SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

ENGLISH

2017

CONTENTS

PROGRAM OVERVIEW & MISSION

1.1 Introduction. Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered (including the courses required for the degrees). Include the names of full-time faculty, adjunct faculty, and classified staff. Give a brief history of the program and discuss any recent changes to the program or degrees (Limit to 2-3 pages).

The English Program provides essential skills for students' success in every other discipline and field of endeavor: reading, writing, critical thinking, problem solving, communication, analysis, research, objective evaluation, and more. None of students' other course work would be comprehendible without these skills, as the majority of what they will learn will be from reading, and the majority of how they are assessed will be through writing. As essential, if not always adjudged as such, is the content of what the students read and write, as this is where they will encounter thinking, and creativity, and ideas, in essays, and literature and open, fact-based discussions of current and longstanding issues. These skills are all required for the students to be able to achieve their goals and to take their place as citizens in society.

Program Description

The English program teaches writing, critical thinking, reading, and research skills as they apply to the areas of composition, creative writing, and the analysis of literature. Course work in creative writing is presented in sequenced writing workshops and courses in literary publishing. Course work in literature explores canonical and extracanonical British and American writers through survey and genre study in small seminar style courses.

The Associate in Arts Degree in English (A.A.) provides the academic and practical experience for further education in English at a four-year institution or a career in English or further education or careers in fields related to English. By completing this program, students may complete transfer requirements to the CSU system and UC system as well as public and private universities both in and out of California to pursue a Bachelor's Degree in English, English Literature or Creative Writing. A Bachelor's Degree in English may also include various emphases such as creative writing, composition/rhetoric, education, literature, or linguistics. Students who complete the A.A. Degree in English will also satisfy the requirements for the **Associates in Arts Degree in English for Transfer** (AA-T) degree in English.

Instituted as a result of our last Curriculum Review cycle, the **Associates in Arts Degree in English for Transfer** at Solano Community College is for students who intend to complete a bachelor's degree in English at a CSU, to assist students in seamlessly transferring. To earn the Associate in Arts Degree in English for Transfer at Solano Community College, students will take courses in English as well as related fields required for English majors through but not beyond the second year of college per Education Code section 66010.4.

Also revised, as of our last Curriculum Review, is the **Associates of Arts Degree in English**, a more robust degree option for compatibility with transfer to University of California. Students will take courses in English as well as in related fields required for English majors. The Associate in Arts Degree in English can be obtained by completing a total of sixty (60) units,

including the twenty-five (25) to twenty-six (26) units for the major, general education requirements, and electives. For degree and course information in the 2017-2018 catalog, see **Appendix A.**

After extensive research, our department has modified our Basic Skills Program to more effectively meet the program's goals: we have developed accelerated courses, have modified our assessment/placement mechanism, and have established a co-requisite to English 1.

Furthermore, in our English as a Second Language (ESL) program we have moved from isolated ESL skills courses to a model that integrates reading, writing, and grammar. The goal of our integrated ESL courses is to prepare our students for 300-level courses. These integrated courses develop skills that are applicable in our basic skills sequence. Because ESL instructors also teach in the English department, ESL courses are aligned with English course curriculum. In an effort to close the ESL achievement gap as they transition to transfer-level work and strive to attain a degree or transfer, we are also offering an English 1 co-requisite designated as support for our multi-lingual students.

Full-time faculty :
(English)
Michael Wyly
Erin Farmer
Sarah McKinnon
Isabel Anderson
Chris McBride
Josh Scott
Heather Watson-Perez
Lee Romer Kaplan
Lisa Giambastiani
Tracy Schneider
Lue Cobene
Emily Blair
Jack Schouten
Tim Boerner

(English/ESL)
Jose Cortes
Melissa Reeve

Adjunct faculty:
(English)
Michelle Beuttel
Ben brookshire
Nathan Connolly
Carlene Coury
Todd Davis

Steve Federle
Jennifer Handy
Barbara Hernandez
Wini Hunton-Chan
Glenn Keyser
Jacob Knight
Michele Lamons-Raiford
Karen Lowe
Erin Moore
George Olgin
Zenobia Redeaux
Kelly Ryan
Tristan Saldana
Sam Shubrook
Jeff Smith
Cicely Young

(English/ESL)
Hazel Crawford

Staff: (Teaching apprentices)
Renee Hamlin
Stephanie Sherman
Kate Lim
Valerie Baretto
Jonathan Wells
Jimmy Pedraza
Dylan Brie Ducy
Carlena Miles
Tracy Cohen
Clay Norris
Lauren Renville
Kathleen Velasco

1.2 Relationship to College Mission. Describe two or three components of your program that embody the college's mission: "Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals. Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities." (Limit to 1-2 paragraphs)

English 1, 2, and 4 and the Basic Skills courses have all been increased in units/contact hours, which also allows more time for students to master skills and concepts with their professor present to assist them.

To conform to the C-ID/English 110, the equivalent of our English 2, we increased the unit count from three (3) to four (4) per the C-ID, as our student workload of 6,000 words of formal writing, to read "at least five essays (totaling 6,000 to 8,000 words) supporting analytical arguments that identify and comment on literature, both fiction and related non-fiction" matches the unit increase. Moreover, as English 1 and 4 require the same amount of student work, including the production of a minimum of 6,000 words, we needed to have these classes with equal workloads carry the same unit load. So to support students in English completing the Transfer Model Curriculum (TMC) in English, as well as to maintain or increase retention and success in English, in part due to correctly proportioned student-instructor contact hours and required student work, the department argued successfully--per SCC's Curriculum process--to increase the unit value of 1, 2 and 4 to four (4) units, with the unit increase to English 2 as of Spring 2015 and English 1 and 4 as of Fall 2016.

1.3 Enrollment. Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, and the full-time equivalent enrollment (FTES) for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole, and explain some of the possible causal reasons for any identified trends. For baccalaureate programs, include any upper division general education courses as part of the analysis. Also, address the efficacy of recruitment and student placement in the program including any collaborations with other colleges.

The enrollment data overall shows heavy enrollment in English 1, 2, 4, and 370 (Basic Skills).

Sections Offered (English)

Chart shows number of sections offered by semester.
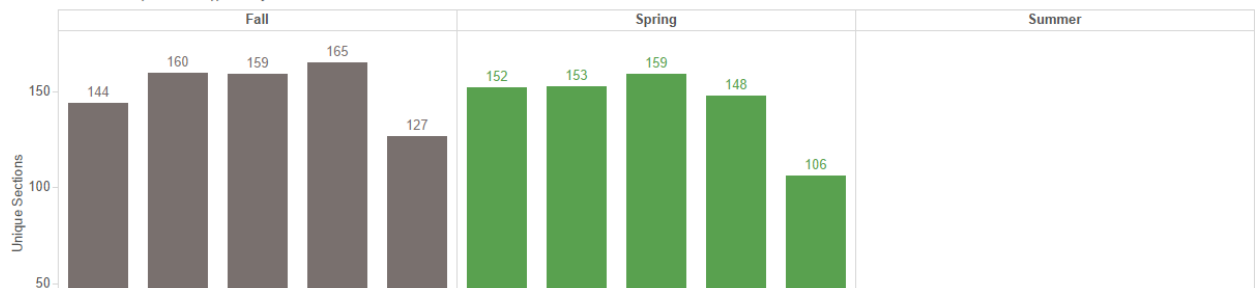
Headcount - English

Chart shows student headcount by Semester within English
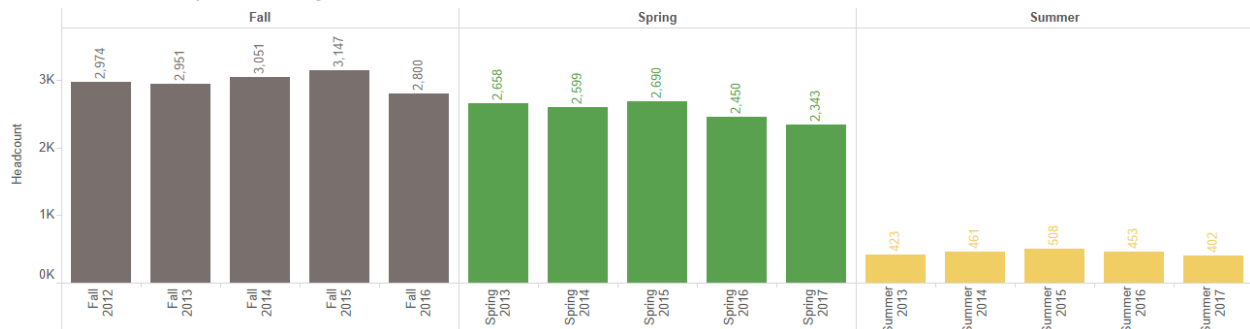
FTES (English)

Chart shopws total FTES by Semester within English
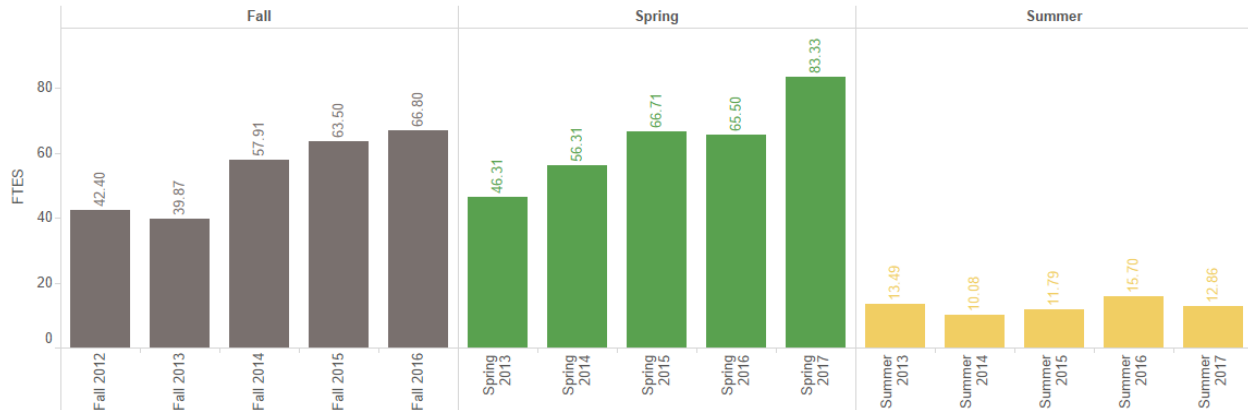
For detailed data on English 1, 2, and 4, see **Appendix B: Enrollment Data.** This data shows that, year over year enrollment trends in English 1 follow an upward trend line. Both enrollment and headcount are increasing. This trend should continue with the addition of the English 1/310D co-requisite courses as additional students move from the developmental sequence to the transfer-level sequence. Additional online offerings of English 1 should contribute to these enrollments trends.

English 2 is SCC's most-popular second-semester English course. Enrollment and headcount numbers have shown a slight increasing trend. Additional online offerings of English 2 should contribute to these enrollments trends.

English 4 has seen an increase in enrollment over the past six years. Like English 2, English 4 provides students with a transfer-level course that meets AD-T requirements. Additional online offerings of English 4 should contribute to these enrollments trends.

Following is the data for Basic Skills (370 and 370L) only:

Sections Offered (English)
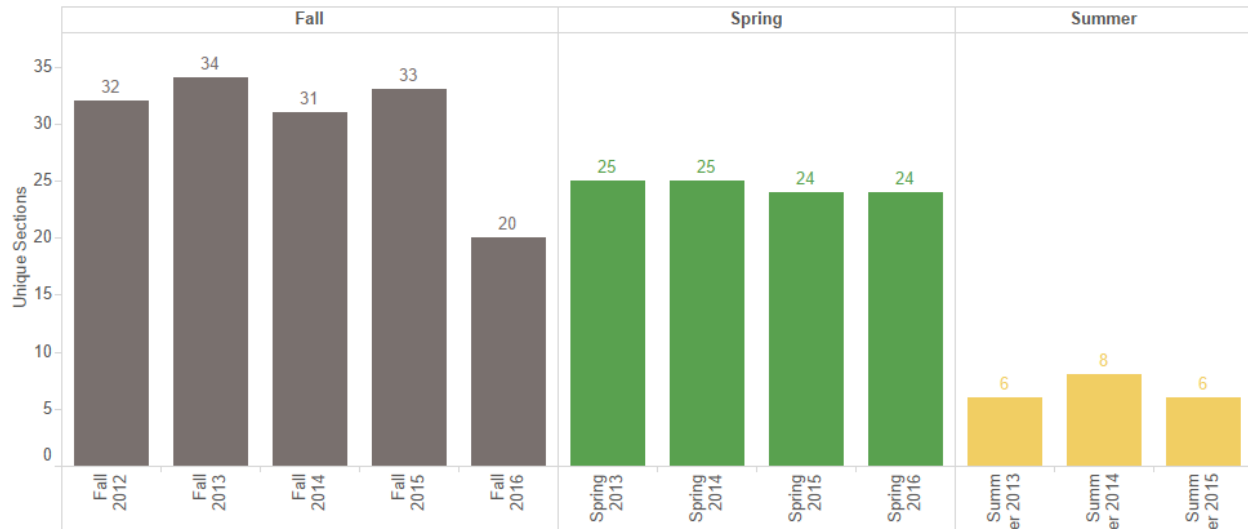
Chart shows number of sections offered by semester.

Unique Sections for each Semester Desc broken down by Semester1. Color shows details about Semester1. The marks are labeled by distinct count of Crn1. The data is filtered on Subject (ANON Composite Data (ANON FINAL DATA)), Semester (ANON Composite Data (ANON FINAL DATA)) and Course ID. The Subject (ANON Composite Data (ANON FINAL DATA)) filter keeps English. The Semester (ANON Composite Data (ANON FINAL DATA)) filter keeps Fall, Spring and Summer. The Course ID filter keeps ENGL 370 and ENGL 370L. The view is filtered on Semester Desc, which keeps 15 of 28 members.

Enrollment in Basic Skills classes has been steady for the last three years, including a drop from Fall to Spring, which can be attributed to the drop in the overall college enrollment. With the changes to cut-scores, and the addition of multiple-measures assessment, we expect to see a drastic decrease in the number of students enrolled in basic skills courses, as the number of students eligible for College Composition increases.

Retention in Basics Skills classes has been fairly strong, and success and persistence rates have increased over time. Our sense is that this is the result of an increase of acceleration offerings, an improvement in support systems such as lab courses and drop-in writing assistance, a reduction of courses in the English Pathway which eliminated classes with ongoing retention deficits (specifically, English 305 and 355), and professional development related to student success and equity.

Creative Writing and Literature Course Offerings Enrollment Trends Spring 2009-Fall 2015--All Campuses--Graph

1.3 Enrollment Data for Selected Cohort

Divsion: Liberal Arts
Campus: All
Delivery Method: All
Discipline: English
XList: Primary
Course(s): ENGL 007, ENGL 010, ENGL 012 and 17 more
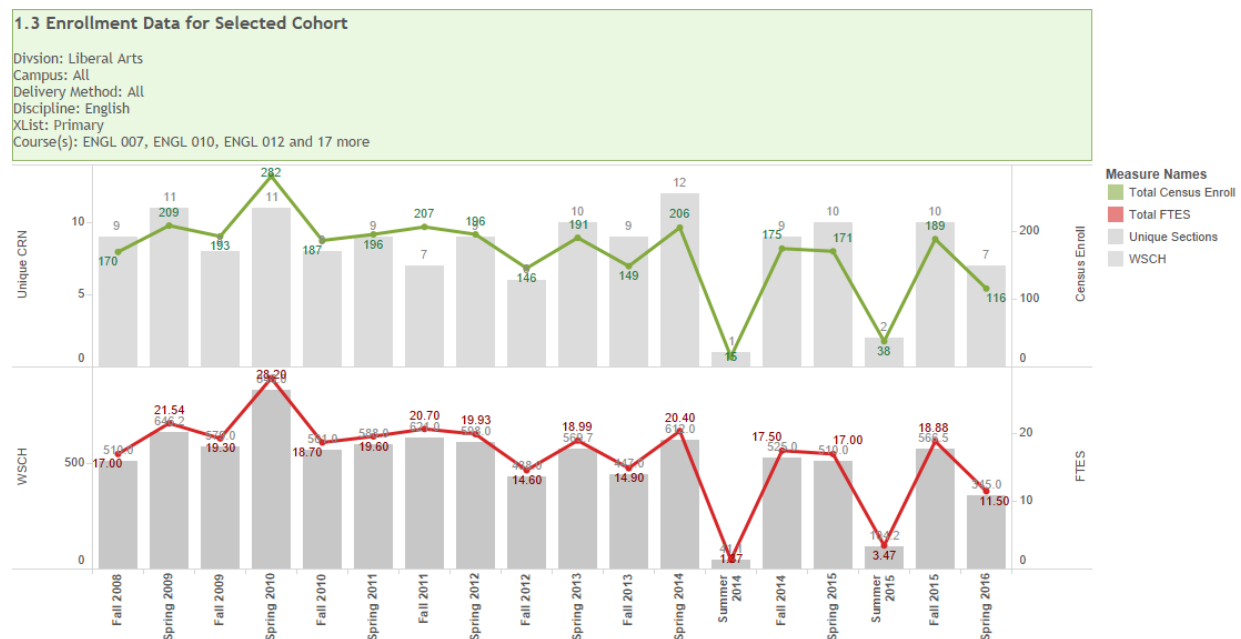
Enrollment in the Literature and Creative Writing courses basically reflects our offerings – when offerings are low, due to cancellations (as notable mostly in the summer; we have not quite recovered from the cancellation of Summer session in 2012) and from course cancellations due to enrollment at lower than 60% fill rate, our enrollment decreases. (It is unfortunate that we do not have complete data for years preceding the changeover to 60% fill rate requirement, as that has clearly–but anecdotally—caused the cancellation of many offerings. Additionally, as the CSU and US systems change their major transfer requirements, this is reflected in our enrollments–as is the case in English 44, Introduction to Shakespeare.)

As shown in the charts below, most English students are not English majors. However, the number of declared majors in English for Transfer is increasing each year.

