



# English Instructional Program Review 2009-2010

## Fall 2009

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### Prepared by

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### English Program Review Committee Members

Name	Title
Sam Lee	Dean of Language Arts
Roberta Eisel	Faculty Co-Chair
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Jack Call	Academic Senate President
John Vaughan	Academic Senate Representative
Dave Kary	Curriculum Committee Chair
David Overly	Curriculum Representative
Jim Woolum	Program Review Coordinator
Michelle Plug	Articulation Officer
Irene Malmgren	Vice President, Academic Affairs



## PROGRAM REVIEW – English

The final summary of the program review process for English is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

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Samuel T. Lee, Dean of Language Arts

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date

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Michelle Plug, Articulation Officer

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date

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David Kary, Chair of Curriculum Committee

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date

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Irene Malmgren, Vice President of Academic Affairs

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date

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Jack Call, Academic Senate President

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date

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Geraldine M. Perri, Superintendent/President

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date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

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## 1. Executive Summary

The English Department's program review has revealed an interesting paradox. We take very seriously our impact on the campus community; however, we realize that the importance of writing as a crucial component to college success needs to be better articulated and supported by all departments. In discussing our commendations and recommendations, we see a strong need to stretch further into the campus community and engage with our colleagues. We have learned that we should form stronger connections across disciplines to promote campus wide competency in writing and critical thinking skills. We identified the need for an associate degree in English and certificates of achievement in writing competency and literature and have completed the approval process with the curriculum committee.

We intend to:

Monitor and review the new assessment strategies in English 30, 40, 100 and 101.

Create assessment strategies for the critical thinking courses (English 103 and 104) as well as for our literature courses. Pursue IGETC approval for English 102 in the humanities area.

Create a writing center that will support students as they develop as writers in our discipline as well as aid them in their writing for other courses across the curriculum.

Hire faculty to increase student success.

Complete a review of the AA in Language Arts by the end of 2012.

## 2. Faculty

<b>Full-Time Faculty</b>	<b>Adjunct Faculty</b>	
Carsten Dau	Tom Birmingham	Kimberly Myers
Tom Eiland	Richard Bray	Zakari Naiyer
Roberta Eisel	Natalie Chenault-Dougall	Lori Nelson
Joseph Harvey	Keith "Mick" Curran	Eric Odegaard
Ghada "Gina" Hogan	Gabriela Grannis	Christopher Ramos
Patricia Lawrence	James Hall	Luivette Resto-Omeoteotl
David Overly	Linda Humphrey	Andrew Robles
Rebecca Rudd	Vida Jonas	June Seccombe
Dale Salwak	Eun Kang	Margaret Shearer
Lisa Telesca	Bianca Lee	Colville Smythe
Anna Villeneuve	Brian Linville	Sarah Spangler
Jack Wood	Tom Lombardo	Lisa Steele
	Suzanne Martinez	

### 3. List of Program Courses

<b>Subject &amp; Course No.</b>	<b>Title</b>	<b>Units</b>
COLL 033	College Prep 030 - Sentence Skills - last offered in Fall 06 (replaced by English 030)	3
ENGL 030	Writing Skills I	3
ENGL 040	Writing Skills II	3
ENGL 100	Fundamentals of Composition	3
ENGL 101	Reading and Composition	3
ENGL101H	Reading and Composition/Honors	3
ENGL 102	Reading and Composition	3
ENGL 103	Composition and Critical Thinking	3
ENGL103H	Composition and Critical Thinking/Honors	3
ENGL 104	Advanced Rhetoric: The Classical Essay	3
ENGL 120	Introduction to Women's Literature (NEW)	3
ENGL 210	Creative Writing I	3
ENGL 211	Creative Writing II (to be deactivated)	3
ENGL 213	Horror Literature	3
ENGL213H	Horror Literature/Honors	3
ENGL 251	Introduction to English Literature I	3
ENGL 252	Introduction to English Literature II	3
ENGL 261	Introduction to American Literature I	3
ENGL 262	Introduction to American Literature II	3
ENGL 271	Introduction to World Literature: Ancient-Medieval	3
ENGL 272	Introduction to World Literature: Renaissance through Modern	3
ENGL 291	Film as Literature	3
ENGL291H	Honors Film as Literature	3
ENGL 293	Children's Literature	3
ENGL293H	Honors Children's Literature	3
ENGL 294	Introduction to Shakespeare	3
ENGL 296	Introduction to Folklore	3
ENGL 298	Literature of the Bible	3

#### Classes not offered in the last two years:

<b>Subject &amp; Course No.</b>	<b>Title</b>	<b>Units</b>
COLL 033	College Prep 030 - Sentence Skills -- last offered in Fall 06 (replaced by English 030)	3
698 &699	Cooperative Education to be deactivated.	

#### 4. List of Degrees

Program faculty have completed the local approval for an associate degree in English. English courses are included in the Associate of Arts in Language Arts. See additional comments in section 12 below.

##### **PROGRAM OF STUDY**

English Literature A.A. Degree Major

This degree will provide students with a foundation in literature to better prepare them for transfer into a four-year English program. This degree requires meeting the Citrus College General Education and proficiency requirements combined with successful completion (grades of "C" and above) of the following major requirements:

##### **Required Courses: 12 Units**

ENGL101 Reading and Composition **OR** ENGL101H Reading and Composition (3 units each)

ENGL104 Advanced Rhetoric: The Classical Essay **OR** ENGL103 Composition and Critical Thinking **OR** ENGL103H Composition and Critical Thinking (3 units each)

ENGL251 Introduction to English Literature I **OR** ENGL252 Introduction to English Literature II (3 units each)

ENGL261 Introduction to U.S. American Literature I **OR** ENGL262 Introduction to U.S. American Literature II (3 units each)

##### **Optional Courses: 6 Units**

Select two of the following courses:

ENGL213H Honors Horror Literature 3

ENGL271 Introduction to World Literature: Ancient Medieval 3

ENGL272 Introduction to World Literature: Renaissance Through Modern 3

ENGL291 Film as Literature 3

ENGL291H Honors Film as Literature 3

ENGL293 Children's Literature 3

ENGL293H Honors Children's Literature 3

ENGL294 Introduction to Shakespeare 3

ENGL296 Introduction to Folklore 3

ENGL298 Literature of the Bible 3

ENGL251 Introduction to English Literature I **OR** ENGL252 Introduction to English Literature II (3 units each)

ENGL261 Introduction to U.S. American Literature I **OR** ENGL262 Introduction to U.S. American Literature II (3 units each)

**Total Units 18**

## 5. List of Certificates and Awards

We have completed the local approval for the following certificates of achievement.

