprise 50% of the student population in the program, with the next largest groups comprising the Asian population at 3% and white population at 3% of students in English classes. One group being tracked, Pacific Islanders, are 0.7% of the English student population. The student surveys as well as institutional data confirms the largest cluster of students is in the 17-22 age group with another cluster of 24% in the 25-39 age group. In regards to the second age group, 20-24, they represent is the ideal college age group, yet they have the lowest success rate, so this program could investigate the reasons to see if they need counseling. The vast majority are high school graduates (89.8%), yet so many test at pre-collegiate reading and writing. Encouragingly, from this group of entering students, a full third have the goal to transfer. Notably, half do not have a stated major (35%) or are undecided (13%), an area that suggests a potential pool of English majors at best, or otherwise students needing our direction or encouragement to consider transfer generally or degree or certification since that number is low at 6.5% currently.

A possible planned change from ETUDES to CANVAS as the LMS (Learning Management System) of choice or supported CMS (Course Management System) on campus promises even further improved success and retention results or outcomes for online courses, with built-in features such as automatic alerts for students.

Enrollment Statistics & Program Related Recommendations

At the time of the previous Program Review, we were experiencing unprecedented growth at El Camino College CEC due to constrained enrollment at neighboring universities then. In 2011-2012, by contrast to the previous program review, our section count started at 193 with 6242 seats. By 2014-2015, our section count went up to 237 with 6589 seats. Though below the levels of the previous Program Review cycle, we had a growth of 44 sections in 4 years. We had a growth of about 300 seats in those 4 years. Likewise, the fill rates have been robust over the years of data available, though declining below 100% in the most recent data, as it has in other colleges, but fill rates are close to 100%. Our program should plan course offerings and staffing accordingly.

The data available to us for this Program Review spans Fall 2011 to Spring 2015, and the demographic data shows the English Program serves a quarter of the overall campus population. The distribution beyond that indicates more female students enrolled, around 64% of overall student population. African American students comprise 36% while Latinos comprise 50% of the student population in the program, with the next largest groups comprising the Asian population at 3% and white population at 3% of students in English classes. One group being tracked, Pacific Islanders, are 0.7% of the English student population. The student surveys as well as institutional data confirms the largest cluster of students is in the 17-22 age group with another cluster of 24% in the 25-39 age group. In regards to the second age group, 20-24, they represent is the ideal college age group, yet they have the lowest success rate, so this program could investigate the reasons to see if they need counseling. The vast majority are high school graduates (89.8%), yet so many test at pre-collegiate reading and writing. Encouragingly, from this group of entering students, a full third have the goal to transfer. Notably, half do not have a stated major (35%) or are undecided (13%), an area that suggests a potential pool of English majors at best, or otherwise students needing our direction or encouragement to consider transfer generally or degree or certification since that number is low at 6.5% currently.

Scheduling & Program Related Recommendations

As in the past, most of our courses are offered in the daytime, and online courses continue to fill scheduling gaps for students whose schedules conflict with campus offerings. There was a 3-4% increase even in daytime students by 2014 for fall and spring semesters respectively. (See “Enrollment by Time of Day” charts in the Appendix.) Student data shows a full third of students benefit from online, weekend, and evening classes in our program, while student surveying shows 60% percent said they were very likely or somewhat likely to take online classes; only 35% percent said they were unlikely to take an online class (See “Enrollment by Time of Day” chart and “Student Survey” in the Appendix). Therefore, the full range of required classes should remain available through these alternative delivery options. Clearly, the mission of community college to uplift working adults (about half are full time students and half are part-time students) by improving both their minds and skills through liberal arts and vocational training continues to be needed to serve this community.

Improvement Rates (if applicable) & Program Related Recommendations

As indicated in success/retention rates provided above, most of the information could be interpreted out of the success/retention rates already provided. In fact, at the time of the previous Program Review, a review of our improvement rates as noted in our success and retention data indicated that we were, in fact, exceeding the average improvement rates in the state. Statistically, the percentage of improvement in success and retention would be a more logical barometer of whether or not the El Camino College CEC is moving in the right direction. The ARCC 2012 Report has our persistence rate at 55%. While most areas show stability in success and retention rates at the time of the current Program Review, English 1A online has improved from 35% success in 2012 to 44.8% success in 2015 while English 1C online has improved from 47.6% success rate in 2012 to to 58.2% in 2015, both improving about 10%, an encouraging increase. Reports about the soon-to-be adopted Canvas LMS promise more dramatic results and

improvements to come in online classes and even amongst campus classes that may elect to use it.

Additional Data & Program Related Recommendations

Standards for Success Based on Institutional Research Data

The program faculty have identified some other factors affecting our program's success and retention rates. An environmental scan of Compton's campus done by Dr. Luke Wood et al shows that 33% of Asian men and women, 52% of African American men, 44% of African American women, and 40% of Latino/a men and women have housing insecurities (Community College Success Measure, Community College Equity Assessment Lab, El Camino College Compton Center Results, Final Report," p. 32). In addition, among Asian male and female students, hunger is an issue for 4% while it is an issue for 26% of African American male students and 16% of African American female students, and 20% of Latino and 10% of Latina students ("Community College Success Measure, Community College Equity Assessment Lab, El Camino College Compton Center Results, Final Report," p.32-33). Overall, a full third or more of our students have food and housing insecurities. That is a sizable portion of our population. Certainly, this impacts our success and retention rates because it presents our students with unique challenges—from basic classroom attention to class attendance—not as prevalent in more affluent districts. Our rate of part-time students is at 75% in Fall 2015, higher than Torrance's campus by 8%, suggesting an even more highly working class population, who may also have child care issues that our campus does not address for 100% of students in need ("Facts and Figures," 2015) *Figure 1*. This potentially results in loss of valuable education hours over time.

In addition, an academic scan of the graduation rates in schools feeding into our campus shows that some of these schools have numbers far below those of more affluent districts; for an open enrollment campus trying to serve this demographic, this also has an impact on our success and retention rates not measured by other campus statistics, though somewhat implicit in the high number which currently test into basic skills. The scorecard Compton High School for 2017 indicates 29% of its students meet English proficiency and 18.9% meet college readiness overall according to *U.S. News* at the time of this revised program review ("Compton Scorecard"). The graduation rate is 57% one of the lowest, compared to 66% in Los Angeles Unified. By contrast, the neighboring Torrance campus' top feeder district is Torrance Unified, followed by another set of impressive districts to comprise nearly half its student body. See *Figure 2*.

Recommendations

- Sustain and gain greater participation and attendance from the English program classes with Author @ Compton to address the success gap with students of color according to research on its benefits.
- Continue to highlight and reward exemplary student writing in *Voices of Compton: Compton Literary / Arts Journal* to address success gap with students of color.
- Maintain records on success and retention in feeder schools alongside statewide statistics for accurate assessment of the English program.

- Identify funding for this socio-economic demographic designated for textbooks to ensure their success, so they do not forego this essential class resource in lieu of sustenance. While a declining problem, there are 10% of students without textbooks.
- Since adjuncts may not be aware of the cost of textbooks, try to distribute a list of recommended, reasonably priced textbooks for each course level and inform faculty and students about the textbook rental program. (<http://elcamino.rentsbooks.com/>).
- While we have Tartar Support to address poverty, we can consider developing other intervention programs to address longstanding community issues like working-poor conditions and substandard schools, which have not been fully addressed.
- We still need to offer more academic counseling throughout the semester.

SECTION 3—CURRICULUM

Review of Courses (6-Year Cycle)

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.

With the exception of English 80, English C, English AR, and English AW (courses only currently offered at Compton College), all course reviews are completed by El Camino College's College Curriculum Committee. At the time of this program review, none of the above courses have been due for a course review. For additional information about current course review timelines and other relevant information, please see the following link:

<http://www.elcamino.edu/academics/ccs/docs/Spring-2018-CCC-Timeline.pdf>

Course Additions

Since 2016, two courses have been added to our current course offerings in English: English 50AR (Accelerated Reading) and English 50AW (Accelerated Writing). These courses were both revisions and reincarnations of previously deactivated courses, English 50RR (Accelerated Reading) and 50WW (Accelerated Writing). These classes were mostly rewritten to offer them at Compton since the courses were seen to be beneficial to students. Additionally, these classes were strongly supported by the First Year Experience program to help students move through the basic skills English sequence in a timely manner.

Another course that was created and offered to support basic skills course offerings was the English Bridge Program. This non-credit course offering is available to students that have yet to begin the English sequence and has been developed as a “bridge” or support for students that may have tested low on the Accuplacer Exam. This program also supports accelerated courses on the Compton campus.

Course Deletions and In-activations

The only two course in-activations that have affected Compton is English 50RR and English 50WW, as mentioned above. It is the understanding that these experimental courses were not successful at El Camino College, and so the decision was made to no longer offer them. However, as also mentioned above, these courses were successful at Compton, and so measures were taken to reintroduce the courses at permanent course offerings.

Distance Education

A number of courses have been offered in Distance Education, and this number continues to increase term after term. Currently, only transferable English courses have been offered online, as basic skills courses require a lab that is not possible in an online format. Current course offerings include English 1A, English 1B, English 1C, English 15A (Early British Literature), English 15B (Survey of British Literature), English 27 (Children’s Literature), English 39 (Literature and Film), English 40A (Early American Literature), English 40B (Modern American Literature). While core English courses such as English 1A, English 1B, and English 1C are offered every term, please note that the literature courses are offered on rotation to accommodate student need, as highlighted in the section below.

Degree and/or Certificate Goals:

The department offers transfer level courses in composition, literature, and creative writing; it offers two degrees: Associate of Arts in English (A.A.) and an Associate of Arts in English for Transfer degree (AA-T). In order to accommodate English majors as well as students in all programs campus-wide, the following AA and AA-T Schedule has been created:

4-SEMESTER PLAN

Semester 1- English 1A + English 42 or 43

Semester 2- English 1B or 1C AND English Lit. (Engl 15 A or B) OR American Lit. (Engl 40 A or B) OR Creative Writing (Engl 24 or 25)

Semester 3- English 1B or 1C AND American Lit. (Engl 40 A or B) OR Ethnic Lit. (Engl 42 or 43) OR Children's Lit. (Engl 27)

Semester 4- Creative Writing (Engl 24 or 25) OR Ethnic Lit. (Engl 42 or 43) OR Film (Engl 38

or 39 or 41B)

Maintaining and Improving Performance:

Ongoing course review and SLO assessments are necessary maintenance measures that are needed to ensure the overall course quality in English. As such, faculty are regularly engaged in both rigorous quantitative and qualitative assessments. SLO assessment data is used to inform curriculum-related decisions relative to Course Outlines of Record (CORs), SLO statements, and PLOs; whereas course offerings are based off the number of students with English as a declared major and on the number of students in the general population with Educational Plans needing both basic skills and transfer-level courses to earn a degree or to transfer in a timely manner.