Declared Majors - English

Upper chart shows total headcount by major (bar color) for students taking courses in English

Spring
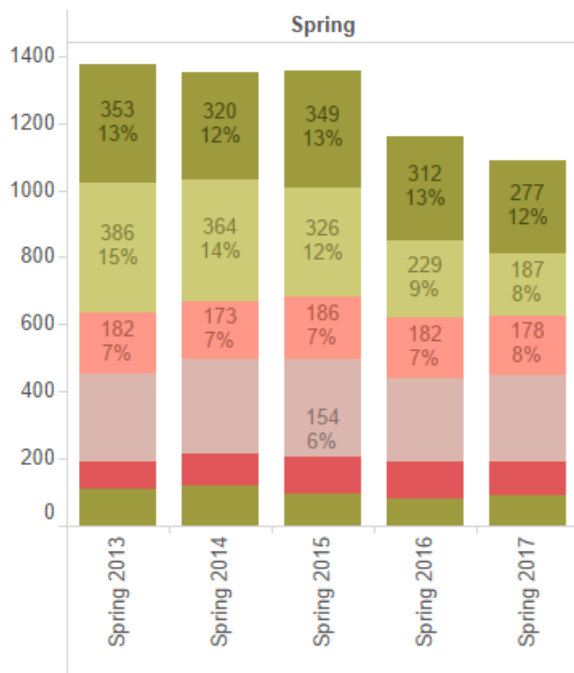
Major Description
- Registered Nursing
- Undeclared
- Business General
- Biology
- Psychology
- General Science
- Criminal Justice-Law Enforce

Declared Majors - English

Upper chart shows total headcount by major (bar color) for students taking courses in English

Spring
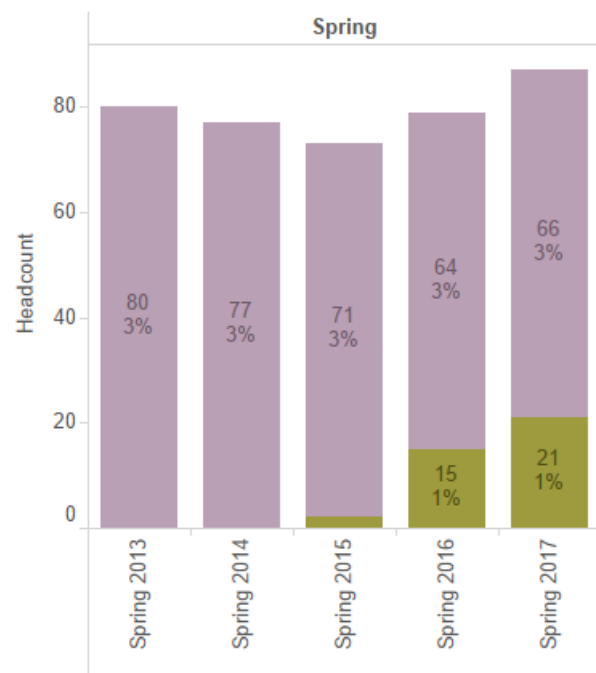
Major Description
- English
- English for Transfer

1.4 Population Served. Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in demographic enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

Gender data for English classes is consistent with the college as a whole (approximately 60% female and 40% male). Ethnicity data for English is also consistent with the college-wide data (on average, from 2013-2016, 21% Asian/Pacific Islander, 19% Black, 28% Hispanic, and 27% White).

The data for age shows that the department saw a surge of younger students (under 17) in Fall 2016, far more than the college as a whole (see chart at right).

Pop Served Age (English)

Chart shows % headcount by age group (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triange color.
Only shows student groups greater than 20 students
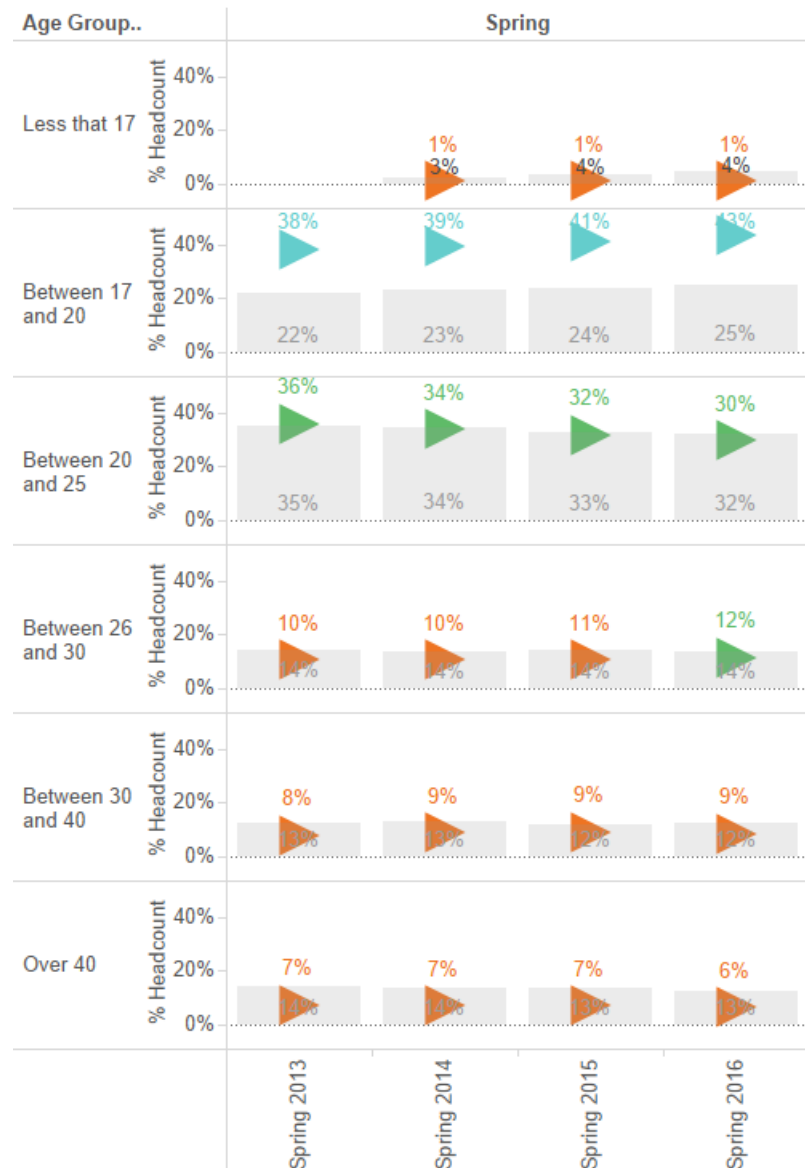
Following is the ethnicity data for Basic Skills:

Basic-Skills Ethnicity Population Served Spring 2012 - Fall 2015 - All Campuses

1.4 Popn. Served - Ethnicity

Shows percent distribution of students by ethnicity for selected cohort.
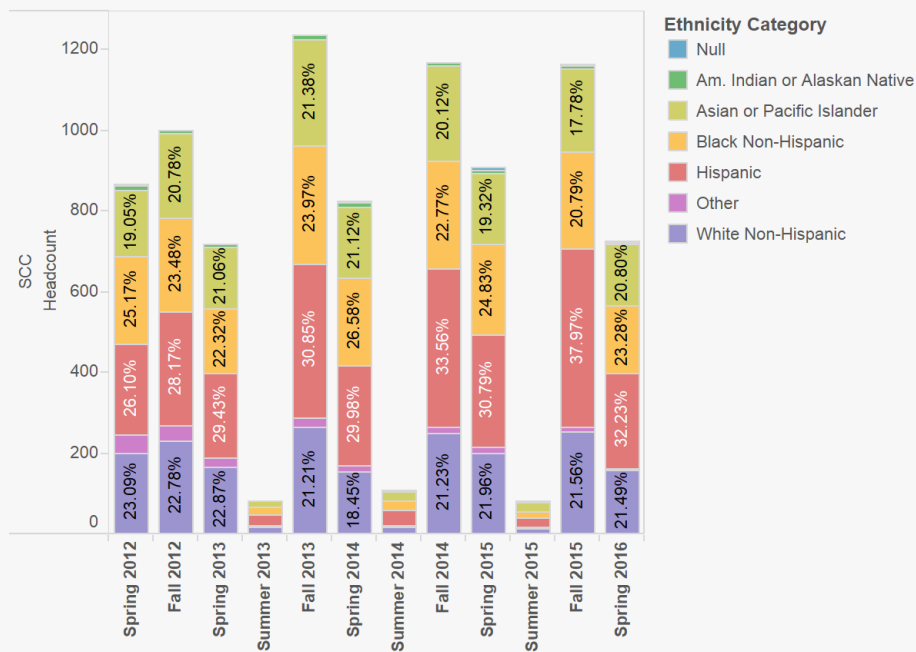
This chart shows that the basic skills courses serve more students of color.

Creative Writing and Literature Ethnicity Population Served, Fall 2009 - Spring 2016

1.4 Popn. Served - Ethnicity

Shows percent distribution of students by ethnicity for selected cohort.
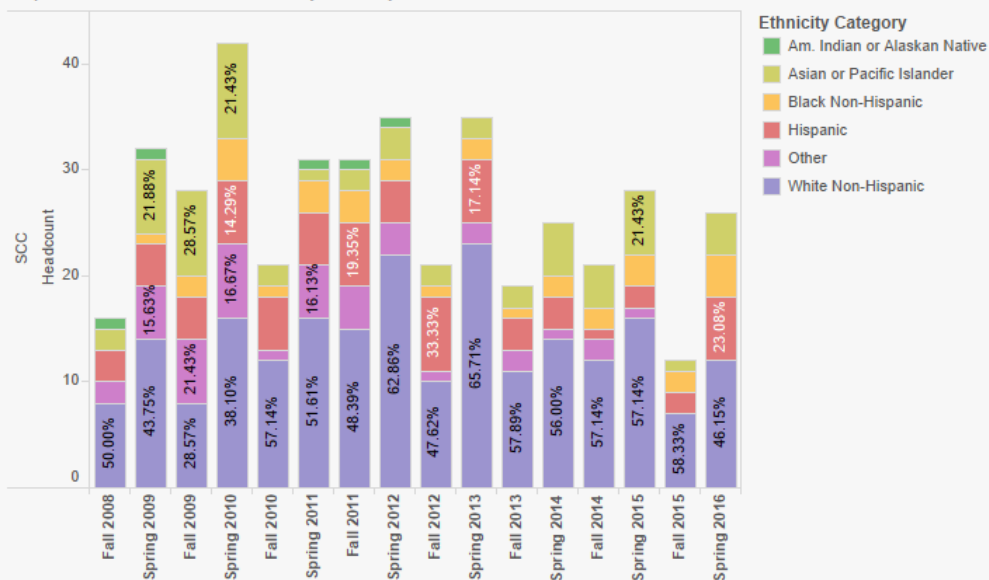
This chart shows that there are fewer students of color in the literature and creative writing courses.

1.5 Status of Progress toward Previous Goals and Recommendations. Report on the status of goals or recommendations identified in the previous program review or in the most recent update. (Please ensure your goals are updated at least yearly.) For status, note if completed, suspended, in progress, or now part of routine department activities. In-progress goals should be added to Table 4.

Table 1. Status of Previous Goals (2010)

Curriculum Goals	Planned Action (s)	Status
Other	Due to the significantly impacted nature of both our 355 and 370 courses, we will continue to expand lab staffing (we are currently down one full time tech in the English/Reading labs) and to develop alternate pathways through English 1. In Fall '10 the English department decided to begin developing an accelerated English course as another way through our basic skills sequence. This course needs to be developed and piloted over the next several semesters. The first pilot was scheduled for fall '11. Additionally, we need to make English 348e a permanent course—English 380. This course should be approved by the curriculum committee in spring '11	Completed (see 1.6, below).
Review course scheduling	Grow ESL enrollments at the Centers.	In progress. No success in Vallejo offerings. The only class in recent years ran in Spring '15 with only 4 students. In better news, we had one evening class per semester running in Vacaville and have also equipped the Vacaville Center to offer ESL Lab, which in turn

		opens the possibility of offering oral skills classes there. We ran the ESL 077/077L combination in Vacaville in Spring '15. (See Table 2, item 33, above.)
Campus & Community Integration/Outreach Goals	Planned Action (s)	Status
Expand advertising	The English Department continues to need to recognize the continuity and integrity of our literature major and program offerings. With regard to encouraging and maintaining enrollments in literature and creative writing courses, the Department should have a reasonable time period during which the Department can collaborate with the Director, Public Relations, Marketing and Communication and other institutional and community contacts so that the courses are advertised in all available areas on campus, in area media outlets such as newspapers, radio stations, and local magazines, as well as community centers and institutions. This effort should take place no later than three weeks before registration begins. To further encourage and maintain enrollments in literature and creative writing courses, a more concerted effort should be made between and among English instructors, the Humanities Division, Counseling, and other departments and divisions so that information about the courses is strategically emphasized (i.e., highlighting minor and major requirements, electives, etc.) to	Completed. The English Department has implemented a three-year course rotation that allows for the offering of diverse courses to satisfy degree and transfer requirements, including AA-T/AA in English. Scheduling patterns include periodic rotation of offerings of genre and specialty courses as well as surveys in American and British literatures, and scheduling of courses includes morning and afternoon as well as MW and TR courses patterns (as of AY 16-17). While the English department advertises these courses and course sequences to majors and likely majors through posters, handouts and targeted electronic communications, the department still needs to develop stronger, more consistent resources for students,

	the student population. Faculty propose that the Division and College fund a certain number of literature classes and rotate the low-enrollment classes, allowing them the chance to make and establish word-of-mouth for future fill.	faculty and staff, including counselors. (See Table 7 Program Overview and Mission, and Campus and Community Integration for more detailed planning.)
Other	Creative Writing — English faculty specializing in creative writing continue to refine a three-course series in creative writing: suggestions include plans for ENGL 006: Creative Writing I, as a general course touching on feature writing, the screenplay, the short story, the poem, and the novel; ENGL 007: Creative Writing II, as a —genre course that allows students to focus on one form of creative writing and work with an instructor in that area; and ENGL 058: Creative Writing: The Literary Magazine, as a capstone course. Creative writing faculty are also exploring the opportunities to link ENGL 058 with JOUR 002: Introduction to Feature and Magazine Writing. Creative writing faculty are researching other community college creative writing programs that offer an AA degree in Creative Writing, with an eye to devising a similar AA degree at SCC. Faculty plan to enhance the connection between creative writing courses and the Humanities Guest Lecture Series; faculty have proposed that poets & fiction/creative non-fiction writers could visit creative writing courses (ENGL 006, 007, and 058), ENGL 021: Introduction to Poetry, and ENGL 024: Introduction to the Short Story	**In progress.**

	classes before the formal readings in the lecture series. Humanities Guest Lecture Series — We plan to continue presenting the SCC staff-funded Guest Lecture Series, free to the SCC community and the community at large. Faculty are exploring ways to enhance the connection between the college experience and life after college via readings and discussions related to topics in the Humanities. Growing the Humanities speaker series in this way will require gathering support for the lecture series beyond faculty contributions.	
Other	Develop ESL webpage to improve awareness of program and to provide new students with more complete information as a basis for self-selection into ESL or English pipelines.	In progress. We have spoken to Scott Ota about developing an ESL webpage.
Student Equity & Success Goals	Planned Action (s)	Status
Add tutoring/skills support options for students	The English Department needs to take the lead in creating a drop-in Tutoring Center. A drop-in writing lab in afternoons and evenings is a possibility that has been suggested several times at Department meetings — it would allow the maximum use of a currently semi-unused room (Room 743) and serve the cross-campus demand for both a drop-in writing lab and access to computers. Such a lab will require increased staffing.	Obsolete. The Writing Lab staff and assignments have merged with Academic Success/Tutoring Center (ASTC) and most activities take place in that space. The physical space of the Writing Lab is now used only by ESL and English 310D classes and to accommodate other department needs.
Add tutoring/skills support options for students	Writing Lab — English faculty continue to be concerned about the inability of our program to successfully serve the number of basic skills students that enter and/or continue at SCC. Due to limited lab space and staffing, we	Completed/Obsolete

	are currently unable to enroll all of the students who need developmental courses, and we feel that the quality of our instruction is suffering as well. Depending on the metric used, we currently are impacted by up to 300 students at the ENGL 350 and 355 levels each semester and by up to 700 students at the ENGL 370 level; there are hundreds of students who cannot enroll in the courses they need each semester. In order to provide our most educationally needy student population with quality instruction in the Writing Lab, following the best practices outlined in the Basic Skills Review of Literature, the English Department needs to consider ways to restructure the labs so that they can be run more effectively and more efficiently. Increased lab staffing must take place regardless of any decisions made about lab logistics — some students wait for instructor help up to sixty minutes.	
Other	In order to improve our enrollment, retention, and success rate for English 2 and English 4, English needs to offer more support for the students having difficulty with the transition between English 1 and these courses. Supplemental instruction through BSI, peer tutoring, and a drop-in lab center as described above could meet this need.	On-going. Enrollment is up in English 2 and English 4, as noted in Section 1.3. Completion rates in the two courses have remained fairly consistent from 2008 to 2013, averaging 75%.
Other	Improve intake assessment to more accurately direct incoming students to English or ESL programs, as needed.	Suspended. We anticipate the statewide common assessment will address this issue with an adaptive assessment tool.
Human Resources Goals	Planned Action (s)	Status

Add/replace full time position	English needs to hire full-time faculty at the least to replace three retirement replacements to serve the needs of the college in transfer and basic skills work.	Ongoing. We have hired several full-time faculty since the last program review, including a new instructor to join us Fall '17, but we are still down two positions, which we need filled to equalize the extra-curricular workload and to free up more time for teaching and learning.

1.6 Previous Program Review Goals Leading to Improvement. Describe any improvements that were made to the program based on the previous program review goals. Include any available data/evidence about how those improvements had a positive impact on student access and/or student success.

As noted previously, offerings of the accelerated course English 360 have been expanded. We have subsequently eliminated 380 (348e) as students previously eligible for that course are now able to enroll in English 1 with a co-requisite of English 310D.

1.7 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs. The California Labor Market website allows employment projections by occupation at the state and county level: http://www.labormarketinfo.edd.ca.gov/ "Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools": https://www.calpassplus.org/ . (Limit to one page or less.)

Internally, the College's change in leadership has seemed to point to growth more in the main purpose of our mission–teaching and learning–and less in the direction of growing the administrative side of the College. A less adversarial relationship between faculty and administration bodes well for the students, whose professors may indeed be able to accomplish some of the educational and curricular program/department goals they have set, as less time will need to be spent "fighting fires," generating endless, repetitive and unnecessary paperwork, and struggling for the bare minimum of funding and support. Additionally, as the state and district financial situations continue to improve, educational funds can be released for academic purposes and not held in a "reserve" far exceeding the legal minimum requirement, and that money can end up back in the classroom, as the taxpayers certainly intended it to do.

External to the College, some recent reports on earning potential and employability of Liberal Arts, and specifically English majors, have confirmed what is conventional wisdom to those of us in the field—the degree is appealing to employers in a variety of lucrative fields such as finance and technology. An article that appeared in *Forbes Magazine* in 2015 notes that several

innovative tech start ups have hired Liberal Arts majors from fields like English, Philosophy, and Theater, and an article published in *Marketwatch* in December 2016 reveals that English majors graduating in 2015 had a 13.6% higher starting salary than those graduating with the degree in 2014. Significantly, this represents a much higher increase than in majors such as Biology (4.2%) and Business (3.3%). One reason cited for the improvement is the increasing interest on the part of employers in "soft skills," such as communication, problem-solving and critical thinking, skills which are often lacking in graduates with technical or other occupation-specific degrees. Although, historically, fewer students have chosen the English major in the past couple of decades, perhaps due to the erroneous reputation of the degree as unlikely to lead to a lucrative career, his simply meant that there are more opportunities opening for those students who do choose the major. This is something that we need to communicate to our students in an organized marketing plan, one that promotes the benefits of the major.