<b>Writing Competency Certificate of Achievement</b>	<b>Literature Certificate of Achievement</b>
<p><b>Reading and Composition Units</b> Select one of the following:</p> <p>ENGL101 Reading and Composition 3 ENGL101H Reading and Composition 3 ESL101 Reading and Composition 3</p> <p><b>Composition and Critical Thinking Units</b> Select one of the following:</p> <p>ENGL103 Composition and Critical Thinking 3 ENGL103H Composition and Critical Thinking 3</p> <p><b>Composition Units</b> Select one of the following:</p> <p>COMM101 Reporting and Writing News 3 ENGL100 Fundamentals of Composition 3 ESL100 Fundamentals of Composition 4</p> <p><b>Rhetoric Units</b> Select the following</p> <p>ENGL104 Advanced Rhetoric: The Classical Essay 3</p> <p style="text-align: center;"><b>Total Units 12 – 13</b></p>	<p><b>Reading and Composition Units</b> Select one of the following:</p> <p>ENGL101 Reading and Composition 3 ENGL101H Reading and Composition 3</p> <p><b>English Literature Units</b> Select one of the following:</p> <p>ENGL251 Intro to English Literature I 3 ENGL252 Intro to English Literature II 3</p> <p><b>U.S. American Literature Units</b> Select one of the following:</p> <p>ENGL261 Intro to U.S. American Literature I 3 ENGL262 Intro to U.S. American Literature II 3</p> <p><b>World Literature Units</b> Select one of the following:</p> <p>ENGL271 Intro to World Lit: Ancient-Early Modern 3 ENGL272 Intro to World Lit: 1600's – 20<sup>th</sup> Century 3</p> <p style="text-align: center;"><b>Total Units 12</b></p>

## 6. List of Industry-Based Standard Certificates and Licenses

None.

## 7. Advisory Committee or Council

N/A

## 8. Program Student Learning Outcomes

The English Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General education competencies serve

as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the English Program will have acquired the following competencies:

**1) Communication (personal expression and information acquisition)**

Students completing courses in the English program are college level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings.

**2) Computation**

**3) Creative, Critical, and Analytical Thinking, and Information Competency**

Students completing courses in the English program are college level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings

**4) Community/Global Consciousness and Responsibility**

Students completing courses in the English program are informed, thoughtful writers who are respectful of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behavior.

**5) Technology**

**6) Discipline / (Subject Area Specific Content Material)**

**Citrus College**  
**Program English Date: November 2009**  
**Matrix of Mapping Course-level SLOs with Program-level SLOs**

	<b>CC1 Communication</b>	<b>CC3 Creative, Critical, Analytical Thinking</b>	<b>CC4 Community/ Global Consciousness and Responsibility</b>	<b>CC5 Tech</b>	<b>CC6 Discipline Specific</b>
<b>English</b> Program-level SLOs →	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	Informed, thoughtful writers who are respectful of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behavior		
Course Level SLOs ↓					
<b>Course# 30</b>					
SLO #1	X				
SLO #2	X				
SLO #3	X				
SLO #4	X				
SLO #5	X				
SLO #6			X		
SLO #7			X		
<b>Course# 40</b>					
SLO #1	X				
SLO #2	X				
SLO #3	X				
SLO #4	X		X		
SLO #5					
<b>Course# 100</b>					
SLO #1		X			
SLO #2		X			
SLO #3	X				
SLO #4	X				
SLO #5	X				
SLO #5			X		
SLO #6			X		
SLO #7			X		
SLO #8					
<b>Course# 101</b>					
SLO #1	X				
SLO #2	X				
SLO #3	X				
SLO #4		X			
SLO #5		X			
SLO # 6			X		
SLO #7				X	

	<b>CC1 Communication</b>	<b>CC3 Creative, Critical, Analytical Thinking</b>	<b>CC4 Community/ Global Consciousness and Responsibility</b>	<b>CC5 Tech</b>	<b>CC6 Discipline Specific</b>
<i>English</i> Program-level SLOs →	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	Informed, thoughtful writers who are respectful of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behavior		
Course Level SLOs ↓					
Course# 102 SLO #1	X				
2		X			
3		X			
4			X		
Course# 103 SLO #1	X				
2	X				
3		X			
4		X			
5		X			
6		X			
7			X		
8			X		
9				X	
10				X	
Course # 103H SLO1		X			
2		X			
3		X			
4	X				
5			X		
6				X	
Course# 104 SLO #1		X			
2		X			
3			X		
4	X				
5					
6					
7					
8					
Course # 120 SLO 1	X				
2		X			
3		X			
4			X		
5			X		

	CC1 Communication	CC3 Creative, Critical, Analytical Thinking	CC4 Community/ Global Consciousness and Responsibility	CC5 Tech	CC6 Discipline Specific
<i>English</i> Program-level SLOs →	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	Informed, thoughtful writers who are respectful of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behavior		
Course Level SLOs ↓					
Course# 210 SLO #1	X				
2	X				
3		X			
4		X			
5			X		
6			X		
Course # 213 SLO1	X				
2		X			
3		X			
4		X			
5		X			
6			X		
7				X	
Course #213 H SLO 1	X				
2	X				
3		X			
4		X			
5		X			
6		X			
7		X			
8		X			
9			X		
10				X	
Course # 251 SLO 1	X				
2	X				
3		X			
4		X	X		
5			X		
6					
Course # 252 SLO 1	X				
2		X			
3			X		
4					X

	CC1 Communication	CC3 Creative, Critical, Analytical Thinking	CC4 Community/ Global Consciousness and Responsibility	CC5 Tech	CC6 Discipline Specific
<i>English</i> Program-level SLOs →	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	Informed, thoughtful writers who are respectful of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behavior		
Course Level SLOs ↓					
Course # 261 SLO 1	X				
2	X				
3		X			
4		X			
5		X			
6			X		
Course # 262 SLO1	X				
2	X				
3		X			
4		X			
5		X			
6			X		
Course # 271 SLO 1		X			
2		X			
3			X		
4	X				
5	X				
Course # 272 SLO 1		X			
2		X			
3			X		
4	X				
5	X				
Course # 291 SLO 1	X				
2		X			
3		X			
4		X			
5			X		
6				X	