SECTION 4—ASSESSMENT AND STUDENT LEARNING OUTCOMES

SLOs→ PLOs→ ILOs

According to the ACCJC rubric, the English program at the Compton Center is at the proficient level, as we have assessed all (100%) of our courses and have scheduled implementation of several strategies to address deficiencies that were found in previous assessments. However, in more recent semesters, the English Program at the Compton Center has been following a more rigorous SLO assessment cycle set by the English Program at El Camino College. For instance, instead of assessing each course SLO on a 2-4 year cycle, each course SLO is now being assessed on a yearly basis. The English faculty at the Compton Center are currently in discussion about modifying this schedule to make adequate time to implement and assess action plans in the classroom prior to another formal SLO assessment.

Timeline for Course SLO Assessment

STUDENT LEARNING OUTCOMES

Division	Courses	SLO Statement	Assessment Completed Date	Done	Lead Participant(s)	Next Assessment Cycle
Hum	AS 1ABCD	Y	Fall 2015	Done	Christopher Halligan	Fall 2016
Hum	AS 20AB	Y	Spring 2015	Done	Christopher Halligan	Spring 2016
Hum	AS 22AB	Y	Fall 2015	Done	Christopher Halligan	Fall 2016
Hum	AS 25AB	Y	Spring 2012	Done	Christopher Halligan	Fall 2016

Hum	AS 30AB	Y	Spring 2015	Done	Christopher Halligan	Spring 2016
Hum	AS 36AB	Y	Spring 2015	Done	Christopher Halligan	Spring 2016
Hum	AS 60	Y	Spring 2012	Done	Christopher Halligan	Fall 2016
Hum	Engl 1A	Y	Spring 2015	Done	Amber Gillis, Jennifer Hill	Spring 2016
Hum	Engl 1B	Y	Fall 2015	Done	Ruth Roach	Fall 2016
Hum	Engl 1C	Y	Fall 2015	Done	David Maruyama	Fall 2016
Hum	Engl 15B	Y	Spring 2014	Done	Nikki Williams	Fall 2016
Hum	Engl 25A	Y	Spring 2012	Done	Judy Crozier	Spring 2016
Hum	Engl 27	Y	Spring 2012	Done	Morgan Mayreis	Fall 2016
Hum	Engl 39	Y	Fall 2011	Done	Judith Crozier	Fall 2016
Hum	Engl 42	Y	Spring 2014	Done	Mary Duffield	Fall 2016
Hum	Engl 40B	Y	Spring 2012	Done	Kristin Jones	Fall 2016
Hum	Engl 41B	Y	Spring 2011	Done	Hiram Sims	Not Offered
Hum	Engl 80	Y	Spring 2015	Done	Shemiran Lazar	Spring 2016
Hum	Engl 82	Y	Fall 2015	Done	Shemiran Lazar	Fall 2016
Hum	Engl 84	Y	Spring 2015	Done	Jose Bernaudo	Spring 2016
Hum	Engl A	Y	Spring 2015	Done	Dalia Juarez	Spring 2016
Hum	Engl B	Y	Fall 2015	Done	Judith Crozier	Fall 2016
Hum	Engl C	Y	Fall 2015	Done	Shemiran Lazar	Fall 2016

Timeline for Program Level Outcomes Assessment

Compton Center English faculty assess SLOs and Program Learning Outcomes (PLOs) on a regular basis in conjunction with El Camino College's assessment schedule. All course SLOs are

aligned with PLOs which are then aligned with the Center's Institutional Learning Outcomes (ILOs).

In 2011, PLOs 1-3 were assessed at Compton Center. The findings of that assessment determined that students who placed into English C had lower success rates than those students that placed into English A. One reason indicated was the open-enrollment system in community colleges. Similarly, it was determined that students completing the Basic Skills track performed well in transfer-level courses. From this assessment it was determined that in-class tutors are vital in Basic Skills classrooms and that an English Summer Bridge program was needed.

Report & Discussion of Course and Program-level Outcomes

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 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.

Assessment & Change (instruction, curriculum, and/or program aspects)

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.

Change Effectiveness

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.

Refinement/Improvement to SLOs and Assessment Process

- 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. During the English A assessment cycle, the effectiveness of in-class tutors and SI coaches will need to be evaluated.
- 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.
- 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 a mentorship program that connects adjunct faculty with full-time faculty 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.

Analysis of Reading Assessment

All reading courses are assessed on regularly scheduled intervals. 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.

SLO Assessment Results for English 80: SLO 1: 58% passed the assessment.

SLO 2: 54% passed the assessment.

SLO 3: 54% passed the assessment.

SLO Assessment Results for English 82: SLO 1: 63% passed the assessment.

SLO 2: 63% passed the assessment.

SLO 3: 63% passed the assessment.

SLO Assessment Results for English 84: SLO 1: 65% passed the assessment.

SLO 2: 65% passed the assessment.

SLO 3: 65% passed the assessment.

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.
- 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 (or communicated about where to find this test) so all reading instructors are aware of the assessment requirements.
- Instruction needs to be further structured through modeling and scaffolding assignments to strengthen comprehension skills that are measured in the Townsend Press tests that are used regularly in these 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.
- SLO Action Plans 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.

SECTION 5—ANALYSIS OF STUDENT FEEDBACK

IRP Data and Student Feedback

Student surveys presented in the Appendix at the end were also analyzed as another measurement of our program. The surveys contained questions in four general categories: (1) student support, (2) curriculum, (3) facilities, equipment, and technology, and (4) program objectives. In addition, the Department sought deeper analysis of some topics and a broader analysis through a customized survey, whose results are also reported below in pertinent areas and in other parts of this Program Review, such as “Analysis of Data” (Section 2).

Program Action and/or Resources Based on Student Feedback

Student Support

The greatest strengths or assets to the program identified by students seem to be the faculty. Negative responses to questions about faculty and scheduling never exceeded 3%. In fact, only 1% of students felt they did not have “opportunities to actively participate in [their] classes.”

Curriculum

Students report awareness of the learning outcomes, indicating faculty are consciously placing this information before students on syllabi with the implementation of our syllabus template and with SLO assessment work which also places SLO statements and additionally SLO rubrics before students.

SECTION 6—FACILITIES AND EQUIPMENT

The present facilities are terrible. The majority of the classrooms for English are in the Row buildings and don’t even begin to meeting the basic needs of faculty and students, and could very well be in violation of OSHA minimum standards for a college facilities. The classrooms are uniformly filthy and unmaintained, with dirt caked windows, floors, and walls, ancient switches and outlets that haven’t worked properly in years, irregular waste disposal that leads to rodents and ant infestations in classrooms and faculty offices. Most classrooms have chalkboards that are not routinely cleaned and maintained. The few classrooms with whiteboards are the same. The roof leaks when it rains. There is unabated asbestos remaining in ceilings of the row

buildings. There are gaping holes in areas where rodents and other animals have been entering for years.

These issues have been brought up to the District administrators year after year, but little seems to be done about them. Basically, it is up to the faculty to maintain their classrooms. As well, there are security issues, where classrooms and offices are not uniformly and routinely locked or unlocked. Faculty cannot get keys to their classrooms, as well as faculty bathrooms, which are filthy and offer no hot water. We have no disability access to classrooms, bathrooms, or other facilities whatsoever, with no plan of action to fix these issues. These are just the tip of the iceberg in terms of issues.

Immediate Needs (1-2 years)

The immediate need is a complete reorganization of the Maintenance and Operations schedule for the row buildings, as well as the planned new Educational buildings, which, if maintained in the same fashion as the row building have been, will quickly fall into serious disrepair after construction and occupancy. If we paid people to maintain these buildings properly, the millions of dollars that will be going into them won't be wasted. As well, the moral of faculty and students will improve with better-maintained facilities. Clean and working classrooms help the program better meet its goals of student retention and success because both students and faculty will have an increased confidence in the program and the institution.

- Installation of additional whiteboards in place of damaged chalkboards
- Distribution of markers and erasers to FT and PT faculty each semester.
- Installation of dedicated tables in each classroom for disabled students
- Installation of proper heating, ventilation, and air conditioning in all classrooms
- Install new light bulbs and replace broken fixtures
- Installation of media screens.
- Installation of functional window coverings.
- Replace broken desks and chairs for both teacher and students
- Clean out desks that have harbored trash in drawers.
- Repair doors, hinges, and door knobs of doors and ensure that windows open and close properly.
- Storage rooms for media carts and other tools with access for adjuncts – and a checkout sign-up sheet.

Long-range Needs (2-4+ years)

As the technology program review already demonstrates, we will have a lot of basic needs: New desks, chairs, book shelves, and lockable cabinets, both in the offices and the classrooms. In areas where offices are to be shared, private meeting areas will need to be designated to meet the requirements of FERPA. A faculty-only lounge is needed with vending that is open all day so that faculty can gather, have meals, and socialize. Adjunct office space needs to be designated for adjuncts with computers with linkage to the copy machines and phones. Storage rooms for technology and supplies that is accessible by all faculty. All classrooms need some form of

intercom phone system for quick-response from campus police in emergency situations, as well as contact to areas where classroom needs can be requested and met.

- Installation of projectors and media screens in each classroom
- Designated conference rooms with desks, tables, computers, and file cabinets for adjuncts to conference and prep.
- Writing lab that is equipped with round tables for tutoring, electronic check-in station, and a separate room for writing workshops.
- A reading lab that has up-to-date programs, headphones, and other various tools for students who are registered with SRC.
- New computers in reading labs for reading classes.
- A Scantron and new Parscore machine located in the English department (or G-row) where they are easily accessible to faculty.