Career Technical Education Planning
(Non-CTE program proceed to Section 2, Assessment.)

1.8 Advisory Boards/Licensing (if applicable). Describe how program planning has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years in an appendix.
 n/a

1.9 Core Indicator Report. Review the Perkins core indicator reports for your TOP code: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx . What are the areas of needed improvement? What efforts have you already made and/or plan to make to support students in these areas? (Limit to 1-2 paragraphs)
n/a

ASSESSMENT

Program Learning Outcomes

2.1 PLOs and ILOs. Using the table provided, list the Program Learning Outcomes (PLOs) and which of the institutional learning outcomes (ILOs) they address. In the same table, specifically state (in measurable terms) how your department assesses each PLO. State the course(s) and assignment(s) where the PLOs are measured. Additionally, please review the PLOs in the college catalogue to ensure they are accurate. If they are not, be sure to add as a goal (Table 4) plans to change PLOs in CurriCUNET and contact the curriculum office to ensure they are updated in the catalogue.

Table 2a. Program Learning Outcomes

Program Learning Outcomes	ILO	How PLO is assessed

1. Demonstrate an ability to compose and communicate using appropriate rhetorical patterns and writing strategies.	PLOs will be mapped to new ILOs in new CurricUNET Meta (Spring 2018)	PLOs will be mapped to relevant course SLOs in CurricUNET Meta (Spring 2018)
2. Demonstrate college-level reading, writing, and analytical skills.		
3. Demonstrate an understanding of the importance and influence of literature's study of the human condition in shaping and reflecting intellectual history and cultural identity.		
4. Demonstrate, through the study and analysis of literature from a variety of cultural or ethnic backgrounds and sexual orientations, an ability to recognize and examine assumptions about difference and social norms and an understanding of how the experience of reading literature from different perspectives can better prepare one for meaningful participation in a diverse global community.		
5. Explore and demonstrate through creative writing and/or analytical techniques, the practice and study of diverse literatures and publishing.		

2.2 PLO Mapping. Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M)).

Table 2b. Program Courses and Program Learning Outcomes
This table will be updated as the department moves to CurricUNET meta. Also, some courses listed below have been removed from the catalog.

Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
ENGL001	M	M	D	D	I
ENGL002	M	M	M	M	D
ENGL004	M	M	M	M	D
ENGL005	M	M	M	M	D
ENGL006	M	M	M	M	D
ENGL007	M	M	M	M	M
ENGL012	M	M	M	M	M
ENGL013	M	M	M	M	M

ENGL014	M	M	M	M	M
ENGL016	M	M	M	M	M
ENGL018	M	M	M	M	M
ENGL021	M	M	M	M	M
ENGL023	M	M	M	M	M
ENGL024	M	M	M	M	M
ENGL025	M	M	M	M	M
ENGL030	M	M	M	M	M
ENGL031	M	M	M	M	M
ENGL032	M	M	M	M	M
ENGL033	M	M	M	M	M
ENGL034	M	M	M	M	M
ENGL035	M	M	M	M	M
ENGL036	M	M	M	M	M
ENGL037	M	M	M	M	M
ENGL038	M	M	M	M	M
ENGL040	M	M	M	M	M
ENGL041	M	M	M	M	M
ENGL044	M	M	M	M	M
ENGL049	M	M	M	M	D/M
ENGL051	M	M	M	M	D
ENGL058	M	M	M	M	M
AMST1	D	D	D	D	D
AMST2	M	M	M	M	D

Current courses as of AY 2015-2016		
ESL334 (replaced 372 & 374)	I	I
ESL074 (replaced 078 & 079)	D	D
ESL094 (replaced 006 & 055)	M	M
ESL373	I	I
ESL373L	I	I
ESL077	D	D
ESL077L	D	D
Old courses (through Spring 2015)- prior to integrated skills redesign		
ESL006	M	M
ESL055	M	M
ESL078	D	D
ESL079	D	D
ESL087	M	D
ESL100	D	D
ESL101	D	D
ESL330	D	D
ESL372	I	I
ESL374	I	I

2.3 PLO Results and Planned Actions. Utilizing Table 2c, summarize the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to Table 4 (goals) as well as any needed resources (Section 7.2) to achieve desired results. (If PLO Assessments are extensive, then make a note here and use an Appendix.) Then, in Table 2d, complete the assessment calendar.

Table 2c. Program Learning Outcomes Assessments

Following is an outline of the contents of the 2013 Fall PLO assessments for English:

PLO Assessment(s):

1. English: Basic Skills
(a) English 305
(b) English 350/355
(c) English 360
(d) English 370
(e) English 380

2. English: Transfer-level Composition
(a) English 001
(b) English 002
(c) English 004
(d) English 001/002/004 Summary and Argument for Increase in Units
• October 2013 Update

3. English: Literature

4. English: Creative Writing

5. English: Conclusions resulting in revised Education Master Plan(EMP) language and goals
(a) General
(b) Composition, Developmental
(c) Composition, Transfer
(d) Literature and Creative Writing
(e) Writing Skills Lab
(f) Rationale

See **Appendix C: PLO Assessments,** for Section 5, Conclusions resulting in revised EMP language and goals, as well as the complete PLO assessments for ESL.

Table 2d. PLO Assessment Calendar

Faculty typically choose to assess all the PLOs during the same academic year. Please mark the year they will take place.

	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22
PLO1					X	X				
PLO2					X	X				
PLO3					X	X				
PLO4					X	X				
PLO5					X	X				

2.4 PLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of program learning outcomes assessments.

Following is one example of how courses and the program were changed as a result of PLO assessment. English 305 students were not succeeding at persisting into and through English 1. For example, 92 students were enrolled in English 305 in Fall 2010. By Spring '13, seven of those students had attempted English 1, and three had passed. (8% attempted, 3% passed). If we look farther back, we will see some semesters with higher numbers, but on average, the persistence rate of English 305 students hovers in the high single digits. Additionally, the department stated the following in its most recent (Fall '13) program assessment:

> The department has been moving toward consensus that 305, in its current form, should not exist, as it serves nearly no one well. Students divide into roughly 3 groups: 1. Those who will struggle to even read and write at the 305 level, let alone college level, without considerable individual assistance; 2. Those who are capable of doing the work, but fail due to affective factors, poor personal management skills, etc.; 3. Those who can do a great deal more than the 305 outcomes call for. Group 1 would be better served by specialized DSP instruction and support. Group 2 would be better served in a lab environment. Group 3 would be better served by going straight to 360. For these reasons, the department approved the elimination of English 305 with the replacement of a new, multi-tiered sequence of English 310 labs (310A, and 310D), which was a combination of one-on-one and small-group instruction. In this new system, students who previously placed into English 305 are to be placed in a 1.5 unit English 310A. However, after offering several semesters of the course, we determined as per the PLO reports that it often served as a barrier for student success. As of Fall 2017 310A will no longer be offered. In contrast, the addition of English 310D to some sections of English 001 has been effective and we plan to continue and increase the number of sections offered.

Additionally, as explained earlier in this document, the changes that were made to the unit values of the transfer-level courses, English 1, 2, and 4, were made in part to help meet the requirements of the PLOs.

Student Learning Outcomes

2.5 SLOs Status. Describe the current status of SLOs in your program. If deficiencies are noted, describe planned actions for change and include these in your goals (Table 4).
- Are there 2-4 measurable SLOs for each course in your discipline?
- Have success criteria rubrics been created to standardize the evaluation of student success?

- Have faculty assessed the Student Learning Outcomes according to the published Assessment calendar (at least twice in a program review cycle)? You may wish to include a SLO assessment calendar for each course in the discipline (Table 3); move to appendix if lengthy. Do the assessments follow the guidelines for quality outlined in the *SLO Quality Assessment Rubric*?
- Have faculty engaged in discussions about SLOs, success criteria, and their assessments as they relate to the improvement of student success and the challenges students face?
- Have faculty disaggregated any of the assessment results to show specific areas of need in the classroom (for example, commonalities among students who are less or more successful such as attendance, use or lack of use of student support services, proficiency or difficulty with writing, role overload or other stressors outside of school, etc.)?
- If deficiencies are noted in any of the above areas, describe planned actions for change.

Across the department, SLO Assessment has been a challenge because the reporting format has been changed so frequently, with limited training and support, and access to forms and uploading procedures are confusing and not easily discovered; also, the cycle hasn't been clearly communicated in the absence of a department chair to help orchestrate the process. (See Table 7, Assessment Goals for planned action.)

In order to assure standardization of outcomes, we have decided that, in the future, we will submit level-based SLO assessments. Reports will be generated by a committee of faculty who are teaching a given course. The committee will meet before the semester to develop assessment tools and then at the end of the semester to analyze results. This will not affect courses of which only one section is offered, but collaboration among the appropriate faculty for similar types of courses will ensure standardization across the courses.

With the upcoming implementation of CurricUNET Meta, all SLOs will be systematically reviewed to ensure accuracy.

Table 3: SLO assessment calendar

The department's planned SLO assessment cycle:

- ENGL 001 - Every Fall
- ENGL 002 - Every Spring
- ENGL 004 - Every Spring
- ENGL 360 – Every Spring
- ENGL 310D – Every Fall
- ENGL LIT and CREATIVE WRITING Courses (5, 6, 7, 10, 12, 21, 23, 24, 30, 31, 40, 41, 44, 58, 59) – every time offered (or every two years in cases where a class runs more often)

2.6 SLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.

Past SLO assessment criteria for our Basic Skills classes included the Composition Mastery Exam (CME), a single, timed, written exam taken by all 300-level English students and eligible ESL students. While the CME was helpful as a common assessment tool, the department decided, after much deliberation, that the exam as then constituted led to inequitable impacts on students based on 1) how much class time was being dedicated to preparation and 2) how much weight the exam was given on individual instructors' grading scales. Further, we determined that the high-stakes nature of the test was detrimental to student success, persistence, retention, and even, possibly, recruitment and enrollment. As a result, the department has moved to a common final exam (CFE), to be scaffolded, delivered, and assessed by the individual instructors, using a common rubric, and considered a contributing, rather than a deciding factor, in determining students' placements at the end of the term.

As mentioned earlier, for transfer-level general education, we have increased English 1, 2, and 4 from 3 to 4 units to align with state course identification descriptors (C-ID), as well as to develop consistent expectations in relation to student workload, with the goal of increasing student success across the campus. This, also, is a result of SLO assessments as students were consistently unsuccessful at basic analytical skills (such as the ability to master the essay form, or providing objective analysis rather than summary or personal response) as well as of research conducted on and off this campus and supported by our last curriculum review and the EMP.

General Education & Institutional Learning Outcomes

2.7 GELOs and ILOs. Review any general education courses offered by your program to ensure they are accurately linked with the appropriate general education learning outcome (GELO) in the CurriCUNET assessment module, and that the GELO is measurable in the SLO(s) of the course. Then review all courses and their SLOs in CurriCUNET to ensure they are accurately linked with the appropriate institutional learning outcomes (ILOs), and that they are measurable. In most cases there will only be one GELO and/or one ILO link per SLO. Report on changes that need to be made in order to effectively integrate GELOs and ILOs into instruction.

All of the English Department's Courses align with the College's Core Competencies (Institutional Learning Outcomes, January, 2016) in all areas. All course SLOs have been purposely written to support the institution's Core Competencies.

The Basic Skills courses are strong in in particular area 1, Communication and 4, Personal Responsibility. The addition of the lab course English 310D provides extra scaffolding for underprepared students in these areas.

Our integrated ESL skills courses primarily focus on the relationship between reading and writing. We also have beginning and intermediate courses focusing on listening and speaking,

which also include a lab component where students gain listening, note-taking, and writing skills. All of the ESL courses utilize all four modes of language development.

As communication is the basis of any English course, and critical thinking and writing are the core of any expository writing, which requires the ability to identify and solve problems, all English courses meet these criteria. Since students have requirements to complete and deadlines to meet, personal responsibility is engendered as well, and all courses address analysis and some level of research skills (outside source evaluation and integration), and because of the diversity of our courses and group work, cross-cultural comparison is a regular part of our courses.

CURRICULUM

3.1 Course offerings. Attach a copy of the course descriptions from the most current catalogue. Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. If there are courses in the catalogue that haven't been offered in the past two years, state the course(s) and note the reason(s) they haven't been offered (no faculty to teach, low enrollment, etc.). State the plans for either offering or inactivating/deleting these courses. Also state whether any new degrees of certificates have been created and the rationale for doing so. For baccalaureate programs, include any upper division general education courses as part of the report.

For the 2017-18 catalog list of course offerings, see **Appendix A: Degree and Course Offerings.**

The increase in units for English 1, 2, and 4 and the changes in Basic Skills courses to include support co-requisites and to increase units for English 360 all serve to increasing student-professor contact hours, and allow professors to respond to student need much more swiftly and effectively.

We created integrated skills partially as a way to address low enrollment by consolidating all same-level students into single sections. We are creating non-credit versions of levels one and two in our ESL sequence. Non-credit will expand access to undocumented and lower-income students.

We increased the number of online offerings of transfer courses, English 1, English 2, and English 4, as well as offering two literature courses online for the first time in 2016-17-- Introduction to Poetry in Fall 16, and California Literature in Spring 17; Poetry will be offered again in Fall 17. We lag behind most of our regional 2-year colleges in online English course offerings and are hoping to increase our enrollment by reaching a wider group of potential students through this addition of online courses. We will also be increasing the number of professors offering these online courses to give students more choices of instructors, as well as more variety in the choice of courses themselves.

In composition/basic skills, we have been scaling up our new English 1/310D over the past several semesters. We offered 3 sections in Spring '16, 6 sections in Fall '16, 10 sections in Spring '17, and will offer 13 in Fall '17. We will continue to modify these plans based on enrollment patterns. One of these courses is offered online, one at Vacaville Center, and three at Vallejo; the rest at the Main campus.

3.2 Scheduling and Sequencing. Discuss efforts to optimize access through scheduling. How have faculty (in collaboration with deans) planned the timing, location, and modality of courses? Report on whether courses have been sequenced for student's timely progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame and if there are plans/goals for scheduling changes. (Limit to 1-2 paragraphs)

The two-hour class sessions resulting from block scheduling give teachers an increased chance to achieve an arc in daily instruction, and the integrated skills courses allow instructors the opportunity to explain the universal connection between reading and writing skills.

The seminar literature courses--both genre studies and historical surveys--when run at smaller enrollments allow for more, and more meaningful instructor-student contact. The (ideally) smaller class numbers allow instructors in these courses to be able to work more closely with students who are unfamiliar with the conventions of literary analysis (which is often the case with non-majors in the literature courses, as the prerequisite for the course is English 1, which typically does not cover literature). This also enables instructors in literature and creative writing courses to function as mentor/advisors for students interested in majoring in English.

Transfer level courses are clearly sequenced -- English 1, followed by English 2 or English 4, depending on student's chosen field and institution.

The course sequence prior to spring 2012 gave students multiple starting points in the Basic Skills course offerings. With the movement towards streamlining Basic Skills and adjusting course offerings, the department did not offer English 305, 350/350L, 355/255L, 370/370L, or 380, starting spring 2016. For more on Basic Skills, see Section 5.1.

Further sequencing through the major is variable, depending on whether students are working toward and A.A. or and ADT: A. A.-T, and on what their transfer institution requires, and what their area of emphasis is (e.g., American Lit, Poetry, Medieval Lit, Creative Writing, etc.).

However, according to our informal conversations as well as our formal surveys, our English major students and others taking electives in the Literature program need to have a more dependable schedule of courses in order for them to plan their schedules, especially as many of our advanced students are also working.

Students' progress through the English major has been a bit problematic, due to the many elective offerings, the diversity of student choice and desired emphasis, variation in articulated institution requirements, and administrative cancellation of classes as the minimum enrollment

was raised from 50% -60% in 2009, which has resulted in our being an English department which has not offered Shakespeare or Western Lit in well over three years. This caused students to be unable to complete their course work in an appropriate time span. To address this, we have clarified the progression of courses for them and are working on the best ways in which to ensure that they have the information in time to enroll in courses, as well as allowing necessary courses to run at slightly lower enrollment. We need to be sure to offer courses regularly and reliably to increase the number of majors; by not offering key courses because of low enrollment, we inhibit our ability to keep the major robust and our students moving toward their goals.

Following is the sequence of English courses, on average, taken by students in Fall 2016/Spring 2017:

ENGL 360
ENGL 001OR ENGL 01/310D
ENGL 002
ENGL 004

3.3 Student Survey. Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses? Please include the student survey and any relevant charts as an appendix.

A survey of Literature and Creative Writing students was given in Sp '16, but analysis still hasn't been completed. We are awaiting the results of the other student surveys as well.

For discussion of the Basic Skills survey results, see **Appendix E**.

3.4 Fill rates/Class size. Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment. (Limit to 1-2 paragraphs)

Fill rate data for all English classes appear in **Appendix D: Fill Rates and Class Size**.

The college as a whole dropped from a Fall 2011 average of 96.3% fill to 74.2% by Fall 2014, again perhaps as a result of our 2012 cancellation of summer classes. Focusing only on literature courses, the fill rate has declined from 88.8% in Fall 2011 to 64.1% in Fall 2014, paralleling the college-wide trend (see chart below).

As we have seen a reduction in the number of Literature courses offered, we have also seen fill rates for Literature classes drop. Anecdotally, we have heard from students that last-minute cancellation of classes has influenced their decision to continue to enroll in Literature classes at Solano. Some students have left the college altogether, to attend a neighboring community college, and others have chosen other disciplines for elective coursework.

Therefore, as certain classes remain unfilled after being offered over the course of several rotations, we have reluctantly deleted them from the catalog, with the understanding that they may be revived if ever there appears to be renewed interest.

However, we believe that reduction in courses (as opposed to consolidation, which is beneficial and efficient, as seen in the Basic Skills program) is not the way to grow a program or a major, although this seems to have been fiscal policy of this college for quite a few years; to us, this appears counter-productive, as our students have also indicated to us. Therefore, in order to be able to offer more classes on a regular and predictable basis, we would like to see class sizes for the sophomore-level courses (post-English 1) reduced and standardized from the highest in the department (35 as compared to between 25 and 30) to at least 25, so as to be able to meet the required 60% fill rate more frequently. As these classes are all still 3 units, but do still require a great deal of contact hours in assisting students under-prepared in literary analysis (English 2 is **not** a pre-requisite for the Literature courses), it places an extra burden on faculty to have a larger class than other courses which also have more contact hours in addition to their smaller class sizes. Students in literature seek more attention with their papers and reading to develop the skills necessary to read and analyze literature. Smaller class sizes would also allow for students to participate more fully.