	CC1 Communication	CC3 Creative, Critical, Analytical Thinking	CC4 Community/ Global Consciousness and Responsibility	CC5 Tech	CC6 Discipline Specific
<i>English</i> Program-level SLOs →	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	Informed, thoughtful writers who are respectful of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behavior		
Course Level SLOs ↓					
Course # 291 H SLO 1	X				
2		X			
3		X			
4		X			
5		X			
6			X		
7				X	
Course # 293 SLO 1	X				
2		X			
3			X		
4					X
Course # 293 H SLO 1	X				
2		X			
3		X			
4		X			
5			X		
6			X		
6				X	
Course # 294 SLO1	X				
2		X			
3			X		
4					
Course # 296 SLO 1	X		X		
2	X		X		
3	X		X		
4		X			
Course # 298 SLO 1	X				
2	X				
3		X			
4			X		

## 9. Program Description / Mission

The English Program provides a full range of writing and literature classes from placement to graduation and/or transfer. Our courses include three levels of developmental classes for those who place below our transfer level of English, many courses that focus on college composition and critical thinking, and a variety of literature courses. We serve the entire student body by preparing students to write successfully in an academic and/or professional environment. In addition, the English Department strives to increase appreciation of literature.

## 10. Program Goals and Objectives

The goals of the English Department are:

- a) to provide courses and services that help students gain writing competency.
- b) to provide core courses and electives that are appropriate for graduation and/or transfer requirements.
- c) to strengthen critical thinking skills.
- d) to encourage an appreciation of literature.

## 11. Curriculum Review and Student Learning Outcomes Assessment

Course Number	Course Name	Last Reviewed by Curriculum Committee	Date for next revision (six year cycle)	Date Last Offered	SLO's Written	Most Recent SLO's Assessed
030	Writing Skills I	F 08	F 2014	F 09	Yes	S 08
040	Writing Skills II	F 09	F 2015	F 09	Yes	F 08
100	Fundamentals of Comp	F 09	F 2015	F 09	Yes	F 08
101	Reading and Comp	F 09	F 2015	F 09	Yes	F 08
101 H	Reading and Comp/Honors	S 08	S 2014	F 09	Yes	F 08
102	Reading and Comp	S 10	F 2015	F 09	Yes	F 09
103	Comp and Crit. Think	F 08	F 2015	F 09	Yes	F 08
103 H	Comp and Crit. Think/Honors	S 08	S 2014	F 09	Yes	S 08
104	Advanced Rhetoric: The Classical Essay	S 09	S 2014	F 09	Yes	S 09
110	Intro to Tech Writing	F 09		Course deactivated		
120	Intro to Women's Lit	S 09	S 2015	Never offered	Yes	n/a
210	Creative Writing I	S 09	S 2015	F 08	Yes	n/a
211	Creative Writing II	S 01		Course Deactivated		
213	Horror Literature	S 08	S 2014	F 08	Yes	S 09
213 H	Horror Literature/ Honors	S 08	S 2014	F 09	Yes	S 08
251	Intro to English Lit I	F 09	F 2015	F 09	Yes	F 09
252	Intro to English Lit II	F 09	F 2015	S 09	Yes	F 09
261	Intro to Am. Lit I	S 09	S 2015	F 09	Yes	S 09
262	Intro to Am. Lit II	S 09	S 2015	S 09	Yes	S 09
271	Intro to World Lit Ancient-Medieval	F 09	F 2015	F 09	Yes	S 09
272	Intro to World Lit Renaissance through Modern	F 09	F 2015	S 09	Yes	F 09
291	Film as Literature	S 08	S 2014	F 09	Yes	S 08
291 H	Honors Film as Lit	S 08	S 2014	(S 10)	Yes	S 08
293	Children's Literature	F 09	F 2015	F 09	Yes	F09
293 H	Honors Children's Lit	S 08	S 2014	S 09	Yes	S 08
294	Intro to Shakespeare	F 09	F 2015	F 09	No	F 09
296	Intro to Folklore	F 09	F 2015	F 08	Yes	F 09
298	Lit of The Bible	F 08	F 2014	F 09	Yes	F 08
698 A, B, C, D	Cooperative Education			Courses to be deactivated	No	
699 A, B, C, D	Cooperative Education			Courses to be deactivated		

## 12. Degree/Certificate Review

As part of this program review process, English faculty have developed an AA in English Literature and two skill awards, one in writing competency and one in literature. We will review this degree and these skill awards in the next program review cycle.

English courses are included in the AA in Language Arts. This broad degree needs review by faculty in the Language Arts division.

<b>Degree or Certificate Title</b>	<b>Date last reviewed by Curriculum</b>	<b>Average number of awards each year</b>	<b>Date SLOs written</b>	<b>Date SLOs Assessed</b>	<b>Date last reviewed by Advisory Council</b>
AA English	12/10/09	N/A	12/10/09		
Writing Competency Certificate of Achievement	12/10/09	N/A	12/10/09		
Literature Certificate of Achievement	12/10/09	N/A	12/10/09		

## 13. Evaluation Criteria – Mission

The English curriculum offers courses from the pre-collegiate through the college sophomore levels to provide students with a comprehensive foundation for writing, textual analysis, and critical thinking which will help them to succeed in college level courses, as well as enter a satisfying occupation or profession. The English program reflects the diversity found in the college population and fosters a strong liberal arts background through instruction in literature and its cultural contexts, including history, philosophy, politics, and religion. Courses are sequenced appropriately to lead to the A.A. degree or to university transfer: English 30, 40, 100 are demonstrably effective prerequisites for English 101 and 101H, and these courses are in turn demonstrably effective prerequisites for the advanced writing courses (102, 103, 103H, 104).