Cost Estimates for Recommendations

***1-2 years (\$120,000)**

***2-4+ years (\$500,000)**

Spending Justification

SECTION 7—TECHNOLOGY AND SOFTWARE

Immediate Needs (1-2 years)

In order to meet the Technology Plan's Mission Statement, immediate changes must take place. The following is a list of proposed changes:

- To provide direct, universal, and user-friendly access to information and instructional technologies such as; instructional computer, laser printer and scanner, AV projector, DVD / Blu-Ray player, plus emerging technologies, updated software (Adobe, MSWord) Ethernet outlets, media screens, SMART boards, and projectors must be installed in all classrooms. Additional necessities include a paper towel dispenser and a lock box for tools (including cords, dry erase markers, erasers, and the spray bottle to clean the boards.) In addition, a printer and cupboard to store paper are needed in at least a few select classrooms. It is standard practice for English instructors to incorporate media elements to enhance learning, including video and audio. Without these basic elements, such options are limited severely. Since student learning outcomes in English courses typically include formatting requirements as well as research methods, these basic items are necessary to meet class objectives at most class levels, including basic skills. Costs for these items will vary based on bulk pricing, but are likely to exceed \$25,000 per room, including installation.
- To promote student access and success that would help students in their pursuit of educational, life and career goals, computer labs in the Vocational Technology building must be opened and staffed for the use of students. Computer labs not only in the library but Voc Tech and new Humanities building would offer students greater access to the tools needed. These labs should be like computer satellite hubs. Extensive access to computer labs for English, reading, and ESL students are standard infrastructure at

nearby community colleges, including El Camino, Cerritos, and Long Beach City colleges, all of which have stronger five-year success rates than Compton. Comparable resources should be in place for in order for Compton Center to compete for these students and increase persistence and retention. Initial setup costs depend on many factors, including current market rates and bulk purchasing discounts, but a new 40-station computer lab would cost approximately \$50,000. Additional costs for lab support at 2016 classified rates are \$75,000 annually for 40 hours per week.

- To improve communication, collaboration and coordination among those who enable students, faculty and staff to make the most effective use of technology, mandatory on-going training and attendance must be included as part of professional development. Such support is required per state and federal guidelines and must be addressed as Compton Center moves forward toward reaccreditation. Dedicated classified staff for professional development will be required, and costs will depend on whether this is a separate position as is the case at most colleges, or it is incorporated with other responsibilities. It is likely that annual costs for personnel will exceed \$50K annually.
- To sustain and improve instructional, student and administrative support services, Professional Development instruction needs to be offered in a timely manner. Staff require a training professional on campus as well as the ability to access drop-in guidance. This is particularly important for adjunct instructors who do not have the same professional development requirements as full timers. To save on costs, initially the training and professional development positions possibly might be combined. Again, such a position would exceed \$50K annually.
- To promote alternative methods of education that integrate technology into instruction, an increase in media carts is necessary as there are very few properly appointed smart classrooms. Many local colleges, including Cypress and Cerritos, employ media carts with sign in and out sheets, often with the assistance of a student worker. Convenient central locations must include access for adjuncts – who do not have keys. Student workers typically receive \$11 per hour, and a basic media cart, including a projector, speakers, and basic desktop computer, start at approximately \$2,000. At least 5 of these carts are required.
- To increase the use and application of technology resources, Compton Education Center must offer technology training on campus for Microsoft, Etudes, Omni, Gradebook and all other networks that make for more proficient staff. This would be the purview of an onsite trainer, as discussed above. The need for continued training in current software programs will assist our faculty and staff to remain current and meet ever-changing state and federal requirements as well as help improve basic student access and proficiency.

Long-range Needs (2-4+ years)

In order to meet the Technology Plan's Mission Statement immediate changes must take place. The following is a list of proposed changes:

- To provide direct, universal and user-friendly access to information and instructional technologies, media stations should be installed in all classrooms and SMART boards should replace the chalk and white boards currently in place. English instructors typically

incorporate media elements to enhance learning, including video and audio. Smart Boards are currently in use at both El Camino and Cerritos colleges as well as other nearby institutions, and are particularly helpful in basic skills and ESL classrooms. Approximate costs vary, but are likely to exceed \$2,000.

- To promote student access and success that would help students in their pursuit of educational and career goals, all current computer labs should be updated with modern desktops and current windows media and related software to all academic divisions. Rationale and costs for such basic infrastructure is covered in the previous section on short-term needs, but to reiterate, these basics have been in place at neighboring colleges for nearly a decade, and students at Compton Center should have to similar resources. Again, a new 40-station computer lab would cost approximately \$50,000. Additional costs for lab support at 2016 classified rates are \$75,000 for 40 hours per week.
- To improve communication, collaboration and coordination among those who enable students, faculty and staff to make the most effective use of technology resources, year-round training should be offered to faculty and staff. Such resources should include an onsite trainer and the ability to have drop-in support. Faculty and staff certification in content specific software, and networks should be encouraged and such achievements rewarded. These basic resources meet state and federal guidelines and as such, will be required post-accreditation. It is likely that annual costs for personnel will exceed \$50K annually.
- To sustain and improve instructional, student and administrative support services.
- To promote alternative methods of education that integrate technology into instruction and meet student learning outcomes in English, a media cart should be made available to all instructors until such a time as smart classrooms are more readily available. This media cart should be a permanent fixture in all classes and contain: a desktop computer, media player and an overhead projector/book projector. Media screens must be in place to facilitate use of this equipment. Costs for a basic media cart start at approximately \$2000, and at least 5 of these carts are currently required. Without exception, media screens must be installed in all classrooms; basic wall-mounted models are priced from \$200, not including bulk pricing.
- To increase the use and application of technology resources for staff development, a fully functioning training center equipped with Internet access and updated desktops must be available. As well, Compton Center should employ an Instructional Technology Specialist. This support is required per state and federal guidelines. It is likely that annual costs for personnel will exceed \$50K annually.

Cost Estimates for Recommendations

Spending Justification

SECTION 8—STAFFING

As shown in *Figure 3*, the staffing for English courses over the years is below the ratio stated in the 75/25 law. 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, 84 English reading and writing courses were offered in Spring 2016, and about 60 of the courses were staffed by full-time instructors and 24 by adjunct faculty. The ratio between full-time and part-time instructors teaching courses is about 71 to 29 percent respectively. Ideally, the department should have 75% of the classes taught by full-time instructors, so we are currently 4% short of that goal.

In Spring 2015, one full-time reading/writing instructor resigned. The number of full-time instructors in the department dropped from 12 to 11. However, in the Spring 2016, one new reading/writing full-time instructor position opened. This will bring the total number to 12 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 one more instructor to meet the 75/25 law.

Immediate Needs (1-2 years)

However, even if we hire one more full-time instructor, we will still have a significant number of courses, at least 25%, taught by adjuncts. This high number of adjuncts raises the issue of income inequality which is a major concern. The adjunct rate needs to be competitive with other institutions to ensure that we have a stable and qualified adjunct pool. In addition, our neighboring campus in Torrance, offers a significantly higher hourly wage than Compton. By increasing the adjunct hourly rate, we will insure retaining quality adjuncts every semester thereby better serving our students and thus increasing our success rate.

- Short Term Request
 - Provide annual raises of 10% in adjunct pay at the Center until there is parity in adjunct pay rates at both El Camino and the Compton Center.
 - El Camino adjunct pay rate: \$81.35-\$86.21
 - Compton Center adjunct pay rate: \$39.31-\$59.11

Long-range Needs (2-4+ years)

As for tutoring, there is one location where reading and writing students can receive help: the Reading/Writing Center in the Student Success Center. The Reading/Writing Center is staffed by one classified employee who works as supervisor and 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 2:00 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. 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. Since the last Program Review, there are more policies on what help students can or cannot expect and policies on arrangements for orientations and class visits. We also need to incorporate embedded tutors in the classroom with all English 1A classes. English 1A is probably the most important transfer-level class we offer. By incorporating embedded tutors in all English 1A classes, we will increase our transfer and graduation success rates. We estimate the cost of embedded tutors to be \$12,000 per year.

- Long Term Request
 - Provide more staff to keep the lab open for more hours to serve our students. The total cost will vary depending on staff used to keep lab open for additional hours.
 - Teach associate rate: \$22.80 hourly
 - Tutor rate: \$20.00 hourly
 - Student tutor rate: \$10.50 hourly
 - English 1A embedded tutors
 - Fall 2016 and spring 2017 English 1A sections: 35 sections x 1 hour weekly for 15 weeks= 525 hours at teacher associate rate of \$22.80 hourly= \$11,970.

Cost Estimates for Recommendations

Spending Justification

SECTION 9—DIRECTION AND VISION

Academic and/or Industry Changes and Impact on Program

The economy of the state and of the nation has vastly improved since the Great Recession. This impacts our department at several junctures. The passage of Proposition 30 ensured a continuity in funding. This provided not only operational revenues but also back-filling of (lacking) categorical programs. Next, through legislation reform, a new mandate was instituted on the vision for California Community Colleges. These mandates modified the main direction of the college system: degree/certificate completion and transfer pathways. At this time, Winter Intersession was eliminated, though we note its more-current reinstatement. The factors impacting the program are delineated into three major subsections. These are: Legislation, Budgeting, and Community Needs. Each is detailed as follows:

Legislation

SB 1440 (Student Transfer Achievement Reform Act) impacts our department in several ways. First, it streamlines the transfer process through the Transfer Model Curricula. Second, it forces the California Community Colleges to enhance student success as determined by success, retention and completion (course-level and graduation/certificate award) rates. The department's efforts are yielding achievement in these areas. Our TMC is being formalized, and may be instituted into the Annual Program Review. Coupling these impacts are several legislative

actions which will further affect the department. SB 1456: Student Success puts into play a rethinking, and restructuring, of English Basic Skills course. This restructuring affects these courses in two ways. First, the Writing Center's substantive workshops are now integrated into the classes themselves. Second, the role of the in-class tutor is now redefined. There is a much closer link between the instructor of record and the tutor. This accommodation enhances both student engagement and student learning at this level. The Course Assessment data will solidify these achievements. Further, SB 860 (Educ. Code 78220): Student Equity is working to promote student success for our under-represented students. We are striving to achieve its goals: Anecdotally in summation if one additional under-represented student achieves a grade of "C" or better per class, its goal will be reached. Finally, the BOGFW's newly-narrowed guidelines will affect the California Community Colleges, and, subsequently, our department's enrollment. On upwards of 20% of our student census will be put at risk of losing their Fee Waivers. Longitudinally, in 2010-2011, our success rate was 62%. In 2014-15, it stands at 64%. In Basic Skills, the rise was from 52% to 56% in the same time period. The new formulation of Basic Skills courses' forward progress has only been informally assessed. The student success in these courses is being highly enhanced and analyzed.