Additionally, all class sizes need to be standardized; some Literature courses are set at 25, some at 35; some transfer-level classes are set at 35, some at 30, others at 25. As they all have the same alleged workload per unit, they should have the same low class size; English classes are some of the more high-maintenance courses, as we are teaching not just technical skillsets and facts, but soft skills, which require lots of individualized, hands-on, responsive, and flexible instruction, a teaching methodology which is not facilitated by overloaded classrooms.

3.5 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (Limit to 1-2 paragraphs).

Although fluid, articulation agreements with local colleges appear to be up-to-date. For example, following is the articulation agreement with CSU-Sacramento:

```
A.  REQUIRED LOWER-DIVISION PREPARATION
                    (9 UNITS) SELECT THREE OF THE FOLLOWING:
------------------------------------------------------------------------
ENGL 40A    INTRO TO BRITISH LIT,I    (3)|ENGL 40    Survey of English      (3)
                                         |           Literature
------------------------------------------------------------------------
ENGL 40B    INTRO TO BRITISH LIT,II   (3)|ENGL 41    Survey of English      (3)
                                         |           Literature
------------------------------------------------------------------------
ENGL 50A    INTRO TO AMERICAN LIT,I   (3)|ENGL 30    Survey of American     (3)
                                         |           Literature I
------------------------------------------------------------------------
ENGL 50B    INTRO TO AMERICAN LIT,II  (3)|ENGL 31    Survey of American     (3)
                                         |           Literature II
```