### Commendations

- a) Fulfills the objectives of and generates outcomes in line with the mission of Citrus College.
- b) Serves a culturally diverse student population.
- c) Remains the second largest program on campus (behind MATH) and contribute over 7% of the total apportionment collected by the college's finances. See Attachment G for data details.
- d) Generated 16.4 FTES per FTEF in FY 0910.
- e) Is cost-effective, as demonstrated by the WSCH per FTEF of 491 in FY 0910. The state funding formula is optimized at 525 WSCH per FTEF, a number that few English programs (with typical 30 cap classes) hit.
- f) Provides students with rigorous training in the use of the English language consistent with UC and CSU standards in English 101, 101H, 102, 103, 103H and 104.

- g) Introduces students to literature from multicultural authors and explore various cultural contexts, including history, philosophy, politics, and religion.
- h) Works closely with DSP&S to accommodate students with learning disabilities.
- i) Offers honors classes in 101, 103, 213, 291 and 293, and continue to expand distance education course offerings. We have also increased offerings in multiple types of alternate methods of instruction: Distance Education, Fast Track, and Learning Communities.
- j) Established English 101 as graduation requirement toward the AA degree.
- k) Purchased document projectors for use in the classrooms.
- l) Sponsored Artist-in-Residence poets, on-campus poetry readings, cross-curricular reading lists for the honors program and campus-wide book reading events (semi-annual) in an effort to create a lifelong passion for reading.
- m) Created and distributed a comprehensive handbook for all adjunct faculty.
- n) Created an AA degree in English.
- o) Created certificates of achievement in writing competency and literature.

### **Previous Recommendations Completed**

- a) Established English 101 as a requirement toward the AA degree.
- b) Reviewed course outlines and course contents for rigor, consistency, and continuity consistent with the requirements of a four-year college or university so that incoming professors will understand the objectives and requirements for all courses.
- c) Revised course outlines to include student outcomes.
- d) Explored differences between any course and its honors equivalent and worked with the articulation officer toward ultimate acceptance by state colleges and universities.
- e) Advanced innovative programs such as distance education and technology in the classroom and have purchased document projectors.
- f) Encouraged students to pursue a habit of lifelong reading for personal development and recreation through forums, on-campus poetry reading, book clubs, book-of-the-year promotions, and other activities in an effort to create a lifelong passion for reading.
- g) Explored scheduling options to ensure access for all students.
- h) Engaged colleagues in the Transfer Center and in Counseling to discuss student needs and class offerings in order to ensure transfer within two years.
- i) Participated with the Title V HSI grant and College Success Program to promote student success and persistence in basic skills courses and to increase the rate of basic skills students successfully completing the English transfer level courses.
- j) Increased offerings in multiple types of alternate methods of instruction including Learning Communities, Success Center and English 30, 40 lab curriculum revision, Faculty Leads, and Fast Track courses.
- k) Worked with Counseling to provide in-class visits, Early Alert/College Success Workshops and a College Success Counselor.

## Recommendations

<b>Recommendation</b> Adjust program to reflect the changes in diversity found in the college population.								
			<b>Impact</b>					
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
Review course outlines and readings	9/2014	D. Overly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Review course offerings	9/2014	D. Overly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

<b>Recommendation</b> Monitor the new alignment of all sequential courses								
			<b>Impact</b>					
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
Evaluate student success in next level course	6/2011	faculty leads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b> Develop a department-wide support system for meeting the writing needs of both students and faculty not only in 40, 100, 101, 102 and 103 but also across the curriculum.								
			<b>Impact</b>					
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
Explore feasibility of writing center	6/2013	Faculty Leads; S. Lee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 14. Evaluation Criteria – Need

According to recent STAR testing results from area secondary schools, more than 50% of incoming students are at the developmental reading/writing level. Composition and critical thinking skills are universally required for transfer and gainful employment. The demand for English courses is also indicated by strong levels of enrollment. Enrollment in course sections average 93%. The ongoing need for this program is demonstrated by the increasing enrollment in the department courses, even when additional sections are offered.

**Commendations**

- a) Added FastTrack sections to shorten time needed to complete basic skills sequence.
- b) Added faculty representation on Transfer Task Force.
- c) Participated in English Professional Learning Council of CalPASS.
- d) Provide flex day orientation for adjunct faculty led by Faculty Leads.
- e) Chair the College Success Advisory Committee.
- f) Involved in the Honors Advisory Committee.
- g) Ensured that all courses are current with IGETC standards.

**Previous Recommendations Completed**

- a) Increased the number of sections of English 40 and 100 to help students graduate within two years.
- b) Validated Accuplacer cut scores and adjusted to align with results; prerequisites for English sequence courses are in place and functioning to encourage proper placement and student success.
- c) Established faculty leads for Engl. 30, 40, 100 and 101. Established faculty mentors for Engl 103.
- d) Created a comprehensive handbook and distributed it to all adjuncts.

**Recommendations**

Recommendation			Impact					
Monitor success in transfer rates								
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Continue to research rates and success of transfer students.	9/2012	researcher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation			Impact					
Improve writing across the curriculum.								
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Develop campus Writing Center to meet the needs of students and faculty with writing across the curriculum	9/2013	faculty leads; S. Lee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b>								
Help students prepare for and ultimately transfer to English 101								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Amend English 100 to introduce a literature component requiring a written response.		R. Rudd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b>								
Bring English 102 up to IGETC standards								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Apply for IGETC approval for English 102	9/2010	L. Telesca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 15. Evaluation Criteria – Quality

Course outlines have been revised to include Student Learning Outcomes and assessment measurements. Validation of English research paper is essential for maintaining quality in this program, and use of services like Turnitin.com helps ensure validity of submitted student work. The English faculty is exploring the feasibility of developing a writing center to further student success.

### Commendations

- a) Updated student learning outcomes.
- b) Established learning communities.
- c) Established a chair of learning communities.
- d) Established fast-track component.
- e) Established academic honesty policy as component of sample syllabus
- f) Continues to use turnitin.com.
- g) Provides students with rigorous training in the use of English language consistent with the University of California standards in English 101, 101H, 102, 103, 103H and 104.
- h) Offers honors courses in 101, 103, 213, 291 and 293 which transfer to private colleges, California state and University of California with whom we have transfer agreements.

**Previous Recommendations Completed**

- a) Revised courses to include student learning outcomes.
- b) Hired basic skills director.
- c) Appointed cochair for the college success advisory committee.
- d) Updated class rooms to newer technology.