As an overview, there is a new force in community colleges, nick-named, "in-through-& out." There is strong emphasis on data-driven analyses, using as benchmarks completion, success and transfer/graduation rates. Transfer level coursework is not within the reach of too many of our Basic Skills students. To resolve impediments, Accelerated classes (RWA) are being institutionalized. Their course rates are spelling achievement and over-arching success of our students. Furthermore, the First Year Experience spells success for the department and its students.

Budgeting

With FTES declining, the District is obligated to fill its classes for budgetary needs. This is not had a profound impact on our department classes. Transfer-level classes are still burgeoning in enrollment. We must insure the meeting of student needs, both academically and by the District. Our employment of survey instruments to re-align course scheduling and offering will direct our efforts to meet student needs.

Community Needs

The faculty members of the department are aware that the new legislative agenda may nullify individual needs. Keeping student motivation and focus high during this transitional academic era will be of major import. A balance must be struck between individual student preference and mandates. The program must evaluate its cycle on the bases of community needs and degree/transfer pathways. Institutional Research ascertains these data. They should delineate an intersection of academic, career, and individual goals.

Direction

The impetus of students transferring is a major direction for the department, as it is for the California Community Colleges. The state mandates parallel and support our community's needs. The English Department is moving in a positive direction through a plethora of initiatives (Consistency Projects, Course Outlines of Record, coursework, assessment, SLOs, and the faculty members' efforts) to integrate the mandates as supportive of our efforts. To optimize opportunities for pre-transfer level students to matriculate into transfer level classes successfully, 50 RR and 50 WW have been institutionalized into one accelerated course, RWA.

We are open to and embrace of opportunities for student success by the following measures:

- Providing tutoring for remedial reading and writing students, and SI coaches in reading
- Providing a Writing and a Reading Lab for student use
- Providing TracDat and other training to all department faculty members and staff
- Hiring five new faculty members in the last five years, with intent to hire additional faculty members with emphasis on reading
- Providing services for student success in the opening of the new Library/ Learning Resource Center

To continue and improve the program's service to students, we include:

- Smart Classrooms—There is a present need to technologically update classrooms to enable teaching level at faculty's capabilities and to accommodate all learning styles of students visually, auditor ally, and tactilely. Each classroom in Tartar Village is Smart-Classroom equipped, yet other facilities still in use are not.
- Improved Physical Campus Environment—Here is need of accountability in terms of the safety, security, and comfort of our students in all classrooms. The classrooms must be environmentally and physically acceptable, which is not the case in every room at all times. This is a persistent problem. Though work orders have been submitted, these basic needs have not been attended to.
- Counseling—We need trained counselors, with current professional development, for ESL, reading and writing, curriculum development, placement, and leadership of students coming under the provisions of new state mandates.
- Professional Development Opportunities—Faculty, academic support staff, and tutors/SI coaches must have opportunities to keep current in the field and in college issues.
- Staffing—We must include administrative support, student workers, and an advisor, for faculty to service the student population. There is no department secretary, administrative support staff, nor advisor to hear student concerns; nor give Ed Plan or Transfer advice, nor to communicate issues regarding the English department, be it faculty, staff or student. A chain of command must be established for faculty to division chain and Dean of student Success.
- Inclusion of input, expertise, and concerns integrated into the design and construction of Instructional Building I—The establishment of Tartar Village (2017) has alleviated some of these concerns, yet further mitigation is needed.

Vision

The Department's vision is similarly reflective of these benchmarks. We are not only in a changing economic circumstance, we are in a changing demographic picture. We are dedicated to both numerical student success and to the success of students behind it. To engender numeration and still affirm student identity in this new era is our goal. Our tradition is founded on a tradition of making a difference in students' lives, to meet the challenges of this era, and to promote our students as decisively-responsible successes.

Fulfillment of the College's Mission and Alignment with the Strategic Initiatives

As of December, 2015, Compton's own Planning Summit constructed the following mission statement:

Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest technology for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

From the department's participation in SSSP to Equity initiatives, from Basic Skill course restructuring to accelerations of coursework, all underscore the dedication of department faculty members to students and their success. The department's vision and direction affirm this statement. This is at the project level. Furthermore, it is our culture to mitigate individual exigencies at an informal level. Our population is nearly unique in this arena, and we strive to overcome its challenges through financial aid to healthcare to counseling and childcare, and coursework, and the Honors Program, to name most projects. These impact the students here, and we respond to them.

Ways to Improve Recruitment, Enrollment, Retention, and Completion Rates

This has been addressed in the department through SSSP and Student Equity initiatives to Basic Skills course reforming, Ed Plan counseling and the proposed Common Assessment Initiative (placement) proposals. Adherence to new BOGFW guidelines will play a major role in our student population, though comment on its impact is premature.

Supporting the Success of All Students' Education and Career Goals

The department is responding to the new legislative mandates as well as rebuilding courses to respond to this goal. Our tutoring efforts are markable.

Supporting the Success of Students through the Use of Technology

Compton is WIFI equipped, and the general availability of technology may be resolved through the construction of the new facility and its precursor. Faculty input in its design and planning must be recognized.

Offering Excellent Programs for Allied Health and Technical Field Degrees and Certificates

This impacts our program. The cost of books and the general student focus on these endeavors distracts from engagement on the task at hand in our classes. Dialogue concerning English 1B (Literature and Composition) may yield redefined coursework.

Partnerships in the Community and with the K-12 Schools

This may be more in the dialogue stages, but will utilize a major effort on the part of an over-extended faculty, especially with the completion of Common Core requisites.

SECTION 10—PRIORITIZED RECOMMENDATIONS

Strategic Initiatives 2015-2020

- Strategic Initiative A – Student Learning
- Strategic Initiative B – Student Success and Support
- Strategic Initiative C – Collaboration
- Strategic Initiative D – Community Responsiveness
- Strategic Initiative E – Institutional Effectiveness
- Strategic Initiative F – Modernization

Prioritize List of Recommendations and Justification:

Recommendations	Cost Estimate	Strategic Initiatives
1. Author @ Compton to address success and retention gap with students of color	\$5,000	A Student Learning
2. <i>Voices of Compton: Compton Literary Arts Journal</i> to address success and retention gap with students of color	\$5,000	D Community Responsiveness
3. Improve writing assessment.	\$10,000	E Institutional Effectiveness
4. Improve classroom technology equity with more imbedded projectors and document readers.	\$10,000	F Modernization
5. Improve classroom facilities.	\$10,000	B Student Success and Support
6. Improve data gathering on reading and writing labs to improve services and increase lab use by students.	\$1,000	B Student Success and Support
7. Improve lab access for classes.	No budget	A

		Student Learning
8. Sustain literature offerings for the English major for the transfer initiative	Borrowed FTES from other program classes	A Student Learning
9. Maintain robust transfer course offerings on campus and online	\$10,000	A Student Learning
10. Provide 5 in-class tutors for English 1A	\$10,000	C Collaboration
11. Maintain robust basic skills offerings and related appropriate counseling	\$40/hour ESL counselor added	A Student Learning

Recommendation → Justification → Strategic Initiative

APPENDIX A
AA-T Path

English AA-T or English-for-Transfer

AA-T = Associate of Arts for Transfer

H = Honors (Take as many as possible to enhance university transfer application! See honors webpage.)

[] = Classes listed in brackets indicate **core classes**; take as many **electives** as possible whenever offered *Classes in italics are offered in other divisions.

AA-T UC	AA-T CSU
<p>Calling all English majors: If placed at English B, A, 82, 84, take accelerated classes in the fall (English 50AR, English 50AW, or English RWA) and start in spring as Semester #1--or start sequence below when you can!</p> <p align="center">Students can opt for a four-semester plan or six-semester plan.</p> <p>60 units overall; 18 units in following areas—</p> <ul style="list-style-type: none"> •6 units Engl 1A(H) and Engl 1B(H) •6 units in Am. / Brit. / World lit. •3 units in ethnic lit. / creative writing •3 units anything else listed below 	<p>Calling all English majors: If placed at English B, A, 82, 84, take accelerated classes in the fall (English 50AR, English 50AW, or English RWA) and start in spring as Semester #1--or start sequence below when you can!</p> <p align="center">Students can opt for a four-semester plan or six-semester plan.</p> <p>60 units overall; 18 units in following areas—</p> <ul style="list-style-type: none"> •9 units Engl 1A(H), Engl 1B(H), and Engl 1C(H) •6 units in Am. / Brit. / World lit. •3 units in ethnic lit. / creative writing •3 units anything else listed below
<p><u>Semester #1 (and #5): Spring</u></p> <p>[English 1A(H)] +</p> <p>Chicano Lit. (Engl 42) /Creative Poetry Writing (Engl 24A) / Latino Lit. (Engl 48) / Shakespearean Lit. (Eng 21) / Women’s Lit. (Engl 28) / Bible Lit. (Engl 30) / Short Story (Engl 34) / *Art 101 / *Theat103</p>	<p><u>Semester #1 (and #5): Spring</u></p> <p>[English 1A(H)] +</p> <p>Chicano Lit. (Engl 42) /Creative Poetry Writing (Engl 24A) / Latino Lit. (Engl 48) / Shakespearean Lit. (Eng 21) / Women’s Lit. (Engl 28) / Bible Lit. (Engl 30) / Short Story (Engl 34) / *Art 101 / *Theat103</p>
<p><u>Summer #1 (and #3)</u></p> <p>[English 1A, 1B, 1C]</p>	<p><u>Summer #1 (and #3)</u></p> <p>[English 1A, 1B, 1C]</p>
<p><u>Semester #2 (and #6): Fall</u></p> <p>[English 1A]</p> <p>[English 1B(H) or 1C(H)] +</p> <p>Brit. Lit. (Engl 15A) / Creative Short Story Writing (Engl 25A) / Film Lit. (Engl 39) / Am. Lit. (Engl 40A) /</p>	<p><u>Semester #2 (and #6): Fall</u></p> <p>[English 1A]</p> <p>[English 1B(H) or 1C(H)] +</p> <p>Brit. Lit. (Engl 15A) / Creative Short Story Writing (Engl 25A) / Film Lit. (Engl 39) / Am. Lit. (Engl 40A) /</p>