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-----------------------------------------------------------------------------
ENGL 65    INTRODUCTION TO WORLD LIT. (3)|ENGL 16    Masterpieces of Western (3)
           IN ENGLISH                    |           World Literature
-----------------------------------------------------------------------------
```
With the change in unit value of English 1, 2, and 4, all C-ID descriptors appear to be current.

3.6 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (Limit to 1-2 paragraphs).

Starting in AY '17-18 we plan on reaching out to potential students who would otherwise not have the opportunity to take our courses by trying to partner with local K-12 schools. Josh Scott, with Shemila Johnson, former director of enrollment services, met with the vice principal of Armijo High School in early February '16, and were planning more outreach programs at Armijo and other local feeder schools in the future.

The department also very successfully offered English courses (360, English 1, English 2) at MIT Academy in Vallejo starting Fall '16. (See Appendix F, Student Success and Retention, for student data from MIT.)

3.7 Distance Education (if applicable). Describe the distance education courses offered in your program, and any successes or challenges with these courses. Discuss any efforts to become involved with the Online Education Initiative (OEI). (Limit to 1-2 paragraphs)

Typically, the department had offered two sections each of our transfer level composition courses--College Composition (English 1), Introduction to Literature and Critical Thinking (English 2), and Critical Thinking (English 4)--each semester, including summer session. We are continuing to expand our online course offerings, doubling the number of each transfer level course offering from two to four per semester and increasing the variety of instructors teaching the courses to allow students more choice in online courses. For Fall 17 we are offering four sections of each English 1, 2 and 4. All sections of our online courses are full and have wait lists within one week of the start date. In addition, in an effort to reach out to a wider pool of possible literature students, have adapted two of our current literature courses to an online modality, Poetry (English 21) and The California Experience in Literature (English 38), with the latter including a travel component as well.

As online classes are taught by faculty who also concurrently teach traditional face-to-face classes, and apply the same assessment criteria, the consistency of curricula and quality is guaranteed.

CAMPUS & COMMUNITY INTEGRATION

4.1 Campus Integration. Describe how the program connects with the campus community. Include any cross-discipline collaborations, faculty representation on committees, student clubs, or other activities that benefit the college as a whole. (Limit to 1-3 paragraphs)

Through our Learning Communities, such as Puente, and Umoja, we actively introduce students to campus resources, including Counseling, Financial Aid, Transfer and Career Center information, tutoring, scholarships, clubs, library services, technology support, disability services, Academic Success and Tutoring Center, student success workshops, university campus visits, community networking, mentoring, health services, MESA, health services, EOPS, up through graduation procedures.

The Academic Success and Tutoring Center (ASTC), staffed in part by the English Department and in part by peer tutors, also helps students access extra tutoring services and support with writing and reading across the curriculum. We have staffed our ESL drop-in lab with ESL instructors for 7 hours/week to support our ESL student community.

The PUENTE Project is co-sponsored by the University of California and the California Community College Chancellor's Office, and includes college-level English and Counseling courses, and gives students an opportunity to meet and work with mentors in the community. Throughout the program, there is an emphasis on leadership and service. Students enjoy opportunities to volunteer and network with mentors and make positive connections, participating in such events as the Hispanic Chamber of Commerce Annual Awards Gala (Puente Student Scholarship Recognition Event), events held by the Solano College Foundation, and at the Cinco de Mayo celebration hosted by the Student Organization of Latinos (SOL).

4.2 Counseling. Contact the Dean of Counseling to schedule attendance at a Counseling School meeting to discuss any programmatic changes, possible career/transfer options for students, suggested course sequencing, and/or any other information you think would be important for counselors to know. Please provide a brief narrative of the visit. (Limit 1-2 paragraphs).

Outreach to counsellors is underway, as of the Fall 2017 semester.

4.3 Community Ties. Describe how the program connects with the larger community. Include curricular activities, field trips, community/classroom partnerships, marketing efforts, etc. Faculty professional undertakings that support the community should also be included (conference presentations, professional publications, off-campus committee/advisory representation, etc.). (Limit to 1-3 paragraphs)

Community ties is an area in which the English department could improve, as our response to community needs, in terms of basic skills, is more implicit than explicit. However, as we move toward the creation of non-credit courses at the basic-skills level, we hope to improve this response to community needs. AB86 was designed to ensure that community colleges are not replicating services provided by adult education in the community and vice versa; the department is currently investigating potentials for overlap.

These non-credit courses may even include some of our literature or (planned) cinema classes to appeal to the desire for life-long learning among the community at large, and to act as an

introduction to other campus cultural offerings, such as the theater, art shows, student performances, athletic events, etc.

STUDENT EQUITY & SUCCESS

5.1 Student Success/Underprepared Students
- Anecdotally describe how the program works to promote student success for *all* students
- Include how program faculty support *underprepared students* in such areas as fundamental writing and/or math competencies through use of teaching innovations, campus support services (library, counseling, DSP, tutoring, SARS, academic success center), etc.
- Have faculty analyzed prerequisites, co-requisites or advisory courses to determine potential need and potential impact on student success?
- If there are designated basic skills courses in your discipline, include how they prepare students for success in transfer courses
- If an assessment process is utilized to place students in discipline courses, comment on the efficacy of the process in achieving student success

Basic Skills

In the case of our Basic Skills program we have made many innovations to address success and equity. As a result, Basic Skills English writing pass rates have improved slightly from 56% to 58% from 2011-2015. More importantly, if we track the Fall '11 English cohort and the Fall '13 English cohort for two years, their persistence rates to English 1 improved significantly for our accelerated (348G/360) and our lower level classes (305, 355). While we are encouraged by this slight increase, we realize this falls short of our 5-year goal, to increase persistence rates by 10% by the 2016-17 fiscal year. We believe the cancellation of most of our learning disability support, including Learning Disabilities (LD) testing and the Learning Skills program, has contributed to the slow improvement in English and other Basic Skills areas. We are optimistic that these new courses, combined with a hopefully-revamped LD support system (currently under discussion) will significantly increase our pass and persistence rates in the coming years.

We continue to develop more comprehensive placement and outcomes assessment for our Basic Skills (credit and non-credit) courses to look at which factors are most likely to impact students' success. Of note, the department has moved to a common final exam, to be scaffolded, delivered, and assessed by individual instructors, using a common rubric. As detailed in **Appendix E, Basic Skills Course Restructuring,** we have replaced our lowest-level developmental English course (370/370L), which had marginal success, with a highly scaffolded lab course (English 360) that has proven to be more successful, and we have restructured our course sequence to allow a degree of self-placement between acceleration and traditional pathways, as well as a more robust system of multiple-measures placement.

ESL
Because of the integrated nature of ESL grammar courses, students are able to directly apply patterns and rules directly into their writing assignments, allowing students to see the connection

between reading/writing skills and assignments. We also provide students with a supplemental ESL Lab where they can receive individual instruction in the four modes of language development, as well as ample class time for authentic reading and writing tasks, while utilizing multimodal literacies.

In our learning communities, such as Puente and Umoja, we provide supplemental instructors in the classroom and outside the classroom to provide our underprepared students with reading and writing support. However, there is not an effective system in place to identify students who would benefit from ESL support. Currently, ESL courses are self-selective. Our curriculum is designed to prepare students for other reading- and writing-intensive courses. However, there is a lack of continued support for students who leave the ESL program and enter English classes.

Literature/Creative Writing

In order to serve English majors and students needing GE courses for transfer, the department has occasionally allowed some lower enrolled literature courses (approximately 13+) to run, thereby beneficially creating a seminar style classroom, resulting in more varied and engaged student participation in discussions, and more student-centered activities in general, in the class. This also allows professors to assist less-prepared students with the type of work they will encounter later, as they have more time to provide "hands-on" assistance to students who need more help. The smaller class sizes also gives students more opportunity (and permission) to engage in class, which helps to prepare them to participate more fully in the discussion session courses they will encounter when they transfer to four-year institutions, as it helps encourage them to openly discuss ideas, to listen to others' ideas, which further develops their self-confidence and ability to profit from the rest of their education. These smaller classes have been quite successful for our students in preparing them for the more competitive atmospheres of four-year institutions, and many of them have gone on to further academic success; we have had students transfer to all of our local CSUs and UCs, as well as institutions as far away as Wellesley and NYU. They have been accepted into graduate programs at Berkeley in journalism, and at UC Davis in poetry and teaching, and several have been accepted to take semesters abroad at Oxford and Cambridge.

As there are only four professors currently teaching the literature/creative writing curricula, collaboration is much easier. Instructors are able to consult with each other regarding project due dates, to assure that students can apply sufficient time to do their best work. Professors can also confer about student performance or shared areas of difficulty, which gives students more focused and concerted attention. Instructors also discuss course content, to avoiding unnecessary repetition of materials, and/or to collaborate on lessons and lectures regarding required texts used in more than one course, which allows professors to give students a sense of the depth and breadth of the material.

5.2 Success Analysis. Utilizing data from the office of Institutional Research and Planning, report on student success rates in the program as compared to the college as a whole. Then,

analyze success by gender, age, ethnicity, and modality (online vs. face-to-face). Provide possible reasons for these trends AND planned action to equalize student success.

Finally, in courses with many sections (5 or more per semester), compare success rates by CRN. Without naming instructors, note if there is large variance in success rates by section. If so, what are the planned actions to standardize success criteria, and to support student success across all courses?

Online success rates match the success rates of other modalities:

Success by Modality (English)

Chart shows success rate by course modality (triangle represents within discipline, grey bar within Entire Discipline). Disproportionate impact (outside of green shading) is noted in triangle color.

Sched Type		Fall					Spring				Summer			
Lecture and/or discussion	Success Rate	65%	66%	65%	69%	71%	63%	65%	67%	67%	83%	78%	83%	83%	
		67%	68%	66%	71%	69%	64%	66%	68%	69%	76%	76%	79%	74%	
Online	Success Rate	50%	48%	70%	65%	57%	62%	61%	71%	68%	59%	60%	69%	60%	
		67%	68%	66%	71%	69%	64%	66%	68%	69%	76%	76%	79%	>2 nulls	
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017

Success rates by ethnicity and gender are consistent with the college average; in recent years, no significant trends are apparent (see **Appendix F: Success Rates and Retention**).
The data for students not reporting gender specific after Fall 2014 increased in numbers and success, indicating that faculty are successful in creating a classroom environment along with curriculum that addresses the diversity of the LGBT community.

The department continually works to improve success rates for our ethnically diverse population. The Basic Skills committee offers professional development to collaborate with faculty to identify teaching practices to improve communicative competence that includes culturally rich curriculum. Basic Skills English courses are offered in conjunction with student support mechanism: Umoja that serves African-American students while Puente serves Hispanic students to improve persistence and retention.

With the vast variation of age groups, success rates also vary. With open access to the Basic Skills sequence, the success rates hover over 50% with multiple factors that contribute to this trend. The department continues to support our students outside the classroom by suggesting support services that are based on individual needs.

5.3 Cross-Discipline Collaboration (if applicable). For certificates or degree programs with required courses outside the discipline, look at the success rates of students in those classes. Note if there are courses that students seem to struggle with, and describe any collaborations with those discipline faculty to talk about strategies for success (ex. establishing cohort groups,

tutoring, curriculum additions/examples that may make learning meaningful cross-disciplines, etc.). (Limit to 1-2 paragraphs)

N/A

5.4 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

The number of students earning an Associate's in English has decreased, while the number of earned AA-T degrees has increased:

English	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Associate in Arts	6	12	11	9	8	5	9	4	6	2
Associate in Arts Transfer									4	5

5.5 Transfer (if applicable). Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs). For baccalaureate programs, address any efforts to support students seeking to transfer to graduate programs. (Limit to 1-2 paragraphs)

Currently, transfer is primarily handled in the counseling program. Students meet with counselors and develop a transfer plan appropriate to their majors. Professors consistently but informally "poll" their students as to their future transfer plans, especially in the Literature courses, where we are more likely to find English majors. (See 3.1 for anecdotal support for transfer success.)

There is also an informal cohort of students at UC Davis that faculty keeps in touch with and with whom faculty organizes a UC Davis "orientation" for UCD transfer students, to ease the transition from 2-year to 4-year institution, and to help establish a peer-support group.

However, we do recognize the need for the department to take a more active role in encouraging our students to explore a variety of transfer options in the major, which includes informing students of the rich array of careers for which a degree in English is an appropriate foundation.

Following is a table noting the success rate of students who are transfer-ready:

Table shows headcount of students and success rate by course id and transfer ready status

		Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
Total		3,066 68%	2,788 65%	2,975 67%	2,659 63%	423 76%	2,952 68%	2,599 66%	461 76%	3,051 66%	2,692 68%	508 79%	3,150 71%	2,450 68%
ENGL 001		1	1											
	Not TR	874 70%	852 65%	854 64%	793 62%	145 75%	827 69%	846 67%	163 76%	905 68%	807 67%	210 85%	983 72%	909 66%
	Transfer Ready	38 76%	43 86%	41 83%	39 79%	9 89%	38 82%	47 79%	12 83%	38 89%	46 87%	14 79%	46 85%	34 79%
ENGL 002	**Not TR**	343 78%	321 71%	348 73%	376 77%	117 81%	338 72%	330 72%	69 87%	369 71%	408 69%	72 76%	407 73%	432 72%
	Transfer Ready	79 75%	85 86%	85 71%	88 81%	24 79%	65 77%	95 77%	13 85%	63 79%	95 75%	22 73%	75 81%	65 78%
ENGL 004						1								
	Not TR	123 75%	125 68%	124 73%	136 67%	33 88%	106 67%	119 71%	60 70%	124 75%	133 80%	56 71%	166 78%	177 72%
	Transfer Ready	38 84%	45 84%	46 85%	47 79%	14 86%	37 84%	53 68%	19 63%	46 72%	51 90%	19 63%	29 66%	43 84%

5.6 Career Technical Programs *(if applicable)*. For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/ licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data. (Limit to 1-2 paragraphs)

N/A

RESOURCES

6.1 Human Resources. Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTEF, full-time/part-time ratio, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources. (Limit to 1-2 paragraphs)

Due to increased workloads, a high number of adjunct faculty, and additional tasks, the English Department is currently struggling to find time for faculty and staff to meet to discuss teaching and learning outside of a weekly English Basic Skills meeting. However, block scheduling has increased availability for meetings, working groups, and professional development, and we have

also instituted two retreats a year to address the larger departmental issues that come up during the busy academic year.

We currently have fifteen full-time faculty in the English department, with one new faculty to join in Fall '17, but still do not have a journalism professor, so our award-winning school paper, the Tempest, is still not being written or published for several semesters now.

In Fall '15 a cross-listed Full-time ESL/English instructor was hired. In addition, ESL has one adjunct instructor covering offerings at the Vacaville center.

Even with these hires, in contrast to College-wide trends, a high percentage of classes in English are taught by adjunct instructors (see chart at right). Since Fall 2012, retirements and resignations in English have outnumbered new hires, and we were already behind as we went into 2012. Moreover, it is anticipated that this ratio will continue to be adversely affected due to an increase in units for transfer-level composition courses as well as continuing release time in campus leadership, as many of our faculty are involved in release-time positions in school governance, and one professor is teaching classes outside the department in addition to assigned English classes.

FTEF (English)

Chart shows total FTEF by contract type

Measure Names
- FTEF Full Time
- FTEF Overload
- FTEF PT Hourly
- Ftef Ft 50%

Therefore, without more full-time instructors, we will have a difficult time providing support for our neediest students, as adjunct faculty are unable to work exclusively on our campuses, and are not allowed an adequate number of paid office hours. This loss of full-time instructors also means less time for professional development, assessment of curriculum, and opportunity for innovation, especially as an increasing amount of departmental work is required of an ever-shrinking number of full-time (and non-release time) faculty. To see greater student success, we simply must hire more full-time instructors, a position that is supported by a wealth of data.

6.2 Technology & Equipment. Address the currency of technology and equipment utilized by the program and how it affects instruction and/or student success. Make recommendation (if relevant) for resources that would improve quality of education for students. (Limit to 1-2 paragraphs)

The technology in the classrooms and the various computer labs is also extremely important for the way that we teach now; we access the internet, use the projectors to share documents and films, and use the labs to administer quizzes and to workshop writing.

Our IT Department personnel are unparalleled, but we do have some equipment and software shortage problems that impact our ability to serve the students.

Technology continues to be a stumbling block for both students and faculty. Computer access is limited: the number of computer classrooms is inadequate, the few printing facilities available for students are cumbersome and poorly advertised and not always available when students are on campus, and the opportunities for technology education and assistance are non-existent. (The librarians make a heroic effort to assist students in any way they can, but they cannot provide the level of education that many of our students, especially our Disabled Student Program (DSP) or older students need to become comfortable with computer technology.) Given the prevalence of technology in the discipline (students' engagement in online research, reliance on Learning Management Systems, and production of technology-assisted work through Canvas classes or shells, etc.), it is imperative that the department have greater access to materials and support, including great internet access and speed.

We have had a series of calamities with the server this past semester, and the more students and professors come to rely on email as a method of quick and efficient communication, the more we need a reliable system/server. More times than we can count the server was down or the browsers didn't work, and students were unable to receive or turn in assignments. This not only halts instruction, but requires fast rescheduling on the part of the professor, and not as efficient or quality lessons, and also undermines the professor's and the college's authority.

As we develop accelerated and co-requisite models, in-class writing is increasingly important. This puts more pressure on our one computer classroom (although we often have use of the two in the library, they are shared by all the campus and so not always available), meaning we need to expand this resource if we wish to increase effectiveness.
Further, the college has begun to rely heavily on the use of the Online Learning Management System, Canvas, for all disciplines, and the English faculty has been at the forefront of this implementation, requiring students to participate in online discussions, electronic submission of essays and projects, and expanding the number of online-only courses offered. The English faculty has also taken on the bulk of technological literacy instruction with extremely limited support from campus facilities and resources. (For example, we have repeatedly requested the purchase of turnitin anti-plagiarism software to assist in the early detection and eradication of plagiarism in our students' papers, a nation-wide problem, but have yet to have it installed, even though it will interface perfectly with the Canvas platform that we already use.) The lack of technology-education opportunities for students comes up again and again in classroom discussions and department meetings.

Equipment in classrooms is often non-standardized, and as we are being sent all over campus to assigned classrooms, learning new equipment and software becomes an issue if we wish to avail ourselves of the technology we are urged to use in the "smart" classrooms, especially for those of use who want to use a film or to project something from the computer, as in helping students

learn to use the library site, etc. Very often remotes are missing, and the DVD players in other classrooms are of different manufacturers and so the remotes (etc.) are not compatible.
This is a larger problem if we are teaching after staff hours, and/or when we need to seek help from the terrific Administrative Assistants who do not work for our particular department, etc. This lack of standardization is also true for the software across campus, and there are not instructions for use in any classroom.

6.3 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives. (Limit to 1-2 paragraphs)

The opportunity to use the space in the Library for the Academic Success and Tutoring Center has been a great boon. This has allowed greater flexibility of use of the former Reading/Writing Lab space in building 100, for workshops, classes, meetings etc., which we had not had before, as the conference rooms in 1300 and 900 are too small to accommodate our entire faculty full time and adjunct, and not always convenient in terms of time and locations.