**Recommendations**

Recommendation			Impact						
improve teacher:student ratio									
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other	
Decrease class size to 20	9/2010	staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Recommendation			Impact						
Increase articulation between English 100 and English 101									
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other	
Re-examine course goals and methods for English 100 for articulation to English 101	9/2010	staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Recommendation			Impact						
Add language lab component for English 100/English 101									
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other	
Establish criteria for lab component for English courses	9/2010	T. Eiland	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Recommendation			Impact					
Offer an English Degree								
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Create AA in literature	9/2010	G. Hogan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 16. Evaluation Criteria – Feasibility

The English Department works diligently to offer schedules that fit the varying needs of a diverse student body. The department offers courses during the day and evenings as well as traditional semester courses, fast-track courses, learning communities, and distant education courses. Campus equipment and library resources are adequate and meet the needs of the program. Improvements of technology and the development of the College Success Center have improved students' progress through the department's course sequence. Most courses are transferable to UC and CSU systems. Courses within the program are instructed by full-time and adjunct faculty members who possess an academic background that meets the minimum qualifications to teach in the discipline.

### Commendations

- a) Participated in Senate discussions to explore the possibility of creating a liaison position for a counselor who would participate in department meetings.
- b) Invites students to use resources for student success and/or to inform them of transfer requirements and deadlines.
- c) Collaborates with Counseling during personal statement workshops aimed at assisting applicants applying to UC and CSU campuses.
- d) Serves on the Transfer Task Force.
- e) Attends and provides input during Flex Day activities sponsored by the Counseling Department.
- f) Uses the smart panel (computer, dvd, document projector), Blackboard, or equivalent technology. The college has established a College Success Center with support staff, writing clinics, directed learning activities, and computer programs.
- g) High fill rates suggest that it is difficult for a full-time prepared student to complete the program in two years. Especially interesting is that raising the course offerings from seventeen to twenty courses (Fall 2003 to fall 2008) does not significantly drop our fill rate, only by 5%. Most fill rates are in the mid-nineties in the traditional semester, and the lowest were during our double session summer school offerings. After moving to one summer and one winter session in 2008, our fill rates increased 12% from the previous year. (See recommendation one.)
- h) Consults with the Articulation Officer when revising developing courses to make the courses transferable to UC and CSU systems when appropriate.
- i) Doubled the amount of revenue brought to the campus since 03/04; however, expenses have not grown significantly. (See recommendation one.)

- j) Offers courses at a variety of times. The English Program has a significant number of faculty involved in distance education courses, learning communities and FastTrackcourses.

**Previous Recommendations Completed**

- a) Consult with the libraryfaculty yearly as to which databases to maintain and purchases of both print and online materials to aid in our students’ research. The faculty utilize Turnitin.com.
- b) Hired instructional aides with a minimum BA who assist students in the College Success Center and are present every hour the lab is open. Lab Supervisors have minimum qualifications in English, Reading, or ESL. The College Success Center is a dynamic learning environment. Staff members check each student's progress and offer suggestions for supplemental learning activities. Directed Learning Activites and Writing Clinics are also available to assist students. Specific learning paths are being developed to tailor each student's progress to his or her instructor's course objectives and class schedule.
- c) Ensured that volume and closed captioning work from smart panels in Language Arts rooms.

**Recommendations**

<b>Recommendation</b>								
Increase full time faculty to student ratio								
			<b>Impact</b>					
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
Hire two new full time faculty	6/2010	A. Villeneuve	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b>								
Increase course success rate								
			<b>Impact</b>					
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
Develop Faculty mentors to encourage students to remain in course to completion	8/2010	L. Telesca	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b>								
Create mentor program for College Success Students								
			<b>Impact</b>					
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
Train Supplemental Instructors	8/2011	faculty leads	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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<b>Recommendation</b>								
Provide financial assistance for students								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Offer English Scholarships	8/2010	L. Telesca; G Hogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b>								
Develop Comprehensive Services to support the demands of English 100 and 101								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Develop a research paper support manual to be completed by students in the lab (5 hours)	9/2010	C. Dau	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Develop a grammar learning path for students to complete in the first half of the term ( 5 hours)	9/2010	B. Rudd	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

## 17. Evaluation Criteria – Compliance

Sample syllabi from professors in the English Program indicate that they comply with District policies, and, in connection with the program review, the course requisites have all been brought up to current requirements.

### Commendations

- Complies with District policies, and 103 and 104 meet IGETC requirements for transfer.
- Articulated courses with the local high schools as well as the California State Universities and the University of California systems.
- Established Student Learning Outcomes at program level.

### Previous Recommendations Completed

- Established faculty leads through the English 101 level has assisted in linking of successive level course objectives to each other and to department level SLOs.

- b) Implemented Banner prerequisite checking which now effectively blocks unqualified students from registering for sequential courses.
- c) Supports adjunct faculty participation in professional development activities through Faculty Learning Institute stipends.
- d) Conducted validation study for Accuplacer and enacted recommendations .

### Recommendations

<b>Recommendation</b> Maintain balance in full-time to adjunct ratio.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Hire two new full-time faculty	6/2010	A. Villeneuve	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b> Assist students in writing across the college curriculum.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Establish a writing center	9/2013	faculty leads; S. Lee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b> Bring 102 up to IGETC standards								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Apply for IGETC approval for 102	9/2010	L. Telesca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b> Continue connections between course levels.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Hire faculty lead(s) for English 102/103/104.	9/2011	S. Lee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b>								
Improve teacher: student ratio as per NCTE recommendations.								
				<b>Impact</b>				
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
Decrease class size	9/2010	staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b>								
Create assessment strategies for the critical thinking courses (English 102, 103 and 104) as well as for our literature courses.								
				<b>Impact</b>				
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
Identify assessments linked to learning outcomes	12/2010	R. Eisel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**18. Evaluation Criteria – Other**

**19. Attachment A: Curriculum Course Outlines of Record**

**20. Attachment B: Catalog Pages & Sample Syllabi**

## 21. Attachment C: Library Resources Report

### CITRUS COLLEGE LIBRARY FALL 2009 PROGRAM REVIEW: ENGLISH

#### LIBRARY ACTIVITY:

Library Research Orientations  
121 (prior year total)