Af. Am. Lit. (Engl 43) / *Journalism 1	Af. Am. Lit. (Engl 43) / *Journalism 1
<u>Winter #1 (#2 and #3)</u> [English 1A, 1B, 1C]	<u>Winter #1 (#2 and #3)</u> [English 1A, 1B, 1C]
<u>Semester #3: Spring</u> [English 1A] [English 1B(H) or 1C(H)] + British Lit. (Engl 15B) / Creative Poetry Writing (Engl 24A) / Children's Lit. (Engl 27) / Am. Lit. (Engl 40B) / Film Survey (Engl 41B) / Chicano Lit. (Engl 42) / Latino Lit. (Engl 48) / *Hum 1 (H) / *Dance 101 / *Film 110	<u>Semester #3: Spring</u> [English 1A] [English 1B(H) or 1C(H)] + British Lit. (Engl 15B) / Creative Poetry Writing (Engl 24A) / Children's Lit. (Engl 27) / Am. Lit. (Engl 40B) / Film Survey (Engl 41B) / Chicano Lit. (Engl 42) / Latino Lit. (Engl 48) / *Hum 1 (H) / *Dance 101 / *Film 110
<u>Summer #2</u> [English 1A, 1B, 1C]	<u>Summer #2</u> [English 1A, 1B, 1C]
<u>Semester #4: Fall</u> [English 1A, 1B, 1C] Creative Short Story Writing (Engl 25A) / Film Lit. (Engl 39) / Af. Am. Lit. (Engl 43) / Screenwriting (Engl 78) / Mythology (Engl 31) / World Lit. (Engl 36) / *Slan 112/ *Other foreign language	<u>Semester #4: Fall</u> [English 1A, 1B, 1C] Creative Short Story Writing (Engl 25A) / Film Lit. (Engl 39) / Af. Am. Lit. (Engl 43) / Screenwriting (Engl 78) / Mythology (Engl 31) / World Lit. (Engl 36) / *Slan 112/ *Other foreign language

Appendix B
Success Rates

College Success Standard	61.5%
5-year Program Success Average	62.5%

Year	Total Grades	Success Rate
2011	2,472	58.7%
2012	4,691	57.9%
2013	5,218	58.6%
2014	5,587	61.5%

Fall Term Demographic Success

<i>Ethnicity</i>	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Success	N	Success	N	Success	N	Success	N
African-American	52.6%	1,093	50.1%	1,051	50.3%	1,037	53.9%	993
Amer. Ind. or Alask. Native	75.0%	X	83.3%	X	33.3%	X	100.0%	X
Asian	84.3%	51	81.8%	55	76.1%	67	78.9%	57
Latino	69.2%	1,054	65.8%	1,176	66.3%	1,602	67.2%	1,842
Pacific Islander	65.0%	20	50.0%	24	65.5%	29	34.6%	26
Two or More	66.0%	50	51.0%	51	55.1%	69	54.8%	73
Unknown or Decline	65.6%	32	53.3%	15	81.8%	11	75.0%	X
White	73.9%	46	69.4%	36	60.5%	38	74.4%	39
<i>Gender</i>								
M	60.5%	772	56.4%	787	57.3%	974	60.0%	1,168
F	62.4%	1,578	60.1%	1,627	62.0%	1,882	64.2%	1,867
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	65.3%	732	63.3%	833	66.8%	995	69.1%	1,139
20 to 24	59.5%	851	54.5%	820	57.2%	989	56.9%	1,073
25 to 49	60.2%	718	58.9%	694	57.0%	784	61.1%	741
Over 49	71.4%	49	58.2%	67	53.4%	88	59.8%	82

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.

Spring Term Demographic Success

<i>Ethnicity</i>	Spring 2012		Spring 2013		Spring 2014		Spring 2015	
	Success	N	Success	N	Success	N	Success	N
African-American	53.7%	986	48.1%	956	52.5%	906	52.7%	715
Amer. Ind. or Alask. Native	57.1%	X	50.0%	X	100.0%	X	66.7%	X
Asian	70.7%	58	69.4%	62	68.8%	64	79.6%	54
Latino	66.0%	968	63.2%	1,216	64.6%	1,457	64.4%	1,417
Pacific Islander	51.9%	27	36.8%	19	40.0%	20	37.5%	16
Two or More	55.6%	63	37.7%	53	52.0%	50	51.1%	47
Unknown or Decline	58.3%	24	35.7%	14	84.6%	13	0.0%	X
White	64.3%	28	75.0%	36	70.0%	40	71.0%	31
<i>Gender</i>								
M	54.8%	705	56.1%	791	55.6%	863	58.0%	722
F	62.4%	1,456	56.6%	1,567	62.5%	1,688	61.9%	1,561
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	60.9%	581	58.5%	747	64.1%	710	59.7%	725
20 to 24	57.6%	823	54.0%	878	57.3%	997	60.1%	837
25 to 49	61.4%	708	56.6%	661	60.8%	758	61.1%	646
Over 49	63.3%	49	63.9%	72	55.8%	86	73.3%	75

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.

Appendix C
Retention Rates

Year	<i>Total Grades</i>	Retention Rate
2011	<i>2,472</i>	76.3%
2012	<i>4,691</i>	77.6%
2013	<i>5,218</i>	76.6%
2014	<i>5,587</i>	78.6%

Year	COURSE	Method	Weeks	W's	Grades	Success	Retention	
2011	ENGL-1A	Distance	8	4	17	35.3%	70.6%	
		Distance	16	21	86	47.7%	74.4%	
		Lecture	16	66	371	60.1%	80.1%	
	ENGL-1B	Distance	8	2	28	60.7%	67.9%	
		Lecture	16	24	123	62.6%	72.4%	
	ENGL-1C	Distance	8	3	25	80.0%	88.0%	
		Distance	16	3	25	48.0%	84.0%	
		Lecture	16	22	178	79.8%	83.7%	
	2012	ENGL-1A	Distance	8	10	51	54.9%	74.5%
Distance			16	74	178	35.4%	53.9%	
Lecture			16	142	732	61.1%	77.9%	
ENGL-1B		Distance	8	5	18	72.2%	72.2%	
		Distance	16	3	38	71.1%	86.8%	
		Lecture	14	3	23	78.3%	87.0%	
ENGL-1C		Lecture	16	29	222	70.7%	84.2%	
		Distance	8	14	48	64.6%	66.7%	
		Distance	16	13	64	59.4%	78.1%	
ENGL-1C		Lecture	16	55	368	72.8%	83.4%	
		2013 ENGL-1A	Distance	8	9	37	62.2%	73.0%
			Distance	16	57	141	34.8%	59.6%
Lecture	16		231	920	55.1%	74.9%		
ENGL-1B	Distance	8	5	30	46.7%	76.7%		
	Distance	16	4	15	66.7%	73.3%		
	Lecture	16	42	225	69.3%	81.3%		
ENGL-1C	Distance	8	17	90	58.9%	80.0%		
	Distance	16	20	63	47.6%	68.3%		
	Lecture	16	96	528	71.6%	81.8%		
2014	ENGL-1A	Distance	8	4	31	61.3%	87.1%	
		Distance	16	67	184	38.0%	63.6%	
		Lecture	16	178	982	64.2%	81.9%	
	ENGL-1B	Distance	8	3	12	66.7%	75.0%	
		Distance	16	5	16	62.5%	68.8%	
		Lecture	16	42	181	60.8%	76.8%	
	ENGL-1C	Distance	8	5	53	64.2%	88.7%	
		Distance	16	30	111	48.6%	73.0%	
		Lecture	14	4	29	72.4%	86.2%	
		Lecture	16	87	566	73.9%	84.6%	
	SP 2015	ENGL-1A	Distance	16	24	87	44.8%	72.4%
			Lecture	16	92	450	62.0%	79.6%
ENGL-1B		Distance	16	4	27	81.5%	85.2%	
		Lecture	16	14	83	77.1%	83.1%	
ENGL-1C		Distance	16	12	55	58.2%	78.2%	
		Lecture	14	11	21	42.9%	47.6%	
		Lecture	16	42	261	74.7%	83.9%	

Note: Numbers in red indicate rates one standard deviation below the mean.

Appendix D Grade Distribution

2014	ENGL-15A	Lecture	16	2	2	2		1	7		-	-		5	19	31.6%	73.7%
	ENGL-15B	Lecture	16	9	2	4		3			-	-		3	21	71.4%	85.7%
	ENGL-1A	Distance	8	9	5	5			8		-	-		4	31	61.3%	87.1%
		Lecture	16	26	22	22		18	26		-	3		67	184	38.0%	63.6%
	ENGL-1B	Distance	8	2	6			1			-	-		3	12	66.7%	75.0%
		Lecture	16	7	2	1		1			-	-		5	16	62.5%	68.8%
	ENGL-1C	Distance	8	15	10	9			13		-	-	1	5	53	64.2%	88.7%
		Lecture	16	13	22	19		11	16		-	-		30	111	48.6%	73.0%
		Lecture	14	4	12	5		2	2		-	-		4	29	72.4%	86.2%
		Lecture	16	146	163	106		25	34		3	2		87	566	73.9%	84.6%
	ENGL-24A	Lecture	16	11	4	3					-	-		6	24	75.0%	75.0%
	ENGL-27	Distance	16	10	12	2		1	7		-	-		7	39	61.5%	82.1%
	ENGL-40B	Distance	16	10	4	2		1	2		-	-		12	31	51.6%	61.3%
	ENGL-42	Lecture	16	6	6	1		1			-	-		4	18	72.2%	77.8%
	ENGL-50RR	Lecture	16				12			3	-	-		13	28	42.9%	53.6%
	ENGL-50WW	Lecture	16				12			3	-	-		12	27	44.4%	55.6%
	ENGL-80	Lecture	16				87			18	-	-		54	159	54.7%	66.0%
	ENGL-82	Lecture	8				38			1	-	-		8	47	80.9%	83.0%
		Lecture	16				422			109	-	-		161	692	61.0%	76.7%
	ENGL-84	Lecture	8				30			6	-	-		4	40	75.0%	90.0%
		Lecture	16				489			116	-	-		117	722	67.7%	83.8%
	ENGL-A	Lecture	8				30			5	-	-		5	40	75.0%	87.5%
		Lecture	16				543			185	-	-		224	952	57.0%	76.5%
	ENGL-B	Lecture	8				37			1	-	-		6	44	84.1%	86.4%
		Lecture	16				201			92	-	-		108	401	50.1%	73.1%
	ENGL-C	Lecture	16				68			29	-	-		21	118	57.6%	82.2%
2014 Total				478	593	389	1,969	145	232	568	6	11	1	1,195	5,587	61.5%	78.6%
2015	ENGL-1A	Distance	16	13	11	15		7	12		-	5		24	87	44.8%	72.4%
		Lecture	16	49	134	96		30	49		-	-		92	450	62.0%	79.6%
	ENGL-1B	Distance	16	14	6	2		1			-	-		4	27	81.5%	85.2%
		Lecture	16	15	33	16		3	2		-	-		14	83	77.1%	83.1%
	ENGL-1C	Distance	16	15	11	6		7	4		-	-		12	55	58.2%	78.2%
		Lecture	14		6	3		1			-	-		11	21	42.9%	47.6%
		Lecture	16	61	89	45		12	12		-	-		42	261	74.7%	83.9%
	ENGL-25A	Lecture	16	6		1			1		-	-		1	9	77.8%	88.9%
	ENGL-27	Distance	16	6	7	2		1	9		-	-		12	37	40.5%	67.6%
	ENGL-40B	Distance	16	8	3				4		-	-		2	17	64.7%	88.2%
	ENGL-80	Lecture	16				31			9	-	-		14	54	57.4%	74.1%
	ENGL-82	Lecture	16				143			51	-	-		59	253	56.5%	76.7%
	ENGL-84	Lecture	16				220			33	-	-		64	317	69.4%	79.8%
	ENGL-A	Lecture	16				205			64	-	-		120	389	52.7%	69.2%
	ENGL-B	Lecture	16				87			42	-	-		43	172	50.6%	75.0%
	ENGL-C	Lecture	16				27			8	-	-		16	51	52.9%	68.6%
2015 Total				187	300	186	713	62	93	207	-	5	1	530	2,283	60.7%	76.8%