Room assignments have become rather problematic with block scheduling and the lack of any classes scheduled in the late afternoon, and seldom in the evening. There is an inadequate number of classrooms available that are appropriate for English instruction, either the size needed to accommodate learning (either too large or too small), or the location, as they are sometimes far-flung and at opposite ends of the campus from faculty offices, which cuts down on students being able to ask questions of the professor after class, and/or attend office hours.

As a result of the many (and inexplicable) re-organizations the college underwent, faculty offices are now divided between the 900 and 700 buildings, when they used to be all in the 700 building, as were our classes for the most part, and our department office is in the 1300 building, at a distance from either office building, when it used to be in 700. This makes regular, casual department collaboration and communication difficult. Our goal is to eventually house all English faculty offices in the same building, and perhaps to reclaim some of the classrooms historically used for English, as the classrooms that we are often assigned are clearly designed for other disciplines: faculty are regularly assigned classrooms designed for cosmetology, for mechatronics, for biology, even for graphic arts. This undermines the centrality of English as a discipline, and also makes English faculty feel like "trespassers" in other disciplines' territory, which doesn't add to a sense of collegiality.

6.4 Library Resources. Schedule a meeting with library faculty to review discipline-specific library resources. Provide a brief narrative about the status of library resources and plans to supplement the collection. Include the library collection evaluation form as an appendix.

As English courses need to teach research and library skills, we need to use the library a great deal, and, contrary to the claims of some of our colleagues in other departments, we still need to teach students to use books as well as to navigate the internet successfully and efficiently, so we need current books in wide-ranging subjects. We need to use the library computer classroom quite frequently, and our students need to use the materials and the printing/copying equipment as they may not have access at home. The fact that the library is not open at nights or on Saturdays or in the summer negatively impacts students' success in our composition classes,

especially in relation to research projects, as students' schedules do not always match regular Monday-through-Friday working hours.

Clearly, we cannot ask that our current exceptional staff cover these hours, so it stands to reason that we need more personnel to cover hours that most academic libraries are available to students. To have students on campus taking classes but with no ability to use the library or consult the librarians seems to "handicap" one group of students by providing them with sub-standard access.

6.5 Budget/Fiscal Profile. Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

We do not have access or input to or control over the department budget. When decisions are made to cut staffing, reduce open lab hours, or reduce sections of courses offered, the English faculty gets minimal information and has even less input.

GOALS & PLANNING

7.1 Program Strengths and Areas for Improvement. Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement. Include any professional development opportunities that would support these areas of needed improvement.

Strengths
- Versatile faculty, with faculty engaging in professional development to maintain currency in pedagogy and curriculum across the discipline
- Scaffolded support for English 1
- Recognized as leader in California for Accelerated Learning in English with Basic Skills Accelerated English, Co-requisite for accelerated college composition, and multiple measures placement strategy.
- Robust offerings of visiting authors and poets
- Ongoing high quality Literary Magazine, *The Suisun Valley Review*
- Collaboration across all areas within the discipline: reading, writing, lab, Literature, and ESL
- Strong participation in school governance at all levels and areas of College administration
- High success and transfer rates to colleges and universities nation-wide

Accomplishments
- Data-driven Basic Skills restructuring in response to current innovations in acceleration
- Reconfiguration of the Common Final Exam for Basic Skills-to-Transfer placement
- Funding and institution of the Teaching Apprenticeship Program

- One of the first schools in the state to integrate all three meaningful methods to open access and improve retention in English 1 (see 2.11 for detailed discussion of Basic Skills).
- Award 1.3 million dollar Transformation Grant, which provided funding for Teaching Apprentices in English 360 and 1/310D, as well as support for multiple measures placement.
- Creation of co-requisite class that doubled success rates in English 1 for underprepared students
- Quinton Duvall Award -- Named for our beloved late colleague and distinguished poet, this award for poetry is presented to a student poet who is then featured in the annual publication of the *Suisun Valley Review*
- Transfers to CSUs Ch UCs Davis, Berkeley, Santa Barbara, Santa Cruz, San Diego; Stanford; Wellesley; NYU; Mills, etc.
- Former students going on to graduate education in English, Journalism, Creative Writing
- Diversity of students taking the surveys of British Literature has increased significantly over the past 3 years; course is now drawing more Latino and African American students.
- Conferences attended:
  - California Acceleration Project Conference (2 faculty members on leadership team)
  - Reading Apprenticeship
  - Institutional Effectiveness
  - Learning Communities Institute at The Evergreen State College
  - OnCourse
  - Northern California Writing Centers Conference
  - Reading integration into all English courses

Most Needed Improvements
- Increased enrollment
- Community outreach
- Increased success in post-composition courses
- Increased diversity in major

7.2 Program Goals. Based on the program review self-study analysis, list any goals from the six focal areas: Program Overview and Mission, Assessment, Curriculum, Campus and Community Integration, Student Equity and Success, Resources, and Professional Development. Then for all goals provide a priority ranking. These goals will be utilized in multiple aspects of the integrated planning process. They will be discussed with the dean, and shared with the relevant planning committees (tech committee, professional dev, etc.). They will also be utilized by the Academic Program Review Committee and the Vice President of Academic Affairs to determine themes and areas of need across campus. Yearly, faculty will collaboratively update the goals during flextime.

Table 4. Program Goals

PROGRAM OVERVIEW & MISSION
This portion of the table should be used to inform the Educational Master Plan.

Goals	Planned Action	Person(s) Responsible	Priority/ target
Fully implement Supplemental Instructor /Teaching Apprentice Program	Includes hiring a coordinator, instituting regular training opportunities, and assessing program at regular intervals	Basic Skills Committee; VP of Student Services	January 2017 Completed
Fully implement Multiple Measures placement	Includes automated placement process through Banner, Basic Skills Transformation Grant	Basic Skills Committee; assessment; research and planning; VP Student Services; IT; VP Academic Affairs	Fall 2017 Completed
Develop a plan for recruiting more students to literature courses and to English major, and for stabilizing course rotations. (See goal in Campus and Community Integration for more detail.)	Include announcements on the college website, material sent to local high schools, and social events highlighting student and faculty scholarship, and solidify course choices and schedules	Dept.	Spring 18
Assist English majors in transfer and increase number of majors	Poll students in transfer level courses at the beginning of each semester and provide individual and group advising on transfer and career opportunities for English majors. Include information about transfer--including links to local colleges and university English programs--on our department web page, once it has been developed. Check with students as to their declared majors.	Dept.	TBD

ASSESSMENT
This portion of the table should inform assessment and curriculum review.

Goals	Planned Action	Person(s) Responsible	Priority/ target
Collaborative SLO assessment (former EMP goals 1 and 12)	Assess Student Learning Outcomes in a more collaborative fashion to answer specific questions formulated as a result of program level assessments and/or other means of faculty-led assessment (e.g. development of common or model assessment rubrics). Standardize assessment rubrics and assignments to more effectively align English 1 (College Composition) outcomes with expected competencies of English 2 and English 4. Develop handbook for instruction/best practices in college composition. Align assessment rubrics and classroom assignments to more clearly link outcomes in English 1 to skills required for success in English 4 and 2. Develop handbooks that illustrate successful linkages through sample assignments and assessments. (See Goal in Student Equity and Success)	Dept.	Sp '18
Clarify publicize and standardize SLO forms and procedures	Generate and post instructions, and working links to everything, and present all instructions in both electronic and written form, held at locations—physical and electronic-- easy to access so that full-time and adjunct faculty can easily and swiftly generate SLO assessments, revisions, access other assessments, etc. The system is somewhat Byzantine as set up now–it needs to be streamlined and optimized.	Dept.	Sp '18

CURRICULUM

This portion of the table should inform curriculum review.

Goals	Planned Action	Person(s) Responsible	Priority/ target
Increase variety Creative Writing courses offered (former Program Review goal 5)	Refine a three-course series in creative writing; investigate AA degree in Creative Writing	Creative Writing Faculty	TBD
Complete creation of non-credit course program (Also under Campus and Community Integration Goals)	Create new non-credit courses, check compliance with AB86	Dept.	Fall 2019
Investigate and consider for implementation a revision of English 310 (EMP goal 24)	Course modification of 310 in CurricUNET	Dept.	Completed
Build some new electives to appeal to English majors and non-majors alike, which will also be acceptable to our transfer institutions.	Generate some cinema genre and analysis courses, an LGBT Literature and Culture course	Lisa, Erin	Spring 18
Create integrated / accelerated ESL courses to attract and better serve transfer-goal students and streamline their progress toward transfer-level English (formerly EMP goal 31)	Creation of English 1 sections specifically identified for "multilingual students" (probably through the 310D augment mechanism) to better support transfer-level success among students who have completed the ESL program and those ELL and bilingual students who have not taken ESL at SCC.	Dept.	Completed

CAMPUS & COMMUNITY INTEGRATION

This portion of the table should inform the Educational Master Plan.

Goals	Planned Action	Person(s) Responsible	Priority /target
Institutionalize the drop-in writing lab	Institutionalize writing lab under the supervision of the English Department	English Basic Skills Coordinator	Fall 2018
Coordinate/create central place for academic support (EMP goal 5)	Establish a formal relationship with counseling and Tutoring Center in joint effort to enhance student success in courses in English	Dept.	Completed

	Coordinate reading/writing lab, drop-in lab, and ASC resources to maximize effectiveness and eliminate redundancy.		
Puente and Umoja collaboration (EMP goals 6 and 19)	Continue to support Puente and Umoja programs to recruit students for typically lower-enrolled Spring offerings due to natural attrition and an increase in cap size. Continue assessing success of programs and modifying them appropriately. Investigate and make recommendations concerning the creation of a "third-semester" experience for Puente and UMOJA students in studies of multi-ethnic literatures.	Dept.	Ongoing
Investigate the possibility of a community-oriented writers' conference at SCC (EMP Goal 16)	Investigate funding sources and outreach.	Dept.	TBD
Increase club activity (EMP goal 17)	Re-establish and support English Club and Creative Writing Club	Dept.	TBD
Improve community awareness of the on-campus literary magazine (EMP Goal 18)	Includes increases in local off-campus submissions	Dept.	Ongoing
Develop and implement an outreach plan to grow the enrollment of local ESL students and make vocational opportunities available to the English-learner portion of the community (EMP goal 33)	Reach out to area K-12 sites and Adult Ed. to identify an off-campus site more accessible to local ELL populations (such as an elementary school site in a primarily Spanish-speaking neighborhood) –See Fall 2015 Basic Skills action plan Grow ESL enrollments at the Centers (Former Program Review goal 8) Develop ESL webpage to improve awareness of program and to provide new students with more complete information as a basis for self-selection into ESL or English	Dept.	TBD

Goals	Planned Action	Person(s) Responsible	Priority ranking
	pipelines (Former Program Review goal 10)		
Grow Humanities Guest Lecture series (Former Program Review goal 5)	Explore ways to enhance the connection between the college experience and life after college via readings and discussions related to topics in the Humanities	Dept.	TBD
Increase high-school students' access to college-level coursework, increasing opportunities to transfer, earn a certificate, or earn an Associates Degree.	Offer the co-requisite 310A class to current high school students	Basic Skills	TBD
Complete creation of non-credit course program (Also under Curriculum Goals)	Create new non-credit courses, check compliance with AB86	Dept.	Fall 2019
Increase enrollment and viability of literature courses (EMP goal 20)	Create advertising and recruitment (flyers, posters, campus signage, messages on home page), and create department website. Stress in advertising and course planning how literature represents the diverse heritage of our students by placing the literature in a historical context both in the United States and Great Britain. Focus on increasing the diversity of students who enroll in our courses.	Dept./IT	TBD

STUDENT EQUITY & SUCCESS
This portion of the table should inform the Educational Master Plan.

Goals	Planned Action	Person(s) Responsible	Priority ranking
Revise English basic skills assessment to include and/or respond to the results of the current assessment pilot for assessment and English 370 and 380 (EMP goal 9)	Two members of the department are attending (and presenting at) a conference through the Institutional Effectiveness Partnership Initiative, and we are planning to apply for a related grant that would fund this work	Dept.	Completed
Improve enrollment, retention, and success rate for English 2 and English 4	Offer more support for the students having difficulty with the transition between English 1 and these courses, including supplemental	Dept.	TBD

(former Program Review goal 7)	instruction through BSI, peer tutoring, and a drop-in lab center		
To ensure student success in sophomore level courses, instructors of English 1 and 2 need to be encouraged/ required to follow the Section K's. These skills are necessary to student success at transfer institutions.	Instructors in English 1 and 2 need to emphasize how to use the databases, employ MLA style and citation practices, concentrate on research skills and skills in writing an academic essay. (See Goal in Assessment.)	Dept.	TBD

RESOURCES

Human Resources Goals (to inform hiring decisions)	Planned Action	Person(s) Responsible	Priority ranking
Increase Full Time Faculty (EMP goal 7, former Program Review goal 6)	Hire Full Time English position	Dept/Dean	1

Technology & Equipment Goals (to inform Technology Master Plan)	Planned Action	Person(s) Responsible	Priority ranking
Update smart classroom computers	New computers needed with faster internet connection for instruction	Dept.	1
Purchase and install turnitin software onto Canvas	Research status of purchase and assist expediting	Lisa	2

Facilities Goals (to inform Facilities Master Plan)	Planned Action	Person(s) Responsible	Priority ranking
More computer labs available to students	Update and expand existing labs; create more lab spaces with printing capabilities	Dept./Dean	1

Library Resource Goals	Planned Action	Person(s) Responsible	Priority ranking
More librarians to keep library open summers, Saturdays, and evenings, whenever classes are scheduled.	Urge the hiring of more librarians	Dept./Dean	1

Other Resource Goals	Planned Action	Person(s) Responsible	Priority ranking
Technology training for students	Suggest and promote workshops for students on how to use the computer, navigate Canvas	Dept.	1

PROFESSIONAL DEVELOPMENT
List any professional development needs that would improve program functioning

Goals	Planned Action	Person(s) Responsible	Priority ranking
Collaborative SLO assessment	Develop and implement level-based SLO assessments. Reports will be generated by a committee of faculty who are teaching a given course.	Dept.	1
Increased training in teaching integrated reading	Send faculty to Reading Apprenticeship conferences, send faculty to CAP program, create "level meetings" to discuss this in more depth	Basic Skills	2

SIGNATURE PAGE

Please include all full-time faculty and as many part-time faculty as possible.

The undersigned faculty in the English Program, have read and have had the opportunity to provide feedback on the attached program review self-study, dated _____.

_____
Faculty Name

_____
Faculty Name

_____
Faculty Name

_____
Faculty Name

APPENDICES

APPENDIX A: Degree and Course Offerings

English

Program Description

The Associate in Arts Degree in English provides the academic and practical experience for further education in English at a four-year institution or a career in English or further education or careers in fields related to English. By completing this program, students may complete transfer requirements to the CSU system and UC system as well as public and private universities both in and out of California to pursue a Bachelor's Degree in English, English Literature or Creative Writing. A Bachelor's Degree in English may also include various emphases such as creative writing, composition/rhetoric, education, literature, or linguistics. Students who complete the A.A. Degree in English will also satisfy the requirements for the A.A.-T degree in English. In all cases, students should consult with a counselor for more information on university admission and transfer requirements.

Associate in Arts Degree

Students will take courses in English as well as in related fields required for English majors. The English program teaches writing, critical thinking, reading, and research skills as they apply to the areas of composition, creative writing, and the analysis of literature. Course work in creative writing is presented in sequenced writing workshops and courses in literary publishing. Course work in literature explores primarily British and American writers through genre, survey, figure, and thematic courses. The Associate in Arts Degree in English can be obtained by completing a total of sixty (60) units, including the twenty-five (25) to twenty-six (26) units for the major, general education requirements, and electives. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis

Program Outcomes

Students who complete the English Associate Degree will be able to:
1. Demonstrate an ability to compose and communicate using appropriate rhetorical patterns and writing strategies.
2. Demonstrate college-level reading, writing, and analytical skills.
3. Demonstrate an understanding of the importance and influence of literature's study of the human condition in shaping and reflecting intellectual history and cultural identity.
4. Demonstrate, through the study and analysis of literature from a variety of cultural or ethnic backgrounds and sexual orientations, an ability to recognize and examine assumptions about difference and social norms and an understanding of how the experience of reading literature from different perspectives can better prepare one for meaningful participation in a diverse global community.
5. Explore and demonstrate through creative writing and/or analytical techniques, the practice and study of diverse literatures and publishing.

REQUIRED COURSES	Units
The courses are listed in the suggested sequence.	
ENGL 002 Critical Thinking and Writing About Literature	4
Two courses from List A	6
Two courses from List B	6
Two courses from List C	6
One course from List D	3
Total Units	25

List A: (select two courses)	Units
ENGL 030 Survey of American Literature I	3
ENGL 031 Survey of American Literature II	3
ENGL 040 Survey of English Literature I	3
ENGL 041 Survey of English Literature II	3

List B: (select two courses)	Units
ENGL 006 Creative Writing 1	3
ENGL 021 Introduction to Poetry	3
ENGL 023 Introduction to the Modern Novel	3
ENGL 024 Introduction to the Short Story	3
Any course from LIST A not already used	3

List C: (select two courses)	Units
ENGL 007 Creative Writing II	3
ENGL 010 Creative Writing III	3
ENGL 018 Introduction to Mythology	3
ENGL 036 Multi-Ethnic Literature in America	3
ENGL 044 Introduction to Shakespeare	3
ENGL 058 Creative Writing: The Literary Magazine I	3
Any course from List A or B not already used	3

List D: (select two courses)	Units
ENGL 049 English Honors	1 – 3
ENGL 059 Creative Writing: The Literary Magazine II	3
HUMN 001 What it Means to be Human	3
Any course from List A, B, or C not already used	3

Associate in Arts in English for Transfer (ADT: A.A.-T)

Program Description
The Associate in Arts Degree in English for Transfer (A.A.-T) is for students who intend to complete a bachelor's degree in English at a CSU. Students will take courses in English as well as related fields required for English majors. This program teaches writing, critical thinking, reading, and research skills as they apply to the areas of composition, creative writing, and the analysis of literature. Course work in creative writing is presented in sequenced writing workshops and courses in literary publishing. Course work in literature explores primarily British and American writers through genre, survey, figure, and thematic courses.

Associate in Arts in English for Transfer
Students who complete this 19-unit major will be guaranteed admission with junior status to the California State University system, though not to a particular campus or major. In all cases, students should consult with a counselor for mor information on university admission and transfer requirements.

To earn the Associate in Arts in English for Transfer degree, students must:
1. Complete 60 semester units that are eligible for transfer to the California State University, including both of the following:
   a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements
   b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
2. Obtain a minimum grade point average of 2.0.

Program Outcomes
Students who complete an Associate in Arts in English for Transfer will be able to:
1. Demonstrate an ability to compose and communicate using appropriate rhetorical patterns and writing strategies.
2. Demonstrate college-level reading, writing, and analysis skills.
3. Demonstrate an understanding of the importance and influence of literature's study of the human condition in shaping and reflecting intellectual history and cultural identity.
4. Demonstrate, through study and analysis of literature from a variety of cultural or ethnic backgrounds and sexual orientations, an ability to recognize and examine assumptions about difference and social norms and an understanding of how the experience of reading literature from different perspectives can better prepare one for meaningful participation in a diverse global community.
5. Explore and/or demonstrate, through creative writing and/or analytical techniques, the practice and study of diverse literatures and publishing.

REQUIRED COURSES	Units
ENGL 002 Critical Thinking and Writing About Literature	4
Two courses from List A	6
Two courses from List B	6
One course from List C	3
Total Units	**19**

List A: (select two courses)	Units
ENGL 030 Survey of American Literature I	3
ENGL 031 Survey of American Literature II	3
ENGL 040 Survey of English Literature I	3
ENGL 041 Survey of English Literature II	3

List B: (select two courses)	Units
ENGL 006 Creative Writing I	3
ENGL 007 Creative Writing II	3
ENGL 010 Creative Writing III	3
ENGL 018 Introduction to Mythology	3
ENGL 021 Introduction to Poetry	3
ENGL 023 Introduction to the Modern Novel	3
ENGL 024 Introduction to the Short Story	3
ENGL 036 Multi-Ethnic Literature in America	3
ENGL 044 Introduction to Shakespeare	3
ENGL 058 Creative Writing: The Literary Magazine I	3
Any course from LIST A not already used	3

List C: (select one course) .... Units
ENGL 059 Creative Writing: The Literary Magazine....... 3
HUMN 001 What it Means to be Human........................... 3
Any course from List A or B not already used.................. 3

Required Major Total Units: 19
CSU General Education or IGETC Pattern Units ... 37-39
CSU Transferable Electives (as needed to reach
    60 transferable units)* 11-13