Circulation of materials in subject area (percent of total circulation)

800-809.99	7%
810-819.99	5%
820-829.99	1%

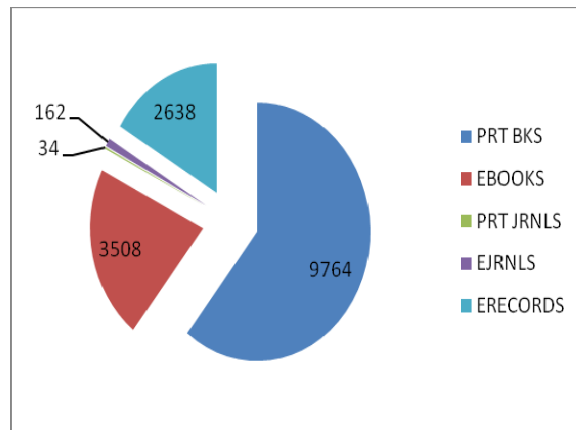
#### LIBRARY RESOURCES:

Dewey	390-399.99	2
	800-809.99	5847
	810-819.99	5925
	820-829.99	4617
	Other	8

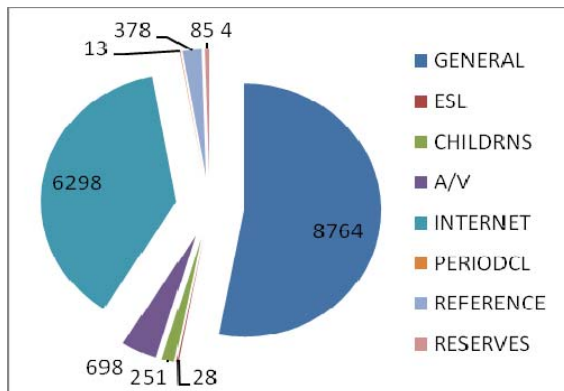
Ejournals: 162 total

- English
  - [American Literature \(71\)](#)
  - [English Language \(18\)](#)
  - [English Literature \(73\)](#)

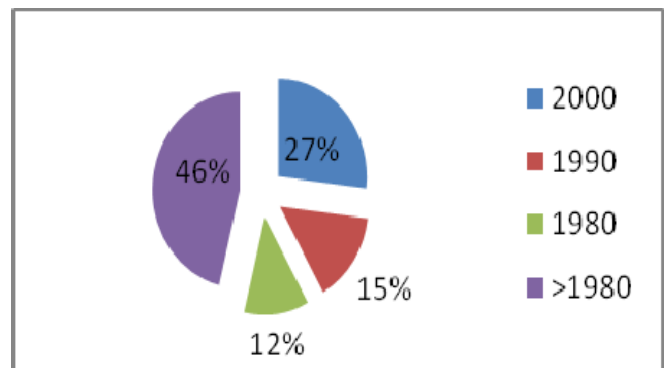
#### COLLECTION LOCATIONS:



#### COLLECTION FORMATS



#### AGE OF COLLECTIONS



<b>EBSCO DATABASES:</b>	<b>OTHER:</b>
<b>Academic Search Premier</b>	<b>Gale Literature Resource Center</b>
Alt HealthWatch	<b>Gale Virtual Reference Library</b>
Business Source Premier	LEXIS-NEXIS Academic netLibrary
CINAHL Plus	CQ Researcher
Communication & Mass Media Complete	Issues & Controversies
ERIC	SIRS Researcher
Funk & Wagnalls New World Encyclopedia	Aleks
GreenFILE	Alldata Online Automotive diagnostic and repair information. .
Health Source: Consumer ed.	Annals of American History Online
Health Source: Nursing/Academic ed.	Auto Repair Reference Center
History Reference Center	Biography Resource Center
Library, Information Science & Tehcnology Abs	Biology Journals
<b>Literary Reference Center</b>	Books in Print with Reviews
MAS Ultra School Edition	Chi Tester
<b>MasterFILE Premier</b>	CountryWatch
MEDLINE	Encyclopaedia Britannica Online
Military & Government	Eureka Online Career & college search
Newspaper Source	Issues & Controversies - American History
Primary (K-6)	Learning Express Test Prep for ASE (Automotive), Cosmetology, & Nursing
Professional Development	Los Angeles Times Current: 1985-present Historical: 1881-1985
PsycARTICLES	Oxford English Dictionary
Psychology & Behavioral Science	Proquest Newspapers
Regional Business News	Salem Health & Salem Cancer
Religion & Philosophy	Magill's Medical Guide online.
Vocational & Career	Salem History
	Science (AAAS)
	<b>Twayne's Author Series</b>
	Vocational Biographies
	Webster's 3rd New International Dictionary, Unabr.

Call Numbers relevant to English:

800 Literature and rhetoric	815 American speeches in English
801 Philosophy and theory	816 American letters in English
802 Miscellany	817 American humor and satire in English
803 Dictionaries and encyclopedias	818 American miscellaneous writings
804 [unassigned]	819 (optional number)
805 Serial publications	820 English and Old English literatures
806 Organizations and management	821 English poetry
807 Education, research, related topics	822 English drama
808 Rhetoric and collections of literature	823 English fiction
809 History, description, criticism	824 English essays
810 American literature in English	825 English speeches
811 American poetry in English	826 English letters
812 American drama in English	827 English humor and satire
813 American fiction in English	828 English miscellaneous writings
814 American essays in English	829 Old English (Anglo-Saxon)

Subject Headings relevant to English:

<b>Search for Authors as Subjects</b>	--[title of work]
--Bibliography	--Criticism And Interpretation
--Political And Social Views	<b>Browse by Subject</b>
Sample Subject Headings:	* <b>names of individual countries</b> e.g Ghana, Congo, South Africa
<i>regional subdivisions</i>	Africa Central
<i>subject subdivisions</i>	In Literature
Literature And Society	African Fiction
African Literature	Authors, African
Interviewing	Interviews