Appendix E
Head Count of Students in the Program

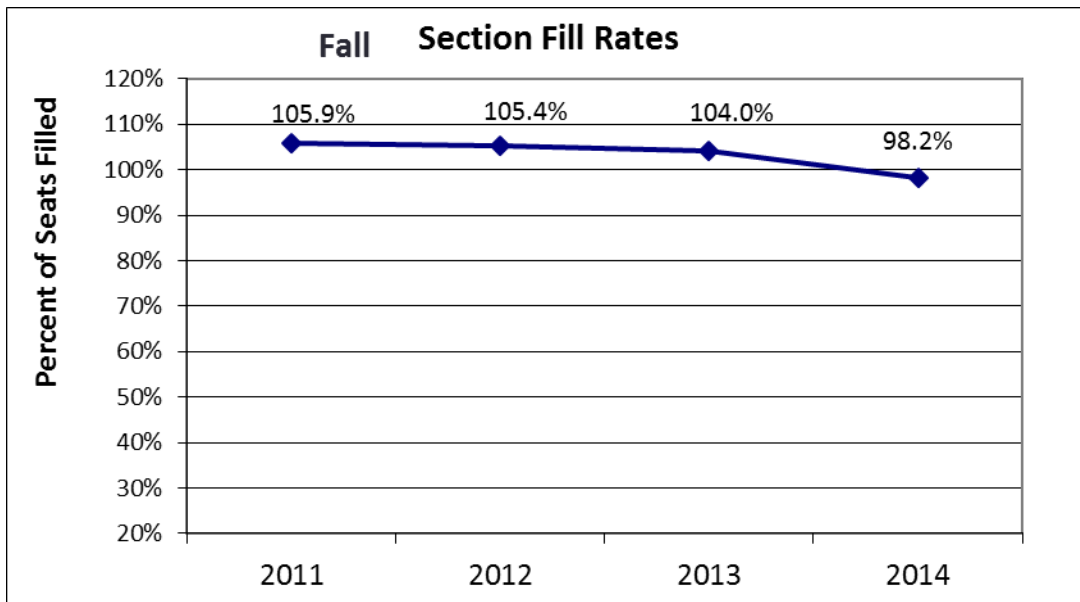
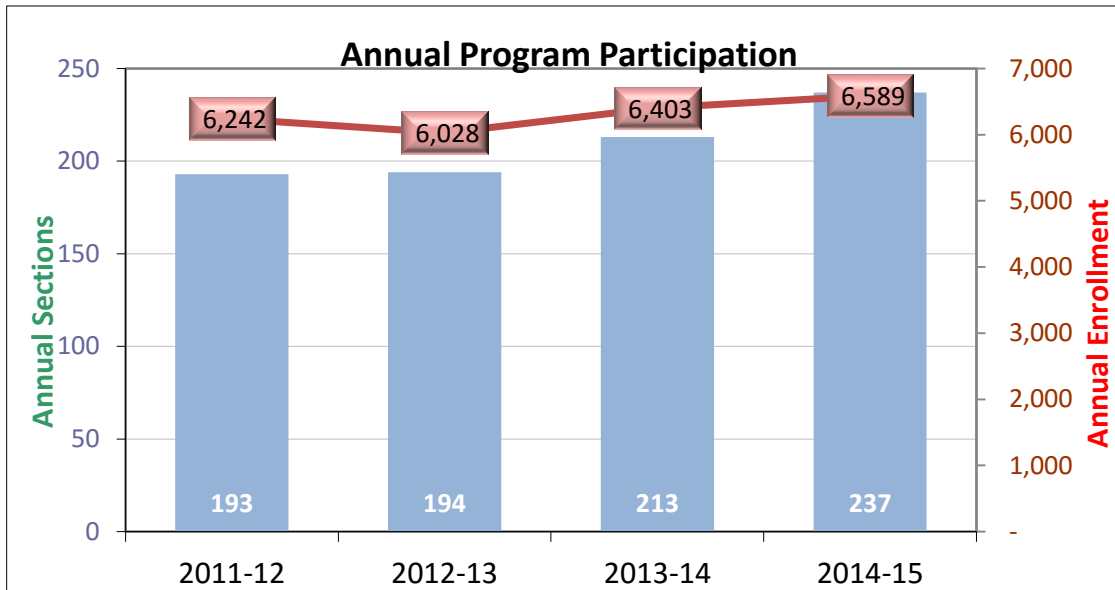
Fall						Compton Student Population
		Term				
		2011	2012	2013	2014	Fall 2014
Term Headcount		2,097	2,000	2,401	2,443	7,701
Gender	F	67.4%	67.5%	65.8%	63.9%	63.4%
	M	32.6%	32.5%	34.2%	36.1%	36.2%
Ethnicity	African-American	46.6%	43.3%	37.3%	33.8%	34.6%
	Amer. Ind. or Alask. Native	0.1%	0.3%	0.1%	0.0%	0.2%
	Asian	2.5%	2.4%	2.5%	2.1%	4.7%
	Latino	44.2%	48.6%	54.6%	59.4%	53.7%
	Pacific Islander	0.9%	1.0%	0.9%	0.8%	0.7%
	White	2.1%	1.7%	1.5%	1.4%	2.9%
	Two or More	2.0%	2.3%	2.7%	2.3%	2.7%
	Unknown or Decline	1.4%	0.7%	0.4%	0.1%	0.5%
Age/ Age Group	<17	0.0%	0.1%	0.1%	0.0%	0.6%
	17	1.2%	2.0%	1.9%	2.1%	2.2%
	18	12.9%	12.9%	14.0%	15.0%	7.5%
	19	14.4%	16.8%	15.1%	15.3%	9.2%
	20	11.8%	11.5%	12.6%	12.4%	9.8%
	21	9.6%	8.9%	7.8%	9.7%	9.5%
	22	6.5%	6.6%	7.3%	6.0%	7.5%

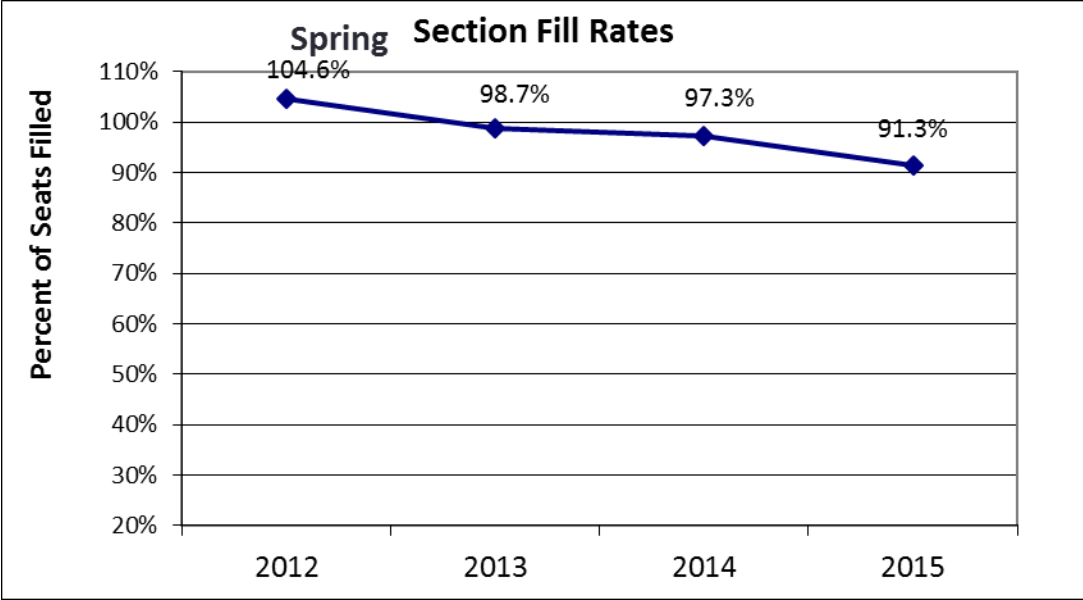
	23	5.2%	4.3%	5.0%	5.0%	6.3%
	24	4.0%	4.3%	3.9%	5.1%	5.9%
	25-29	12.3%	12.0%	13.3%	12.9%	16.5%
	30-39	14.0%	11.8%	10.6%	9.8%	13.9%
	40-49	5.7%	6.2%	5.2%	3.7%	6.5%
	50-64	2.2%	2.9%	3.0%	2.6%	3.6%
	65+	0.0%	0.1%	0.2%	0.2%	0.4%
Class Load	Full-time	40.5%	41.2%	45.0%	41.3%	25.5%
	Part-time	59.2%	58.7%	54.7%	58.2%	73.3%
Academic Level	College degree	2.7%	3.2%	3.3%	2.4%	10.0%
	HS Grad	87.5%	88.3%	89.8%	92.2%	81.6%
	Not a HS Grad	6.3%	4.5%	0.5%	0.5%	0.4%
	K-12 Special Admit	0.3%	0.1%	0.1%	0.0%	2.1%
	Unknown	3.2%	3.9%	6.2%	4.9%	5.9%
Educational Goal	Intend to Transfer	29.9%	31.0%	32.7%	34.4%	31.6%
	Degree/Certificate Only	7.4%	8.0%	6.5%	7.0%	7.6%
	Retrain/recertif.	3.7%	3.6%	2.5%	3.3%	3.8%
	Basic Skills/GED	8.4%	6.3%	6.9%	6.8%	6.8%
	Enrichment	2.0%	1.9%	1.7%	1.7%	1.7%
	Undecided	11.9%	11.6%	12.5%	11.7%	1.3%
	Unstated	36.8%	37.7%	37.2%	35.2%	34.1%