    Total Degree Units 60

* *9 units may be double counted toward both the major area of emphasis and CSU General Education or IGETC Pattern. Consult with a counselor for more information on completing this degree.*

ENGL 001   4.0 Units
College Composition

Corequisite: LR 010. Prerequisite: A high school GPA of 2.7 or better; OR a "B" or better in Junior or Senior High school English; or a "C+" or better in AP English; or a score of 90 or better within on the sentence skills section of the assessment test; or SAT verbal score of at least 500; or ACT score of at least 23; or a grade of "Pass" in ENGL 370 or 348E or 380 or 348G or 360; or recommendation of a counselor or English instructor based on a Multiple Measures Evaluation; or concurrent enrollment in English 348D or 310D. A writing course which emphasizes critical reading, expository and argumentative writing, and mastery of library research techniques. It includes instruction and practice in critical thinking, in analytical reading and evaluation of written work, and in the methods of clearly communicating and supporting ideas in organized, coherent essays (min 750 words each). Students are required to write an average of 7500 formal words, including a research paper, based on essays, literature read in class, personal experience, and college-level research. C-ID ENGL 100. *Four hours lecture.*

ENGL 002   4.0 Units
Critical Thinking and Writing About Literature

Prerequisite: ENGL 001 with a minimum grade of C. The development of critical thinking, reading, and writing skills as they apply to the analysis of fiction, poetry and drama, literary criticism, and related non-fiction from diverse cultural sources and perspectives. Emphasis is on the techniques and principles of effective written argument as they apply to literature. Essay examinations, critical papers, and some research projects are required. C-ID ENGL 110. *Four hours lecture.*

ENGL 004   4.0 Units
Critical Thinking and Composition: Language in Context

Prerequisite: ENGL 001 with a minimum grade of C. Course Advisory: SCC minimum Math standard. A study of the process of thought and its representation in writing, focusing on the formation of responsible opinions and their presentation in written argument. This course offers practice in the intellectual skills necessary for critical thinking, including observation, analysis, and research; it provides instruction in the organization, arrangement, and stylistic presentation of informative and argumentative writing; it examines the informative and argumentative writing of others and requires students to write their own analytical and argumentative essays. Essay examinations and critical papers are required. C-ID ENGL 105. *Four hours lecture.*

ENGL 006   3.0 Units
Creative Writing I

Prerequisite: ENGL 001 with a minimum grade of C. An introductory study of creative writing techniques in multiple genres. Students develop self-expression through writing and through individual and class criticism of student work. Frequent writing is required. C-ID ENGL 200. *Three hours lecture.*

ENGL 007   3.0 Units
Creative Writing II

Prerequisite: ENGL 006 with a minimum grade of C. An intermediate study of creative writing techniques. Students refine skills of self-expression through individual and class criticism of student work. Frequent writing and intense individual and class criticism of student work are requirements. *Three hours lecture.*

ENGL 010   **3.0 Units**
Creative Writing III
Prerequisite: ENGL 007 with a minimum grade of C. An advanced study of creative writing skills. Students will be expected to show proficiency in at least one genre (poetry, short story, drama, and novel). Frequent writing, intense individual and class criticism, and the compilation of an individual portfolio of genre-specific creative work are requirements. *Three hours lecture.*

ENGL 018   **3.0 Units**
Introduction to Mythology
Prerequisite: ENGL 001 with a minimum grade of C. A survey of the major elements of mythology, its history and development as part of the human experience with a central focus on Western mythology, its origins and development as well as its appearance in and influence on literature. Examinations and papers are required. *Three hours lecture.*

ENGL 021   **3.0 Units**
Introduction to Poetry
Prerequisite: ENGL 001 with a minimum grade of C. A study of poetry as a form of literature and art. This course examines the elements of poetry, the historical development of the genre, and the major themes treated by poetry. Examinations and critical papers are required. *Three hours lecture.*

ENGL 023   **3.0 Units**
Introduction to the Modern Novel
Prerequisite: ENGL 001 with a minimum grade of C. A study of selected novels written during the 20th Century, including the development of the modern novel as a form of literature and the specific techniques and themes employed by novelists. *Three hours lecture.*

ENGL 024   **3.0 Units**
Introduction to the Short Story
Prerequisite: ENGL 001 with a minimum grade of C. A study of the short story as a form of literature, examining the historical development of the short story, the literary elements of the genre, and the major themes treated by the short story. Examinations and critical papers are required. *Three hours lecture.*

ENGL 030   **3.0 Units**
Survey of American Literature I
Prerequisite: ENGL 001 with a minimum grade of C. A survey of literature written in the United States from the time of early settlement to the end of the Civil War. Through focus on significant works of diverse writers, attention is given to major literary movements and to understanding, comparing, and contrasting the diverse political, religious, social, and cultural elements of literature in the United States. Written examinations and critical papers are required. C-ID ENGL 130. *Three hours lecture.*

ENGL 031   **3.0 Units**
Survey of American Literature II
Prerequisite: ENGL 001 with a minimum grade of C. A survey of literature written in the United States from the end of the Civil War to the present. Through focus on significant works of diverse writers, attention is given to significant literary movements and to understanding, comparing and contrasting the diverse political, religious, social and cultural elements of literature in the United States. Written examinations and critical papers are required. C-ID ENGL 135. *Three hours lecture.*

ENGL 036   **3.0 Units**
Multi-Ethnic Literature in America
Prerequisite: ENGL 001 with a minimum grade of C. A study of representative literature by various American multicultural writers: Asian American, African American, European American, Latina/o, and Native American. Written examinations and critical papers are required. *Three hours lecture*

ENGL 040   **3.0 Units**
Survey of English Literature I
Prerequisite: ENGL 001 with a minimum grade of C. A study of major works of British authors from the Anglo-Saxon period through the Eighteenth Century, in poetry, prose, and drama. The course focuses on the development of a literature in English and explores how this literature responds to and shapes its historical and cultural context. It introduces students to the use of critical theory in the analysis of literature. Examinations and critical papers are required. C-ID ENGL 160. *Three hours lecture.*

ENGL 041 3.0 Units
Survey of English Literature II
Prerequisite: ENGL 001 with a minimum grade of C. A study of major works in poetry, prose, and drama from approximately 1798 to the present. The course focuses on the Romantic Movement, the Victorian Age, early 20th Century, modernism, postwar literature, post-colonial literature, and late 20th Century post-modernism. It examines the shifting relationship between literature and its historical and cultural contexts. It introduces students to questions of canon formation and the use of critical theory in the analysis of literature. Examinations and critical papers are required. C-ID ENGL 165. *Three hours lecture.*

ENGL 044 3.0 Units
Introduction to Shakespeare
Prerequisite: ENGL 001 with a minimum grade of C. An introduction to Shakespearean drama and poetry through a study of representative comedies, histories, tragedies, and sonnets. Students will be concerned with dramatic and poetic principles as well as with an understanding of the historical context into which Shakespearean drama fits. Examinations and critical papers are required. *Three hours lecture.*

ENGL 049 1.0 to 3.0 Units
English Honors
Prerequisite: Completion of 24 units of college credit with a minimum GPA of 3.3; a minimum of 5 units in the discipline with a minimum grade of B; an ability to work independently; permission of the School Dean based on instructor availability. An independent study project which generally results in a critical examination of literature of significant creative and/or analytical writing. Students may take this course up to the maximum number of units over multiple semesters. *Three to nine hours by arrangement with instructor and School Dean.*

ENGL 058 3.0 Units
Creative Writing: The Literary Magazine I
Prerequisite: ENGL 001 with a minimum grade of C. A course in the contemporary American Literary magazine which will also produce its own literary magazine: requesting submissions, reviewing them, selecting material, arranging contents and determining the format. Students may write creatively and make their work available for class commentary, as well as for possible inclusion in the magazine. *Three hours lecture.*

ENGL 059 3.0 Units
Creative Writing: The Literary Magazine II
Prerequisite: ENGL 058 with a minimum grade of C. An advanced study of the contemporary American literary magazine and the practice of publishing its own literary magazine, The Suisun Valley Review, where the student is expected to assume a lead editorial role. Students may write creatively and make their work available for class commentary, as well as for possible inclusion in the magazine. *Three hours lecture.*

ENGL 062 3.0 Units
Analytical Reading
Prerequisite: Eligibility for ENGL 360. A college-level reading course designed to improve and enhance the student's ability to understand inferential reading passages. Emphasis is on the development of critical reading skills, including the ability to understand the author's point of view and to engage in textual analysis. In addition, the student should develop the ability to successfully critique college-level reading material by analyzing a variety of prose structures. *Three hours lecture.*

ENGL 310 .5 to 1.5 Units
Writing Skills Lab
Upon registration, each student's writing sample will be used to identify his/her individual writing problems, and an individualized program will be designed to provide instruction in those problem areas. Credit will be earned upon successful completion and mastery of the student's course of study and an appropriate number of hours as specified in each student's contract. Students may take this course up to the maximum number of units over multiple semesters. This is an Open Entry/Open Exit, Pass/No Pass only course. *One to three hours by arrangement.*

ENGL 310A 1.5 Units
Introductory Reading and Writing Skills
Intensive instruction in developmental language processing skills, reading and writing skills, and general college survival skills. Success in this lab will be based on attendance, satisfactory completion of in-class reading and writing assignments. This is a Pass/No Pass only course. *Two hours lab, two and one-half hours by arrangement.*

ENGL   310D   1.0 Units
Advanced English Skills Lab
Corequisite: ENGL 001. Prerequisite: A high school cumulative GPA of 2.3 or better; or a "C" or better in Junior or Senior English; or a score of 70 or better on the sentence skills section of the assessment test; or SAT verbal score of at least 500; or ACT score of at least 23; or a grade of "Pass" in ENGL 350, 355, 370, 348E, 380, 348G, 359, or 360; or recommendation of a counselor or English instructor based on a Multiple Measures Evaluation. Intensive instruction in advanced reading and writing skills for students who are currently taking English 001 or other transfer-level content courses. This class is designed to help students further hone their craft as writers and readers. Success in this lab will be based on attendance and satisfactory completion of in-class reading and writing assignments. This is a pass/no pass course. *Three hours lecture.*

ENGL   360   5.0 Units
Focused English Fundamentals
Prerequisite: A score of 0-89 on the sentence skills section of the assessment test; OR recommendation of a counselor or English instructor based on a Multiple Measures Evaluation (decided upon by the English department). This is an intensive English course which gives students the tools to read and write the sort of sophisticated texts required of them in transfer level courses. There is no lab component to this course. This is a Pass/No Pass only course. *Five hours lecture.*

English as a Second Language

ESL   074   6.0 Units
Intermediate Integrated ESL Skills
Prerequisite: Minimum grade of C in the following: ESL 372 and ESL 374, ESL 334 or ESL 334B, or LOEP score: 2/3 in the range of 50-85. Brings together reading, composition, and grammar skills for intermediate-level ESL students. Students will study vocabulary and comprehension strategies for academic reading, read extensively for fluency, compose paragraph-length compositions, and develop control of a range of sentence structures and verb forms. Not available to students who have completed both ESL 078 and ESL 079. Not available to students who have completed ESL 074A and/or ESL 074B. *Six hours lecture.*

ESL   074A   3.0 Units
Intermediate Integrated ESL Skills: Part 1
Prerequisite: Minimum grade of C in the following: ESL 372 and ESL 374, ESL 334 or ESL 334B, or LOEP Score: 2/3 socres in the range of 50 - 85. The first half of a two-part intermediate integrated skills course, which brings together reading, composition, and grammar skills for intermediate-level ESL students. Students will study vocabulary and comprehension strategies for academic reading, read extensively for fluency, compose paragraph-length compositions, and develop control of a range of sentence structures and verb forms. Not available to students who have completed ESL 074. Not available to students who have completed both ESL 078 and 079. *Three hours lecture.*

ESL   074B   3.0 Units
Intermediate Integrated ESL Skills Part 2
Prerequisite: Minimum grade of C in the following: ESL 372 and ESL 374, ESL 334 or ESL 334B, or LOEP Scores: 2/3 scores 50 - 85, or instructor approval. Course Advisory: ESL 074A with a minimum grade of C. The second half of a two-part intermediate integrated skills course, which brings together reading, composition, and grammar skills for intermediate-level ESL students. Students will study vocabulary and comprehension strategies for academic reading, read extensively for fluency, compose paragraph-length compositions, and develop control of a range of sentence structures and verb forms. Not available to students who have completed ESL 074. Not available to students who have completed ESL 078 and ESL 079. *Three hours lecture.*

ESL   077   3.0 Units
Conversation/Pronunciation Skills
Corequisite: ESL 077L. Prerequisite: Minimum grade of C in ESL 372, ESL 373, or ESL 374. Course Advisory: ESL Assessment Test Score: At or above Level 2. Offers practice in acquiring patterns of American English grammar and pronunciation for the purpose of conversing clearly and completely. Includes practice in critically evaluating semantic and syntactic contrasts among various languages represented by students. *Three hours lecture.*

ESL 077L   **0.5 Units**
ESL 077 Lab

Corequisite: ESL 077. Course Advisory: Familiarity with basic reading and writing skills: English alphabet letter names, numbers, and ability to follow directions. Provides structured listening comprehension and pronunciation practice, basic grammar practice, and elementary word processing practice for students new to the English language who wish to improve their own ability to speak and understand clearly. Instruction is individualized. Materials for the lab may be purchased in the bookstore. This is an Open Entry/Open Exit, Pass/No Pass only course. *One and one-half hours lab.*

ESL 094   **6.0 Units**
Advanced ESL Integrated Skills

Prerequisite: A minimum grade of C in any of the following: ESL 074, ESL 074B, ESL 078, ESL 079 or LEOP scores; at least 2/3 scores over 85. Brings together the reading, composition, and grammar skills offered in the advanced, discrete-skills courses ESL 055, ESL 006, and ESL 087. Students will study vocabulary and comprehension strategies for academic reading, read extensively for fluency, compose paragraph- and essay-length compositions, and practice the grammatical structures necessary to performing a variety of rhetorical tasks. Prepares ESL students for the reading and writing demands of 300-level English courses. *Six hours lecture.*

ESL 094A   **3.0 Units**
Advanced ESL Integrated Skills Part 1

Prerequisite: A minimum grade of C in any of the following: ESL 078, ESL 079, ESL 074, ESL 074B, or LEOP scores: at least 2/3 over 85, or instructor approval. The first half of a two-semester advanced integrated skills course, bringing together the reading, composition, and grammar skills to prepare non-native English speakers for the reading and writing demands of 300-level English courses. Students will study vocabulary and comprehension strategies for academic reading, read extensively for fluency, compose paragraph- and essay-length compositions, and practice the grammatical structures necessary to performing a variety of rhetorical tasks. Not available to students who have already taken ESL 094. Not available to students who have already taken ESL 055 and ESL 006. *Three hours lecture.*

ESL 094B   **3.0 Units**
Advanced ESL Integrated Skills Part 2

Prerequisite: A minimum grade of C in any of the following: ESL 074 or both ESL 078 and ESL 079, or both ESL 074A and ESL 074B, or LOEP scores: 2/3 above 85, or intstructor approval. Course Advisory: ESL 094A with a minimum grade of C. The second half of a two-semester advanced integrated skills course, bringing together the reading, composition, and grammar skills to prepare non-native English speakers for the reading and writing demands of 300-level English courses. Students will study vocabulary and comprehension strategies for academic reading, read extensively for fluency, compose paragraph- and essay-length compositions, and practice the grammatical structures necessary to performing a variety of rhetorical tasks. Not available to students who have already completed ESL 094. Not available to students who have already taken ESL 055 and ESL 006. *Three hours lecture.*

ESL 330   **0.5 to 1.5 Units**
ESL Lab

Course Advisory: Familiarity with basic reading and writing skills: English alphabet letter names, numbers, and ability to follow directions. Provides structured listening comprehension and pronunciation practice, basic grammar practice, and elementary word processing practice for students new to the English language who wish to improve their own ability to speak and understand clearly. Students may take this course up to the maximum number of units over multiple semesters. This is an Open Entry/Open Exit, Pass/No Pass only course. *One and one-half to four and one-half hours lab.*

ESL 334   **6.0 Units**
Introductory Integrated ESL Skills: Reading, Writing, and Grammar

Course Advisory: Familiarity with basic reading and writing skills, English alphabet letter names, numbers, and ability to follow directions, and ESL test score for "Level 1." Introduces reading, writing, and grammar skills for low-intermediate-level ESL students. Students will study vocabulary and comprehension strategies, read for fluency, compose paragraphs, and develop familiarity with basic English sentence patterns and verb forms. Not available to students who have completed ESL 334A or 334B. *Six hours lecture.*

ESL   334A   3.0 Units
Introductory Integrated ESL Skills: Reading, Writing, and Grammar Part 1
Prerequisite: LOEP Assessment test score up to 30. The first half of a two-semester introductory integrated skills course, introducing the reading, writing and grammar skills for low-intermediate level non-native English speakers. Students will study vocabulary and comprehension strategies, compose paragraphs and develop familiarity with basic English sentence patterns and verb forms. Not available to students who have completed ESL 334. *Three hours lecture.*

ESL   334B   3.0 Units
Introductory Integrated ESL Skills: Reading, Writing, and Grammar Part 2
Prerequisite: LOEP Assessment test scores up to 30. Course Advisory: ESL 334A with a minimum grade of C. The second half of a two-semester introductory integrated skills course, introducing the reading, writing and grammar skills for low-intermediate level non-native English speakers. Students will study vocabulary and comprehension strategies, compose paragraphs and develop familiarity with basic English sentence patterns and verb forms. Not available to students who have completed ESL 334. *Three hours lecture.*

ESL   373   3.0 Units
ESL Basic Oral Communication Skills
Corequisite: ESL 373L. Course Advisory: Familiarity with basic reading and writing skills, English alphabet letter names, numbers, and ability to follow directions and ESL Assessment Test Score: Level 3. For students still developing fluency in spoken English, this course offers practice in mastering the patterns of spoken American English through study of the English sound system (pronunciation), conversation strategies, related grammar, writing, and spelling at a high-beginning level of proficiency with oral communication and listening as the focus. *Three hours lecture.*

ESL   373L   0.5 Units
ESL 373 Lab
Corequisite: ESL 373. Provides structured listening comprehension and pronunciation practice, basic grammar practice, notetaking practice and elementary word processing practice for students new to the English language who wish to improve their own ability to speak and understand clearly. Instruction is individualized. Materials for the Lab may be purchasd in the Solano College Bookstore. *One and one-half hours lab.*

ESL   374   3.0 Units
Fundamentals of ESL Grammar
Course Advisory: Familiarity with basic reading and writing skills, English alphabet letter names, numbers, and ability to follow directions and ESL Assessment Test Score: Level 3. The major goals of this course are increasing fluency and comprehension in speaking, listening, reading and writing English through the careful, guided study of grammar: Present, future and past verb tenses, singular and plural nouns, constructing simple sentences, special verbs and patterns, idioms to facilitate communication, spelling and study skills for learning a language. Attendance, participation, completion of quizzes and homework assignments requiring reading and writing will determine the student's success in completing the course. *Three hours lecture.*

ESL   534A   0.0 Units
Introductory Integrated ESL Skills: Reading, Writing and Grammar Part 1
Course Advisory: Familiarity with basic reading and writing skills, English alphabet letter names, numbers, and ability to follow directions, and ESL test score for "Level 1." The first half of a non-credit, two-semester introductory integrated skills course. This course introduces reading, writing and grammar skills for low-intermediate level English learners. Students will study vocabulary and comprehension strategies, compose paragraphs and develop familiarity with basic English sentence patterns and verb forms. *Three hours lecture.*

APPENDIX B: Enrollment Data

Sections Offered, English 001

Sections Offered (English)
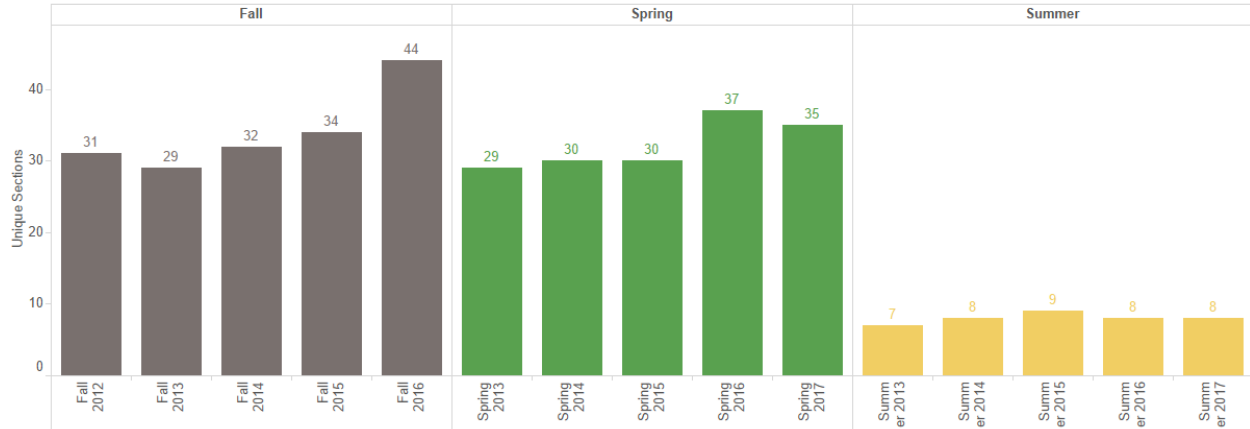
Chart shows number of sections offered by semester.

Unique Sections for each Semester Desc broken down by Semester1. Color shows details about Semester1. The marks are labeled by distinct count of Crn1. The data is filtered on Subject (ANON Composite Data (ANON FINAL DATA)), Semester (ANON Composite Data (ANON FINAL DATA)) and Course ID. The Subject (ANON Composite Data (ANON FINAL DATA)) filter keeps English. The Semester (ANON Composite Data (ANON FINAL DATA)) filter keeps Fall, Spring and Summer. The Course ID filter keeps ENGL 001. The view is filtered on Semester Desc, which keeps 15 of 28 members.

FTES, English 001:

FTES (English)

Chart shopws total FTES by Semester within English
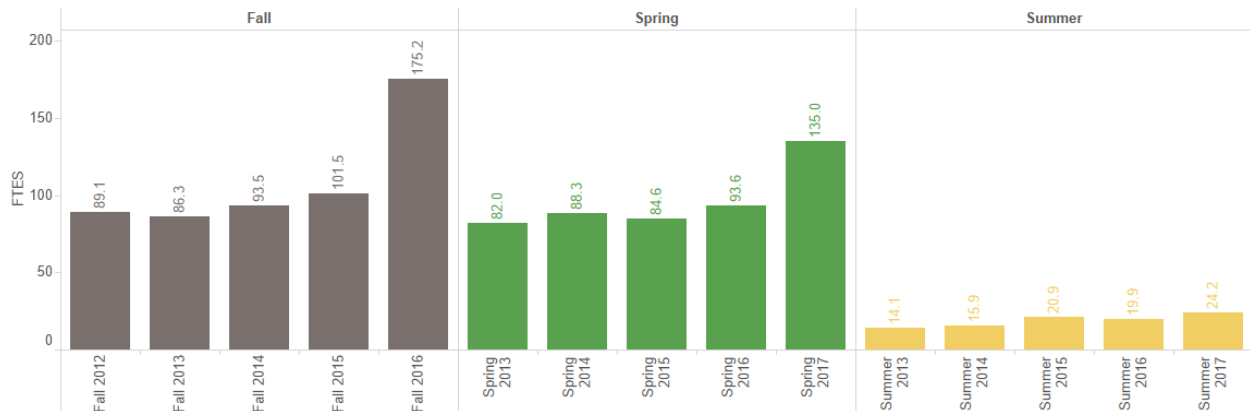
Sections Offered, English 002:

Sections Offered (English)
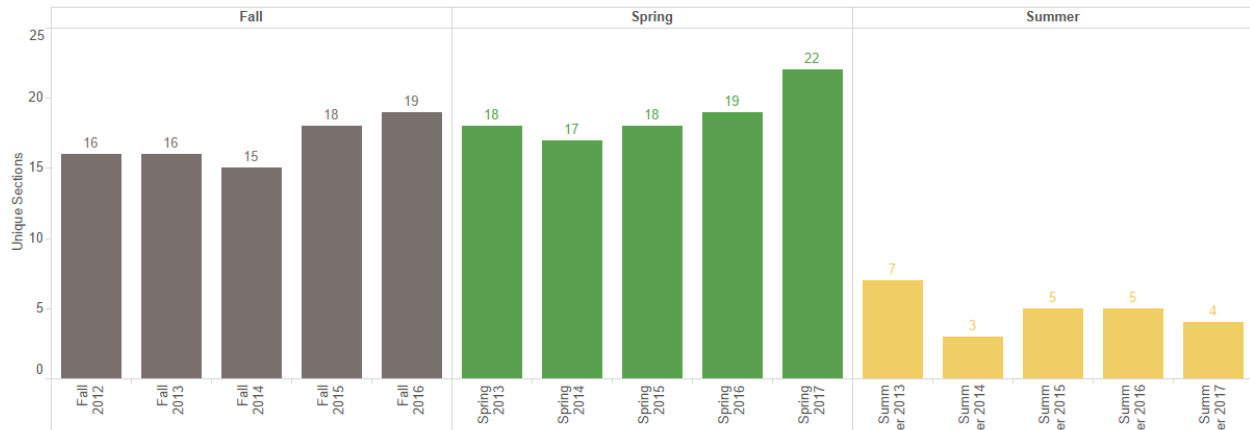
Chart shows number of sections offered by semester.

Unique Sections for each Semester Desc broken down by Semester1. Color shows details about Semester1. The marks are labeled by distinct count of Crn1. The data is filtered on Subject (ANON Composite Data (ANON FINAL DATA)), Semester (ANON Composite Data (ANON FINAL DATA)) and Course ID. The Subject (ANON Composite Data (ANON FINAL DATA)) filter keeps English. The Semester (ANON Composite Data (ANON FINAL DATA)) filter keeps Fall, Spring and Summer. The Course ID filter keeps ENGL 002. The view is filtered on Semester Desc, which keeps 15 of 28 members.

FTES, English 002

FTES (English)

Chart shopws total FTES by Semester within English
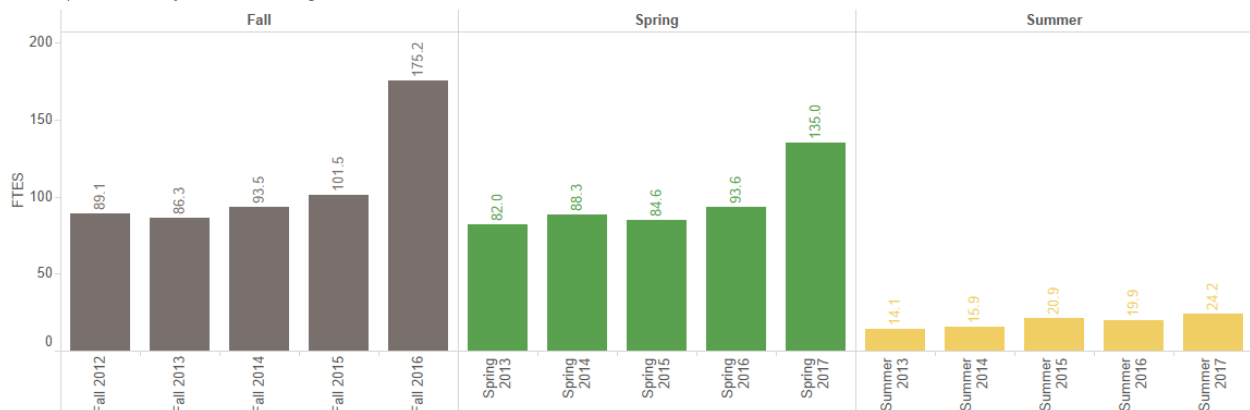
Sections Offered, English 004:

Sections Offered (English)
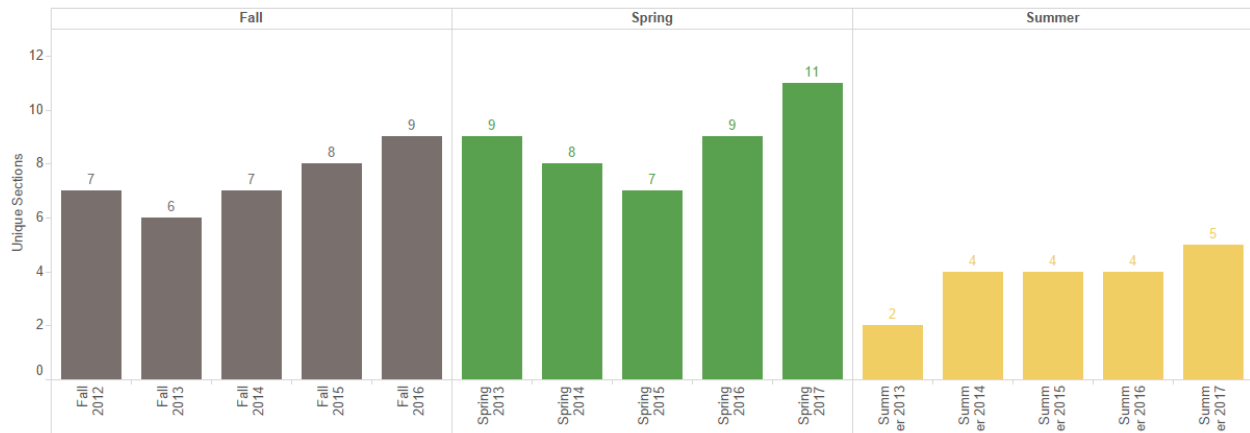
Chart shows number of sections offered by semester.