**22. Attachment F: Articulation Status**

**23. Attachment G: Academic Senate Checklist**

**24. Attachment H: Curriculum Checklist**

## 25. Attachment I: Performance Indicators.

Key Performance Indicator	FA 02	FA 03	FA 04	FA 05	FA 06	FA 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	25	13	16	15	15	19
Classes Offered (total # of sections)	126	107	107	112	120	130
Morning (Prior to 11:59AM)	41	38	37	41	48	57
Afternoon (12:00 to 4:29PM)	47	39	42	42	45	37
Evening (4:30PM or Later)	20	24	24	24	23	31
Arranged Hour	14	5	4	5	4	5
Weekend	4	1				
Short term	88	30	6	16	6	12
Distance Education (full term)	2	4	3	5	4	5
Distance Education (short term)	2		1			
Enrollment	3149	3155	3017	3231	3326	3383
Weekly Student Contact Hours (WSCH)	8,612.45	9,411.77	9,166.42	9,546.42	9,790.73	11,721.13
Full-Time Equivalent Students (FTES)	285.04	321.47	310.65	323.57	333.97	331.44
<b>Program Resources</b>						
Full-Time Equivalent Faculty (FTEF)	22.94	20.81	20.81	21.78	23.33	22.74
Credit Reimbursement Rate	<b>\$2,850.73</b>	<b>\$2,790.53</b>	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$4,367.00</b>
<b>Program Operation</b>						
WSCH/FTEF	375.43	452.27	440.48	438.31	419.66	515.44
FTES/FTEF	12.43	15.45	14.93	14.86	14.32	14.58
Fill rate at Census	80.29	98.28	94.66	94.01	90.91	87.28
<b>Program Success</b>						
Course Success (any course, C or better or "Pass")	62.0%	61.0%	63.0%	62.0%	64.0%	65.0%
Course Retention	87.0%	89.0%	89.0%	88.0%	89.0%	93.0%

Key Performance Indicator	SP 03	SP 04	SP 05	SP 06	SP 07	SP 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	15	14	15	16	16	19
Classes Offered (total # of sections)	114	108	106	116	119	122
Morning (Prior to 11:59AM)	41	36	40	44	54	58
Afternoon (12:00 to 4:29PM)	45	45	40	45	39	30
Evening (4:30PM or Later)	19	22	21	22	22	29
Arranged Hour	4	4	5	5	4	5
Weekend	5	1				
Short term	22	1	8	2	6	21
Distance Education (full term)	4	4	4	3	4	5
Distance Education (short term)						
Enrollment	3093	2959	2953	3187	3114	3081
Weekly Student Contact Hours (WSCH)	8,704.83	8,743.95	8,553.95	9,196.15	10,027.41	11,277.71
Full-Time Equivalent Students (FTES)	309.78	315.54	308.89	319.36	339.05	326.53
<b>Program Resources</b>						
Full-Time Equivalent Faculty (FTEF)	22.17	21	20.61	22.56	24.76	23.6
Credit Reimbursement Rate	<b>\$2,850.73</b>	<b>\$2,790.53</b>	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$4,367.00</b>
<b>Program Operation</b>						
WSCH/FTEF	392.64	416.38	415.04	407.63	404.98	477.87
FTES/FTEF	13.97	15.03	14.99	14.16	13.69	13.84
Fill rate at Census	90	92.61	94.51	89.49	89.5	84
<b>Program Success</b>						
Course Success (any course, C or better or "Pass")	60.0%	59.0%	59.0%	59.0%	63.0%	64.0%
Course Retention	85.0%	85.0%	87.0%	86.0%	88.0%	92.0%

Key Performance Indicator	SU 02	SU 03	SU 04	SU 05	SU 06	SU 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	5	2	5	5	6	8
Classes Offered (total # of sections)	27	4	28	31	38	35
Morning (Prior to 11:59AM)	11	1	9	14	19	19
Afternoon (12:00 to 4:29PM)			6	6	8	4
Evening (4:30PM or Later)	11	1	8	6	6	6
Arranged Hour	5	2	5	5	5	6
Weekend						
Short term	25		1	1		4
Distance Education (full term)		2	5	5	5	3
Distance Education (short term)	4					3
Enrollment	638	222	792	731	808	651
Weekly Student Contact Hours (WSCH)	6,070.98	1,913.49	7,302.40	6,588.75	7,788.71	7,868.62
Full-Time Equivalent Students (FTES)	64.7	21.78	79.7	71.15	77.54	74.94
<b>Program Resources</b>						
Full-Time Equivalent Faculty (FTEF)	5.25	0.78	5.44	6.03	7.39	6.84
Credit Reimbursement Rate	<b>\$2,850.73</b>	<b>\$2,790.53</b>	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$4,367.00</b>
<b>Program Operation</b>						
WSCH/FTEF	1,156.38	2,453.19	1,342.35	1,092.66	1,053.95	1,150.38
FTES/FTEF	12.32	27.92	14.65	11.80	10.49	10.96
Fill rate at Census	77.76	80.73	86.57	71.61	63.51	75.44
<b>Program Success</b>						
Course Success (any course, C or better or "Pass")	63.0%	60.0%	70.0%	71.0%	70.0%	72.0%
Course Retention	89.0%	87.0%	92.0%	90.0%	93.0%	89.0%

Key Performance Indicator						WN 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>						
Majors (total)						
New Majors						
Courses Offered (total # of courses)						7
Classes Offered (total # of sections)						23
Morning (Prior to 11:59AM)						12
Afternoon (12:00 to 4:29PM)						4
Evening (4:30PM or Later)						4
Arranged Hour						3
Weekend						
Short term						1
Distance Education (full term)						3
Distance Education (short term)						
Enrollment						518
Weekly Student Contact Hours (WSCH)						6,230.40
Full-Time Equivalent Students (FTES)						59.34
<b>Program Resources</b>						
Full-Time Equivalent Faculty (FTEF)						4.74
Credit Reimbursement Rate						<b>\$4,367.00</b>
<b>Program Operation</b>						
WSCH/FTEF						1,314.43
FTES/FTEF						12.52
Fill rate at Census						90.56
<b>Program Success</b>						
Course Success (any course, C or better or "Pass")						83.0%
Course Retention						95.0%