		Spring				Compton Student Population
		Term				
		2012	2013	2014	2015	Spring 2015
Term Headcount		1,930	2,030	2,164	1,989	6,944
Gender	F	67.6%	66.3%	65.9%	68.2%	64.1%
	M	32.4%	33.7%	34.1%	31.8%	35.9%
Ethnicity	African-American	45.7%	40.9%	36.4%	31.4%	32.5%
	Amer. Ind. or Alask. Native	0.2%	0.1%	0.0%	0.2%	0.2%
	Asian	2.7%	2.8%	2.8%	2.6%	5.0%
	Latino	44.1%	50.8%	55.6%	61.7%	55.2%
	Pacific Islander	1.3%	0.8%	0.8%	0.8%	0.7%
	White	1.5%	1.7%	1.7%	1.4%	3.0%
	Two or More	3.1%	2.3%	2.1%	2.0%	2.8%
	Unknown or Decline	1.3%	0.6%	0.5%	0.0%	0.5%
Age/ Age Group	<17	0.1%	0.1%	0.0%	0.1%	0.9%
	17	0.4%	0.6%	0.2%	0.1%	1.4%
	18	10.5%	12.1%	10.7%	13.8%	6.0%
	19	14.6%	16.8%	14.7%	15.7%	8.4%
	20	13.9%	12.5%	13.5%	12.0%	9.1%
	21	8.6%	10.3%	9.0%	9.4%	8.2%
	22	5.7%	6.4%	7.3%	7.2%	7.4%
	23	5.5%	5.0%	5.8%	5.3%	6.3%

	24	4.2%	3.7%	4.5%	4.0%	5.1%
	25-29	14.0%	12.0%	13.7%	13.8%	16.1%
	30-39	13.5%	11.3%	11.1%	10.6%	12.8%
	40-49	6.6%	5.8%	5.9%	4.8%	6.2%
	50-64	2.2%	3.1%	3.3%	3.2%	3.9%
	65+	0.2%	0.1%	0.2%	0.2%	0.4%
Class Load	Full-time	39.3%	35.5%	46.2%	41.9%	23.4%
	Part-time	60.1%	60.6%	53.8%	58.1%	71.5%
Academic Level	College degree	3.3%	3.0%	3.8%	2.6%	9.9%
	HS Grad	88.4%	89.6%	89.0%	91.4%	81.5%
	Not a HS Grad	4.5%	0.9%	0.3%	0.3%	3.1%
	K-12 Special Admit	0.4%	0.5%	0.3%	0.1%	2.8%
	Unknown	3.5%	6.1%	6.6%	5.7%	4.8%
Educational Goal	Intend to Transfer	29.0%	30.4%	32.0%	36.5%	31.7%
	Degree/Certificate Only	7.0%	7.1%	8.0%	8.4%	7.3%
	Retrain/recertif.	4.0%	3.6%	2.9%	3.2%	4.4%
	Basic Skills/GED	7.5%	8.4%	6.8%	6.4%	5.8%
	Enrichment	2.0%	2.0%	1.8%	2.3%	1.6%
	Undecided	13.0%	13.8%	13.0%	12.4%	13.6%
	Unstated	37.6%	34.7%	35.5%	30.7%	26.8%

	2011-12	2012-13	2013-14	2014-15	4 Yr Average
Annual Enrollment	6,242	6,028	6,403	6,589	6,316





Appendix F
Enrollment by Time of Day

Fall Term	2011	2012	2013	2014
Day	75.7%	75.8%	77.4%	78.5%
Night	14.6%	15.5%	14.1%	13.8%
Weekend/Unknown	9.8%	8.7%	8.5%	7.8%

Spring Term	2012	2013	2014	2015
Day	70.1%	70.6%	74.6%	74.1%
Night	17.4%	20.4%	16.3%	16.9%
Weekend/Unknown	12.5%	9.0%	9.0%	9.0%

Appendix G
Student Surveys

Program Review Student Survey - English

N=270

Spring 2016

1. What is your age?

Response	Frequency	Percent
Under 17	0	0.00
17 - 22	174	64.44
23 - 30	44	16.30
31 - 40	38	14.07
Over 40	14	5.19

Mean: 2.60

2. What is your first language?

Response	Frequency	Percent
English	175	64.81
Spanish	83	30.74
Korean	1	0.37
Japanese	0	0.00
Chinese	0	0.00
Vietnamese	0	0.00
Hindi	0	0.00
Arabic	0	0.00
Farsi	0	0.00
Tagalog	0	0.00
Ibo	0	0.00
Other	9	3.33
Invalid	2	0.74

Mean: 1.69

3. How would you describe your high school or GED preparation for college-level writing?

Response	Frequency	Percent	Mean: 1.81
----------	-----------	---------	------------

4. What high school did you attend?

Response	Frequency	Percent	Mean: 7.18
----------	-----------	---------	------------

Very prepared	73	27.04	
Somewhat prepared	173	64.07	
Not at all prepared	22	8.15	

Centennial	12	4.44	
Compton	29	10.74	
Dominguez	32	11.85	
Lynwood	27	10.00	
Paramount	12	4.44	
Carson	6	2.22	
Gardena	7	2.59	
David Starr	6	2.22	
Jordan			
King/Drew	2	0.74	
Locke	1	0.37	
Jordan Long	15	5.56	
Beach			
Other	85	31.48	
Invalid	36	13.33	

Invalid	2	0.74	
----------------	---	------	--

5. Have you ever taken an AP or Honors English class in high school?

Response	Frequency	Percent	Mean: 1.82
Yes	65	24.07	
No	178	65.93	
Do not know	17	6.30	
Invalid	10	3.70	

6. How did you choose your first Compton Center writing/reading class?

Response	Frequency	Percent	Mean: 1.50
Placement test score	198	73.33	
Previously completed class work	13	4.81	
Counselors recommended	27	10.00	
I picked my own class	21	7.78	
Invalid	11	4.07	

7. Which Compton Center placement test did you take?

Response	Frequency	Percent	Mean: 1.24
English Placement Test	219	81.11	
ESL Placement Test	15	5.56	
I did not take a placement test	24	8.89	

8. What writing/reading classes are you taking now or have you already taken?

Response	Frequency	Percent	Mean: 5.06
English 1C	31	11.48	
English 1B	7	2.59	
English 1A	60	22.22	
English A	33	12.22	
English B	22	8.15	
English C	15	5.56	
English 84	20	7.41	
English 82	55	20.37	
English 80	10	3.70	
Accelerated			
English 50RR			

50WW 50AR

AW 50RWA	1	0.37	
Academic Strategies			
Other English Courses other literature or creative writing courses	0	0.00	<input type="text"/>
	7	2.59	<input type="text"/>
Invalid	9	3.33	<input type="text"/>

Invalid 12 4.44

9. If you have taken a writing class (English A, B, or C) that uses an in-class tutor on lab day, how helpful was this tutoring in completing reading and/or writing assignments?

Response	Frequency	Percent	Mean: 1.60
Learned more in 112 online courses than in on campus courses	112	41.48	
Somewhat helpful	97	35.93	
Not at all helpful	21	7.78	
Invalid	40	14.81	

11. If you have taken one or more Academic Strategies classes (AS1, AS20, AS36, etc.), to what degree were those classes helpful in improving the reading and/or writing skills required for your reading and/or writing classes?

Response	Frequency	Percent	Mean: 3.00
Very helpful	48	17.78	
Somewhat helpful	94	34.81	
Not at all helpful	48	17.78	
Invalid	80	29.63	

13. Are you aware of the workshops and tutoring that offer reading and writing help upstairs in the Library/Student Success Center?

Response	Frequency	Percent	Mean: 1.10
Yes	232	85.93	
No	25	9.26	

10. If you have taken a reading class (English 80, 82, or 84) that uses an SI coach, how helpful was this tutoring in completing reading and/or writing assignments?

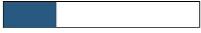


Response	Frequency	Percent	Mean: 1.68
Very helpful	96	35.56	
Somewhat helpful	98	36.30	
Not at all helpful	25	9.26	
Invalid	51	18.89	

12. How likely would you be to take an online writing or reading course?

Response	Frequency	Percent	Mean: 2.14
Very likely	55	20.37	
Somewhat likely	110	40.74	
Not at all likely	92	34.07	
Invalid	13	4.81	

14. What factors do you believe affect your ability to attend class or complete the semester? Select all that apply:

Response	Frequency	Percent	Mean: -
Childcare	47	17.41	
Work	100	37.04	

Family obligations	86	31.85	
Financial constraints	74	27.41	
Health issues	51	18.89	
Transportation problems	79	29.26	

Invalid 13 4.81 

Invalid 35 12.96 

15. Have you been able to register in the writing classes you need to achieve your goals?

Response	Frequency	Percent	Mean: 1.31
a I have been able to get the classes I needed with no problems	193	71.48	
b I have been able to get the classes but not always at convenient times	51	18.89	
c Some of the classes I needed to take were full at registration	14	5.19	

16. If you selected "b" or "c" for the previous question, at what times should additional classes be offered?

Response	Frequency	Percent	Mean: 2.82
More early morning classes	51	18.89	
More late morning classes	29	10.74	
More afternoon classes	15	5.56	
More evening/night classes	6	2.22	
Friday once-a-week classes	6	2.22	
Weekend classes or a Weekend College	10	3.70	
More online classes	6	2.22	
More hybrid classes one classroom session per week and the rest online	7	2.59	