Key Performance Indicator	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<b>Student Demographic Data</b>												
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Gender</b>												
Female	3178	59%	2975	57%	2998	57%	2998	56%	3054	55%	3367	55%
Male	2197	41%	2223	43%	2223	43%	2385	44%	2512	45%	2750	45%
Missing	1	0%			1	0%					42	1%
Total	5376	100%	5198	100%	5222	100%	5383	100%	5566	100%	6159	100%
<b>Age</b>												
19 or younger	2225	41%	2214	43%	2367	45%	2602	48%	2661	48%	2984	48%
20-24	1869	35%	1893	36%	1819	35%	1863	35%	1966	35%	2146	35%
25-29	511	10%	439	8%	454	9%	413	8%	409	7%	449	7%
30-34	261	5%	208	4%	192	4%	145	3%	154	3%	213	3%
35-39	192	4%	159	3%	150	3%	139	3%	138	2%	131	2%
40-49	233	4%	213	4%	164	3%	160	3%	173	3%	171	3%
50 and above	84	2%	70	1%	74	1%	60	1%	62	1%	64	1%
Missing	1	0%	2	0%	2	0%	1	0%	3	0%	1	0%
Total	5376	100%	5198	100%	5222	100%	5383	100%	5566	100%	6159	100%
<b>Ethnicity</b>												
Asian	590	11%	570	11%	611	12%	627	12%	566	10%	588	10%
African American	321	6%	320	6%	293	6%	310	6%	325	6%	348	6%
Hispanic	2350	44%	2241	43%	2252	43%	2403	45%	2627	47%	2935	48%
Native American / Alaskan Native	42	1%	42	1%	30	1%	33	1%	42	1%	46	1%
Other	89	2%	78	2%	112	2%	136	3%	123	2%	135	2%
Caucasian	1755	33%	1702	33%	1683	32%	1643	31%	1627	29%	1620	26%
Decline to State	201	4%	205	4%	218	4%	198	4%	234	4%	168	3%
Missing	28	1%	40	1%	23	0%	33	1%	22	0%	319	5%
Total	5376	100%	5198	100%	5222	100%	5383	100%	5566	100%	6159	100%
<b>Educational Goal</b>												
Degree/Cert/Transfer	4933	92%	4796	92%	4853	93%	4992	93%	5177	93%	2078	34%
Career/Ed Development	115	2%	108	2%	76	1%	67	1%	72	1%	180	3%
Improve Basic Skills											24	0%
Undecided											296	5%
Unknown	328	6%	294	6%	293	6%	324	6%	317	6%	3581	58%
Total	5376	100%	5198	100%	5222	100%	5383	100%	5566	100%	6159	100%

Key Performance Indicator	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Resources</b>						
Revenue: FTES* Reimbursement Rate	1,880,113.4	1,838,373.3	2,043,389.1	2,327,693.7	2,609,201.8	3,459,755.8
Total District Adopted Program Budget	n/a	1,521,300	1,443,635	1,397,681	1,682,947	1,743,561
Support Personnel (wage without benefit, 2200 and 2400 in budget)	n/a	1,364	1,117	0	0	600
Supplies (4300 in budget)	n/a	1,781	1,550	2,766	2,029	2,398
Cost	n/a	1,536,014	1,483,485	1,522,014	1,609,888	1,708,817
Total FTES for the year	659.52	658.79	699.24	714.08	750.56	792.25
Cost per FTES	n/a	2,331.57	2,121.57	2,131.43	2,144.92	2,156.92
<b>Program Success</b>						
Degrees Awarded						
Certificates Awarded						
Skill Awards						
Licenses (reported by department)						
<b>Career Technical Education Programs</b>						
VTEA Grant						
Industry Contributions to Program Resources						
Available Jobs						
Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						

**English  
Department      FY 2003/4**

FTEs and Revenue by Term

Term	Units	Enroll	WSCH	FTE	Revenue
Fall	330	3200	168000	320	\$912,000
Semester	324	3045	159862.5	304.5	\$867,825
Session CHS	6	60	3150	6	\$17,100
Session DE	15	150	7875	15	\$42,750
Session Long I	15	150	7875	15	\$42,750
Session Long II	12	120	6300	12	\$34,200
Session Short II	15	150	7875	15	\$42,750
Session Short I	21	260	13650	26	\$74,100
Winter DE	3	29	1522.5	2.9	\$8,265
<b>TOTAL</b>	<b>741</b>	<b>7164</b>	<b>376110</b>	<b>716</b>	<b>\$2,041,740</b>
<b>TOTAL Budgeted Expense</b>					<b>\$1,521,300</b>
<b>Variance</b>					<b>\$520,440</b>

Count of Sections and Average Enrollment

Schedule	Sections	Average Enroll	Total Enrolled
Summer	28	31.79	890
Fall	111	29.09	3229
Spring	108	28.19	3045
<b>TOTAL</b>	<b>247</b>	<b>89.07</b>	<b>7164</b>

Semester	Course	Count of Sections
Fall	ENGL 252	1
Fall	ENGL 40	15
Fall	ENGL 293	1
Fall	ENGL 103	16
Fall	ENGL 210	1
Fall	ENGL 291	1
Fall	ENGL 100	19
Fall	ENGL 251	2
Fall	ENGL 261	1
Fall	ENGL 101	1
Fall	ENGL 296	1
Fall	ENGL 294	1
Fall	ENGL 271	1
Fall	ENGL 101	43
Fall	ENGL 298	2
Fall	ENGL 102	3
Fall	ENGL 104	2
Spring	ENGL 293	2
Spring	ENGL 101	40
Spring	ENGL 103	20
Spring	ENGL 210	1
Spring	ENGL 262	1

Spring	ENGL 103	1
Spring	ENGL 100	20
Spring	ENGL 291	1
Spring	ENGL 40	13
Spring	ENGL 298	2
Spring	ENGL 252	1
Spring	ENGL 104	2
Spring	ENGL 296	1
Spring	ENGL 272	1
Spring	ENGL 102	2
Summer	ENGL 103	6
Summer	ENGL 100	6
Summer	ENGL 40	5
Summer	ENGL 298	1
Summer	ENGL 101	10

English Department FY 2003/4

**Total Hours by Faculty Status**

Schedule	FT Total Hrs	OL Hrs	Adjunct Total Hrs	Total Adjunct OL Hrs	Total Hrs	FT %	OL%	Adj %
Spring	207	24	117	141	351	59%	7%	33%
Fall	210	27	111	138	423	50%	6%	26%
Summer	45	0	36	36	84	54%	0%	43%