7 2.59

Invalid 12 4.44

Invalid 139 51.48

17. If you selected "b" or "c" for question #15, what were the classes you needed?

Response	Frequency	Percent	Mean: 3.15
English 1A	38	14.07	
English 1B	6	2.22	
English 1C	16	5.93	
English 4 Grammar	6	2.22	
English A	14	5.19	
English B	21	7.78	
Invalid	169	62.59	

19. What library services have you used to help you with English classes?

Response	Frequency	Percent	Mean: 3.95
Databases EBSCOhost etc.	51	18.89	
Books	94	34.81	
Magazines and newspapers	4	1.48	

18. Which best describes the purchase of your textbook(s) for your writing/reading classes?

Response	Frequency	Percent	Mean: 2.19
I got my textbook by the end of the first week of classes.	64	23.70	
I got my textbook during the second week of classes.	93	34.44	
I got my textbook after the second week of classes.	86	31.85	
I have no plans to obtain the textbook.	13	4.81	
Invalid	14	5.19	

Heating and cooling

Response	Frequency	Percent	Mean: 3.44
5 Excellent	67	24.81	
4	66	24.44	
3	72	26.67	

Library courses	8	2.96	<input type="text"/>	2	23	8.52	<input type="text"/>
Online catalog	14	5.19	<input type="text"/>	1 Poor	31	11.48	<input type="text"/>
Online	1	0.37					
ask-a-librarian							
Electronic reserves	8	2.96	<input type="text"/>				
Online database tutorials	7	2.59	<input type="text"/>				
Online citation help	5	1.85	<input type="text"/>				
Library visit with my current or previous English class	40	14.81	<input type="text"/>				
Invalid	38	14.07	<input type="text"/>	Invalid	11	4.07	<input type="text"/>

Cleanliness

Response	Frequency	Percent
5 Excellent	57	21.11
4	59	21.85
3	76	28.15
2	36	13.33
1 Poor	32	11.85
Invalid	10	3.70

Mean: 3.28

Lighting

Response	Frequency	Percent
5 Excellent	88	32.59
4	86	31.85
3	56	20.74
2	14	5.19
1 Poor	13	4.81
Invalid	13	4.81

Mean: 3.86

Painting

Response	Frequency	Percent
5 Excellent	47	17.41
4	67	24.81
3	65	24.07
2	40	14.81
1 Poor	35	12.96
Invalid	16	5.93

Mean: 3.20

Desk condition (repairs needed, etc.)

Response	Frequency	Percent
5 Excellent	54	20.00
4	76	28.15
3	67	24.81
2	27	10.00
1 Poor	32	11.85
Invalid	14	5.19

Mean: 3.36

Desk size

Response	Frequency	Percent
5 Excellent	52	19.26
4	71	26.30
3	63	23.33
2	32	11.85
1 Poor	39	14.44
Invalid	13	4.81

Mean: 3.25

Chair condition (repairs needed, etc.)

Response	Frequency	Percent
5 Excellent	56	20.74
4	72	26.67
3	68	25.19
2	32	11.85
1 Poor	28	10.37
Invalid	14	5.19

Mean: 3.38

Chair size

Response	Frequency	Percent
5 Excellent	65	24.07
4	70	25.93
3	67	24.81
2	22	8.15
1 Poor	32	11.85
Invalid	14	5.19

Mean: 3.45

Whiteboard

Response	Frequency	Percent
5 Excellent	67	24.81
4	70	25.93
3	45	16.67
2	35	12.96
1 Poor	35	12.96
Invalid	18	6.67

Mean: 3.39

Chalkboard

Response	Frequency	Percent
5 Excellent	54	20.00
4	62	22.96
3	54	20.00
2	41	15.19
1 Poor	40	14.81
Invalid	19	7.04

Mean: 3.20

Screen

Response	Frequency	Percent
5 Excellent	64	23.70
4	68	25.19
3	55	20.37
2	33	12.22
1 Poor	33	12.22
Invalid	17	6.30

Mean: 3.38

Restrooms

Response	Frequency	Percent	Mean: 2.46
5 Excellent	36	13.33	
4	29	10.74	
3	54	20.00	
2	34	12.59	
1 Poor	103	38.15	
Invalid	14	5.19	

Do you believe computers should be in the classroom?

Response	Frequency	Percent	Mean: 1.22
Yes	199	73.70	
No	55	20.37	
Invalid	16	5.93	

Program Review Student Survey - English

N = 201

Spring 2016

Instructors in this program have helped me achieve my academic goals.

Response	Frequency	Percent	Mean: 1.79
Strongly Agree	84	41.79	
Agree	83	41.29	
Neither Agree nor Disagree	29	14.43	
Disagree	2	1.00	
Strongly Disagree	3	1.49	

Instructors in this program have helped me stay on track.

Response	Frequency	Percent	Mean: 1.79
Strongly Agree	87	43.28	
Agree	75	37.31	
Neither Agree nor Disagree	34	16.92	
Disagree	4	1.99	
Strongly Disagree	1	0.50	

Instructors in this program provide opportunities to actively participate in my classes.

Response	Frequency	Percent	Mean: 1.69
Strongly Agree	94	46.77	
Agree	79	39.30	
Neither Agree nor Disagree	26	12.94	
Disagree	1	0.50	
Strongly Disagree	1	0.50	

I have felt a sense of community within this program.

Response	Frequency	Percent	Mean: 1.89
Strongly Agree	72	35.82	
Agree	87	43.28	
Neither Agree nor Disagree	37	18.41	
Disagree	3	1.49	
Strongly Disagree	2	1.00	

Student contributions have been valued by instructors in this program.

Response	Frequency	Percent	Mean: 1.85
----------	-----------	---------	------------

There is an appropriate range of courses offered in this program.

Response	Frequency	Percent	Mean: 1.90
----------	-----------	---------	------------

Strongly Agree	79	39.30	
Agree	79	39.30	
Neither Agree nor Disagree	39	19.40	
Disagree	2	1.00	
Strongly Disagree	2	1.00	

Strongly Agree	68	33.83	
Agree	94	46.77	
Neither Agree nor Disagree	32	15.92	
Disagree	5	2.49	
Strongly Disagree	2	1.00	

Courses were scheduled on days and times that were convenient to me.

Response	Frequency	Percent	Mean: 1.88
Strongly Agree	75	37.31	
Agree	88	43.78	
Neither Agree nor Disagree	28	13.93	
Disagree	8	3.98	
Strongly Disagree	2	1.00	

I've been able to register for the classes I need within this program.

Response	Frequency	Percent	Mean: 1.79
Strongly Agree	79	39.30	
Agree	94	46.77	
Neither Agree nor Disagree	22	10.95	
Disagree	3	1.49	
Strongly Disagree	3	1.49	

The courses in this program have helped me meet my academic goals.

Response	Frequency	Percent	Mean: 1.83
Strongly Agree	74	36.82	
Agree	92	45.77	
Neither Agree nor Disagree	32	15.92	
Disagree	2	1.00	
Strongly Disagree	1	0.50	

There is a variety of extracurricular activities related to this program on campus.

Response	Frequency	Percent	Mean: 2.13
Strongly Agree	52	25.87	
Agree	87	43.28	
Neither Agree nor Disagree	50	24.88	
Disagree	7	3.48	
Strongly Disagree	5	2.49	

The library has the resources to help me succeed in this program.

Response	Frequency	Percent	Mean: 1.82
Strongly Agree	84	41.79	
Agree	79	39.30	
Neither Agree nor Disagree	31	15.42	
Disagree	5	2.49	
Strongly Disagree	2	1.00	

The buildings and classrooms used by this program are satisfactory.

Response	Frequency	Percent	Mean: 2.44
Strongly Agree	32	15.92	
Agree	97	48.26	
Neither Agree nor Disagree	34	16.92	
Disagree	27	13.43	
Strongly Disagree	11	5.47	



I am satisfied with the equipment [projectors-machinery- models- etc.] used in this program.



Response	Frequency	Percent	Mean: 2.53
Strongly Agree	37	18.41	
Agree	77	38.31	
Neither Agree nor Disagree			

I am satisfied with the computers and software used in this program.





Response	Frequency	Percent	Mean: 2.32
Strongly Agree	49	24.38	
Agree	82	40.80	
Neither Agree nor Disagree	49	24.38	

38 18.91 N
e
i
t
h
e
r
A
g
r
e
e
n
o
r
D
i
s
a
g
r
e
e

Disagree 20 9.95 
Strongly 18 8.96 
Disagree

Disagree 20 9.95 
Strongly 12 5.97 
Disagree

I am aware of the course outcomes - what I should be able to learn and what skills I should possess after completing courses in the program.

Response	Frequency	Percent	Mean: 1.69
Strongly Agree	86	42.79	
Agree	94	46.77	
Neither Agree nor Disagree	20	9.95	
Disagree	0	0.00	
Strongly Disagree	1	0.50	

Figures

TOP CITIES	
Compton*	27.0%
Los Angeles	15.5%
Long Beach	14.4%
Lynwood*	8.7%
Carson	5.1%
Torrance	3.1%
Gardena	3.0%
Paramount*	2.8%
South Gate	2.1%
Bellflower	2.0%
Downey	1.2%

*Cities in the Compton Community College District

Figure 1: Facts and Figures, 2015

City of Residence		
In District	n	%
Torrance	4,182	17.4%
Hawthorne	2,358	9.8%
Inglewood	1,186	4.9%
Lawndale	1,163	4.8%
Redondo Beach	1,132	4.7%
Lennox	528	2.2%
Manhattan Beach	237	1.0%
El Segundo	182	0.8%
Hermosa Beach	153	0.6%
In District Total	11,121	46.3%
Out of District (within 7.5 -mile radius)		
Los Angeles	4,379	18.2%
Gardena	2,296	9.6%
Carson	1,320	5.5%
Compton	863	3.6%
Lomita	306	1.3%
Harbor City	286	1.2%
Out of District Total (within 7.5-mile radius)	9,450	39.4%
Out of District (beyond 7.5 mile radius)		
	3,429	14.3%
Grand Total	24,000	

Figure 2: El Camino College Student Profile

Year	# of sections	FTEF	WSCH/FTEF	FTEs
2012	74	18.59	620.81	352.12
2013	88	21.94	591.61	398.52
2014	105	25.52	585.34	426.58
2015	105	25.88	523.73	415.61

Figure 3: Full-time Equivalent Faculty, Efficiency, and Full-time Equivalent Students