Unique Sections for each Semester Desc broken down by Semester1. Color shows details about Semester1. The marks are labeled by distinct count of Crn1. The data is filtered on Subject (ANON Composite Data (ANON FINAL DATA)), Semester (ANON Composite Data (ANON FINAL DATA)) and Course ID. The Subject (ANON Composite Data (ANON FINAL DATA)) filter keeps English. The Semester (ANON Composite Data (ANON FINAL DATA)) filter keeps Fall, Spring and Summer. The Course ID filter keeps ENGL 004. The view is filtered on Semester Desc, which keeps 15 of 28 members.

APPENDIX C: PLO Assessments/Conclusions

Conclusions resulting in revised Education Master Plan (EMP) language and goals

General

    1. Assess Student Learning Outcomes in a more collaborative fashion to answer specific questions formulated as a result of program level assessments and/or other means of faculty-led assessment.

    2. Continue to refine recommended scheduling pattern in English to accommodate students' needs in basic skills, general transfer, major transfer, and creative writing.

    3. Submit new degrees for approval in Curriculum to complete the final stages of the development of new degree patterns which conform to the TMC and which enable students to honor various UC transfer patterns for the English major.

        A. Follow up on Curriculum Committee approved unit value increase for the three transfer level Composition courses as C-ID approval is a precondition of this submittable.

        B. Work with the Academic Senate and the Curriculum Committee to expedite Administrative approval of the current recommendations of the Curriculum Committee for English 001, its LR 010 co-requisite, and English 004, including the Curriculum Committee approved increases from three to four units for English 001 and 004.

    4. Continue to support and evaluate the newly created drop-in writing lab to provide cross-curriculum support for reading and writing.

    5. Develop and initiate department-wide strategies for working more closely with existing tutorial and counseling resources to enhance student success in courses in composition.

    6. Recommend new full-time hires in English to replace faculty who have resigned or retired.

    7. Investigate the need for additional full-time faculty in English.

    8. Continue to develop facility recommendations to enhance the classroom experience and to lessen any sense of disconnect between English faculty to improve communications and collaboration.

    9. Continue to support Puente and Umoja programs.

Composition, Developmental

    10. Re-evaluate English 305 as a stand-alone class, and investigate alternate pathways for these developmental students such as a 305-level lab (310A) which students could take alone or alongside another basic skills course.

    11. Investigate and consider a revised English basic skills assessment as many instructors identify poor placement as one impediment to student success in 305, 355, 370 and 380. This investigation shall include and/or respond to the results of the current assessment pilot for assessment and English 370 and 380.

    12. Investigate and consider the recommendation of the English Basic Skills committee to offer a greater number of English 360s with an optional lab as support. Currently, 360s are filling well, and students who pass the class also seem to do better than the "traditional sequence" cohort.

13. Consider moving toward a greater number of FYE-type learning communities in the basic skills sequence.

14. Create, distribute and evaluate prompts for the Composition Mastery Examination (CME) as diagnostics in English 1.

15. Score and build norming packets in preparation for the reading of the CMEs.

Composition, Transfer

16. Standardize outcomes assessment (grading), levels of difficulty of assignments for College Composition (prerequisite for transfer level critical thinking courses to more effectively align English 1 (College Composition outcomes with expected competencies of English 2 and English 4. Develop handbook for instruction/best practices in college composition.

17. Follow up on thoroughly researched Curriculum approved increase in unit value for transfer level composition courses. Urge administration to follow process and honor AB 1725 in respecting faculty expertise in course design.

18. Support and expand collaborative dialogue and instructional methods between English and Library for integrating the outcomes of the English 001 co-requisite, LR 010.

Literature and Creative Writing

19. Solicit manuscripts, arrange for judging and award the Quinton Duval Award in Creative Writing.

20. Solicit readers and manage the Creative Writing Reading Series.

21. Investigate the possibility of a community-oriented writers' conference at SCC, including funding sources and outreach.

22. Re-establish and support English Club and Creative Writing Club.

23. Expand instructional and community support of Suisun Valley Review, including additional readings and connecting the magazine to creative writing awards and reading series.

24. Investigate and make recommendations concerning the creation of a "third-semester" experience for Puente and Umoja students in studies of multi-ethnic literatures.

25. Work to increase enrollment and viability of literature courses through advertising.

a. Create department website;

b. develop promotional print brochures describing the English major, profiling faculty and their areas of expertise, and outlining course offerings in literature over at least a two year cycle.

c. Request regular funding for promoting the program, including English major activities—club meetings, etc.

Writing Skills Lab

26. Expand lab staffing to develop and support new and/or alternate pathways through English 1.

27. Investigate and consider the recommendation that the establishment of a Writing Skills Lab Coordinator position.

28. Investigate and consider for implementation a revision of English 310 to include four .5 unit 310s—310A, 310B, 310C, 310D, where 310A and 310B would serve basic skills English students and 310C and 310D would serve struggling transfer-level English students.

29. Continue to design and evaluate curriculum for the lab for the 2013-14 academic year

ESL Program Assessment

Program name: ESL
Semester of assessment: Fall 2013
Assessment performed by: Jane Berger and Melissa Reeve

PLO 1: Participate and succeed in 300-level English courses and other courses with the "SCC minimum English" advisory.

Results: According to data from the Chancellor's Office Basic Skills Cohort Tracker (Fall 2009-Sp. 2013), around 40% of our ESL students do not continue to regular English. Among those who do continue, our data (from SCC's IR office course data Fall 2009- Fall 12), we found that students passing our Level 1 ESL courses subsequently—the following semester-- pass English 350/355 or English 001 (depending on CME placement) at rates of 100%. However, students who take English 370 or 348G (classes coded as one level below transfer) in the semester directly following the ESL program pass at rates of only 38%. We also noted that students placed in 370 pass the lab course (370L) at much higher rates: 76% were able to pass 370L compared to 38% who passed 370.

Planned action: We need to think about how to address the 40% loss of students at the terminus of the ESL program. This data point raises more questions than it answers, suggesting the need for internal research to discover the reasons that students don't continue, and possibly how we could better support them to do so. Without first knowing students' reasons for choosing not to continue their English studies, we can't begin to speculate whether this is an area we can impact through program change.
As for the disparate pass rates as students move on to developmental and transfer-level English, we believe a mis-match between the content of courses one level below transfer and the reasons for students' placement in them greatly impacts pass rates these courses, and the CME is where this mis-match appears most prominently. Students who move from ESL courses to ESL 350/355 are able to pass the level because the CME rubric still allows for frequent language error, focusing instead on content, organization, and reading response. Students who move directly to English 001 from ESL have already demonstrated near-mastery of sentence skills as well as reading and essay writing skills, and are able to succeed there.

In contrast, students whose CME scores place them in 370 often demonstrate capability in reading and composition, but weakness in sentence-level control. Unfortunately, neither English 370 nor English 348G (360) devote much instruction to sentence skills, so students receive little or no instruction in the very area they are lacking. Not surprisingly, they often make little to no progress in sentence control in these courses, and fail to qualify for English 001 when they take the CME. On the other hand, the fact that the majority of 370 students pass the lab suggests that with opportunities to revise, most of these students are capable of doing passing 370-level work.

These results suggest several possible courses of action. 1. Consider an alternate level-advancement assessment for ESL students (example: portfolio of class work in place of a timed writing). 2. Consider re-formatting the CME timeframe for ESL students, to allow for revision (3 hours? Or, give the reading a day ahead and still just 2 hours for writing?). 3. Consider

developing a 370-level course for ESL students, to continue their sentence-level development as well as developing their reading and essay skills. 4. Consider developing / formalizing an ESL lab co-req or recommendation to accompany 370, 360 and maybe even English 001 (currently students may opt to take ESL 330, but it isn't required, nor is it designed for these students, so it doesn't close the gap for as many as a targeted offering could).

Support needed: 1. Collaboration with English department. 2. Time designated to developing whatever alternate pathway is deemed best. The best way to designate time would be through a strategic proposal assigning some proportion of faculty load to the several elements of our program apparently in need of development and/or re-design, as indicated in both PLOs 1 & 2.

Expected timeline for action:
• Survey students about goals (research reasons students don't continue beyond ESL): Fall 2013

• Collaborate / consult with English department to consider possibilities to work through the "bottleneck" at the 360/370 level: Fall 2013

• Pilot alternate to CME or alternate CME format, if accepted by English Dept.: Spring 2014

• Develop whatever alternate courses or labs are deemed worthy: Spring-Fall 2014

PLO 2: Choose the appropriate language for specific situations in the classroom.

Results: Examples of classroom language skills students develop in our courses include: taking notes (077, 077L, 330L), asking questions (372, 079, 077, 077L, 330L, 087), engaging in topical discussions (372, 078, 055, 077L, 330, 006), discussing texts (372, 078, 055, 006), and emailing instructors (general, any time). Not all of these skills are addressed in every course, however, and because of the "a la carte" design of our program, students are able to pass through the levels of our program without completing all courses in each level. Therefore, we are unable to ensure that all students gain all of these skills. In fact, it's hard to define what constitutes "completing" our program, because some students may even take just one course in our program, then take the CME and transition directly to Developmental Reading/Composition.

Planned action: Develop 5 -unit (+/-) integrated reading/writing/grammar courses at each program level to replace current "a la carte" offerings. Develop "A" and "B" sub-courses to allow for 3-unit evening offerings with slower pace. Develop advanced oral communication class to move students beyond pronunciation skills (ESL 077) and on to the communication needs of content-area classrooms: group discussion strategies, formal presentations, etc. Consider developing and requiring .5-unit lab component to correspond with each program level.

Support needed: Time, time, time. We are a department of 1.5 full-time faculty, feeling daunted by the scope of the work before us. We know what we need to do, and we're happy and excited to do it, but considering the person-power available it is likely to take 1-2 years to fully revamp our program in the ways described here.

Expected timeline for action:

4. Develop 5-unit integrated level 1 (advanced) course and 3-unit "A" and "B" courses, and move them through curriculum by Spring '14 (for implementation in Spring '15).

5. Develop integrated level 2 (intermediate) course and 3-unit "A" and "B" courses, and move them through curriculum by Fall '14 (for implementation in Fall '15)

6. Develop integrated level 3 (introductory) course and 3-unit "A" and "B" courses, and move them through curriculum by Spring '15 (for implementation in Spring '16)

APPENDIX D: Fill Rates and Class Size

Fill Rates, English 1, 2, 4, and 6

Course ID		Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017
ENGL 001	Median Calc % Fill Rate	100	97	63	103	100	68	97	103	87	100	93	82	100	100	80
	Unique Sections	31.0	29.0	7.0	29.0	30.0	8.0	32.0	29.0	9.0	34.0	35.0	8.0	44.0	35.0	8.0
ENGL 002	Median Calc % Fill Rate	92	92	60	88	83	93	93	95	73	88	80	83	93	98	82
	Unique Sections	16.0	18.0	7.0	16.0	17.0	3.0	15.0	18.0	5.0	18.0	19.0	5.0	19.0	22.0	4.0
ENGL 004	Median Calc % Fill Rate	96	76	92	90	90	82	92	104	82	100	104	82	80	104	92
	Unique Sections	7.0	9.0	2.0	6.0	8.0	4.0	7.0	7.0	4.0	8.0	9.0	4.0	9.0	11.0	5.0

Literature Fill Rates

Course ID		Fall 2012	Spring 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
ENGL 007	Median Calc % Fill Rate	86	80	84									
	Unique Sections	2.0	2.0	2.0									
ENGL 010	Median Calc % Fill Rate				68		88	76		56	100	104	116
	Unique Sections				2.0		2.0	2.0		2.0	1.0	1.0	1.0
ENGL 018	Median Calc % Fill Rate		80		60					91		54	
	Unique Sections		1.0		1.0					1.0		1.0	
ENGL 021	Median Calc % Fill Rate		54				54			34		80	
	Unique Sections		1.0				1.0			1.0		1.0	
ENGL 023	Median Calc % Fill Rate			40									
	Unique Sections			1.0									
ENGL 024	Median Calc % Fill Rate	80			43						37		
	Unique Sections	1.0			1.0						1.0		
ENGL 030	Median Calc % Fill Rate		54		60			54			49		63
	Unique Sections		1.0		1.0			1.0			1.0		1.0
ENGL 031	Median Calc % Fill Rate			29			43					52	
	Unique Sections			1.0			1.0					1.0	
ENGL 036	Median Calc % Fill Rate										49		37
	Unique Sections										1.0		1.0

ENGL 040	Median Calc % Fill Rate	69		43		64			57		86	
	Unique Sections	1.0		1.0		1.0			1.0		1.0	
ENGL 041	Median Calc % Fill Rate		71		61		57			82		76
	Unique Sections		1.0		1.0		1.0			1.0		1.0
ENGL 044	Median Calc % Fill Rate	72		48		48						
	Unique Sections	1.0		1.0		1.0						
ENGL 046	Median Calc % Fill Rate	165	125	113	143	75	123	95	95	130		
	Unique Sections	1.0	1.0	2.0	2.0	1.0	2.0	3.0	2.0	3.0		
ENGL 047	Median Calc % Fill Rate		90	55	110		75	110		150		
	Unique Sections		1.0	1.0	1.0		1.0	1.0		1.0		
ENGL 049	Median Calc % Fill Rate		67		33		33		67	20		40
	Unique Sections		1.0		2.0		1.0		1.0	1.0		1.0
ENGL 058	Median Calc % Fill Rate		60									
	Unique Sections		1.0									
ENGL 059	Median Calc % Fill Rate				60		56			64		68
	Unique Sections				1.0		1.0			1.0		1.0

Basic Skills Fill Rates

CourseID		Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016
ENGL 305	Avg % Fill Rate	106.7	97.5	95.0		112.5	95.0		112.5				
	Unique Sections	3.0	4.0	2.0		2.0	2.0		2.0				
ENGL 310	Avg % Fill Rate	66.7	130.0	86.7	166.7	88.8	30.3	108.3	82.8	23.3	66.7	90.0	130.0
	Unique Sections	2.0	2.0	3.0	2.0	4.0	3.0	2.0	3.0	6.0	1.0	2.0	2.0
ENGL 310A	Avg % Fill Rate									75.0		90.0	72.5
	Unique Sections									2.0		2.0	2.0
ENGL 350	Avg % Fill Rate		100.0			84.0							
	Unique Sections		1.0			4.0							
ENGL 350L	Avg % Fill Rate	50.0		58.0				8.0					
	Unique Sections	1.0		1.0				1.0					
ENGL 355	Avg % Fill Rate	97.3	95.0	81.0		80.0	64.0		92.6	65.1		91.3	
	Unique Sections	6.0	4.0	8.0		4.0	8.0		7.0	7.0		6.0	
ENGL 355L	Avg % Fill Rate	82.9	91.3	84.8		94.0	52.0		95.3	60.7		100.0	
	Unique Sections	1.0	1.0	2.0		3.0	3.0		3.0	3.0		1.0	
ENGL 359	Avg % Fill Rate									102.5		106.7	82.1
	Unique Sections									8.0		9.0	17.0
ENGL 360	Avg % Fill Rate					94.2	82.9		93.5			108.0	88.0
	Unique Sections					11.0	7.0		11.0			1.0	1.0
ENGL 370	Avg % Fill Rate	95.5	97.7	96.0	70.7	93.3	89.3	72.0	100.0	102.0	82.7	92.0	78.3
	Unique Sections	24.0	24.0	15.0	3.0	22.0	15.0	4.0	19.0	16.0	3.0	22.0	12.0
ENGL 370L	Avg % Fill Rate	108.7	89.0	85.6	82.7	62.6	74.0	72.0	80.3	67.2	72.0	74.1	70.0
	Unique Sections	6.0	3.0	3.0	3.0	6.0	3.0	4.0	8.0	6.0	3.0	8.0	12.0
ENGL 380	Avg % Fill Rate	88.0	85.8	80.7	64.0	101.3	96.7	84.0	101.0	88.7	60.0	98.0	
	Unique Sections	3.0	9.0	6.0	1.0	9.0	6.0	1.0	8.0	6.0	1.0	8.0	
Grand Total	Avg % Fill Rate	95.2	96.0	87.7	95.3	90.7	76.6	79.7	94.9	79.9	73.8	92.8	79.8
	Unique Sections	46.0	48.0	40.0	9.0	65.0	48.0	11.0	61.0	54.0	8.0	59.0	46.0

APPENDIX E: Basic Skills Re-Structure, Overview and Pedagogical History

Basic Skills Re-structure –Overview

Comprised of Basic Skills in English courses, English as a Second Language (ESL) courses, and the (now-discontinued) Reading course, the English Basic Skills program continues to be at the core of Solano Community College Developmental curriculum, supporting educational training for all other programs. Faculty research on pedagogy and course design has resulted in innovations, such as the addition of an accelerated Basic Skills English class (360) that offers a streamlined pathway to transfer level courses. Additionally, the department has eliminated four courses (English 305 and 350/355, 370, and 380), is implementing a lower cut score for placement in English 001 and continues to add support to at-risk and underprepared students through the English 1 co-requisite 310D as well as the Academic Success and Tutoring Center (ASTC).

By moving to a more robust accelerated model and increasing access to one-level-below and transfer-level English we are eliminating the number of classes preceding transfer level; research shows that pre-transfer level courses function as "exit points" for students to leave the sequence, and school altogether, and reduction of those opportunities to drop out increases retention and completion.

Further, we have increased the number of contact hours that students have with their Basic Skills instructor: 360 is a class of 25 students which meets 5 hours per week, and for English Composition (English 1), even though it is not a Basic Skills course itself, we have developed and implemented a non-transfer component as support for English 1 students, English 310D. This course is primarily geared toward students whose basic-skills needs are such that they need additional support in order to take a transfer-level English course, but no longer need the concentrated skills-level work of 360. Our goal with 310D is to provide "just-in-time" remediation for our students who would have been placed in the basic-skills sequence, but who now can enroll in English 1 with basic-skills support provided concurrently.

The English department's most up-to date course sequence from Basic Skills to Transfer-level is as follows:

<u>Solano Community College English Course Options</u>

<u>English Course Sequence:</u>

<u>Supplemental Labs:</u>

English 360
Accelerated English (5 units)

*Open to all basic skills students, but recommended for students with Accuplacer scores of 69 or lower.

English 310A
Introductory Reading and Writing (1.5 unit lab)
(Discontinued for Fall 17)
*Recommended for students who do not have time for or are unready to tackle English 360 or need/want 1:1 assistance or help with "student skills."

English 001
College Composition (4 units) +LR10 (1 unit)

*As a stand alone course, students must have an Accuplacer score of 90 **OR** a high school GPA of 2.7 **OR** a grade of B in Jr or SR high school English OR have passed English 360 or 370.

English 310D
College Composition Lab
Co-requisite for 001 (1 unit)

*Students must have an Accuplacer score of 70-89 **OR** a high school GPA of 2.3 **OR** Grade of C in Jr. or Sr. high school English.

English 002
Critical Thinking and Writing about Literature
(4 units)

English 004
Critical Thinking and Composition:
Language in Context
(4 units)

BASIC SKILLS PLACEMENT SCORES AND DESCRIPTORS (MULTIPLE MEASURES AND ACCUPLACER SCORES)

If a student score is…	Course Options	Placement Options and Criteria
		BASIC-SKILLS-LEVEL COURSES
Accuplacer 0-49	**310A**	**310A: Introductory Reading and Writing Lab (1.5 units).** Intensive instruction in developmental language processing skills, reading and writing skills, and general college survival skills. Class meetings will consist of workshop, seminar, and one-on-one lessons. This is a pass/no pass course, and students' final portfolio will determine placement in 360, 370, or English 1.
Accuplacer 0 - 69	**360 (One level below transfer)**	**360 Accelerated English (5 units).** This is an intensive, accelerated English course that gives students the tools to read and write the sort of sophisticated texts required of them in transfer level courses. There is no lab component to this course. This is a pass/no pass course. Upon completion, students are eligible for English 1.
Accuplacer 70-89 **OR** **High School GPA of 2.3** **OR** **a "C" in Junior or Senior English**		**TRANSFER-LEVEL COURSES**
	001/310D	**Students will be enrolled in both English 001 (description, below) and English 310D (description, below).** **310D: College Composition Lab.** Intensive instruction in advanced reading and writing skills for students who are currently taking English 1. This lab is designed to help English 1 students further hone their craft as writers and readers. Success in this lab will be based on attendance and satisfactory completion of in- class reading and writing assignments. This is a pass/no pass course.
Accuplacer 90+ **Or** **High School GPA 2.7 or a "B" in Junior/ Senior English class, or a C+ in an AP English class**	**001**	**001: College Composition.** A writing course that emphasizes critical reading, expository and argumentative writing, and mastery of library research techniques. It includes instruction and practice in critical thinking, in analytical reading and evaluation of written work, and in the methods of clearly communicating and supporting ideas in organized, coherent essays. Students are required to write 6-10 essays, one of which may be a research paper, based on essays, literature read in class, and/or personal experience.

The department has worked to maximize student access and success. The department has voted to include multiple-measures placement throughout our composition sequence. Starting in Fall '16, students are eligible for 310D with English 1 if they have a score of 70 or better on the sentence-skills section of the assessment test; or SAT verbal score of at least 500; or ACT score of at least 23; or recommendation of a counselor or English instructor; or a high school cumulative GPA of 2.3 with a C or better in Junior or Senior English. This is essential because Accuplacer, our current method of placement, has been shown to be inadequate (less than 20% reliability) compared to high school performance (over 80% reliability). This unreliable placement is especially troubling when we consider disproportionate impact: in Fall '15, 11.25% of African American students tested into English 1 while 22.77% of white students received the same placement.

Several decades ago, we made English 62 (Analytical Reading) a graduation requirement for all students who received a 94 or lower on the reading test (Accuplacer). This requirement was designed to ensure that our students who graduate have sufficient reading and analytical skills. However, in November 2016, the department voted to remove this Option A reading requirement for the several reasons. (See Appendix E for full history.)

In Reading, historically we had offered two developmental courses: English 331 (Vocabulary Strategies) and English 353 (Textbook Reading). In addition, we offered an open entry-open exit, pass-no pass variable unit course in the writing lab that typically serves very few students (no more than five). The persistence rates from English 331 and 353 to English 1 were not impressive:

Persistence rates from basic skills Reading to English 1 within two years:				
Levels below transfer	Fall '11 → Spring '13		Fall '13 → Spring '15	
2 levels	English 331	3/43 (7%)	English 331	4/68 (6%)
1 level	English 353	33/136 (24%)	English 353	22/102 (21.5%)

If we look at the Fall '11 or Fall '13 cohorts, we see that very few students (6-7%) in English 331 successfully persist to English 1. In English 353, 21-24% persist. These courses also had relatively low fill rates. English 331 averaged 68% fill rates over the past four semesters (Spring '14 → Fall '15), while English 353 averaged an 80.5% fill rate during this same time period. These numbers are higher than they would otherwise be because we have often had to cancel sections of both classes due to low enrollment. After considering these numbers, the department voted to remove English 331 and 353 from the course sequence in favor of contextualized reading instruction in English 360 and 310D (and providing professional development for instructors teaching these classes). (See Table 7 Professional Development for more.)

Another component of our pre-transfer level program is our English as a Second Language (ESL) courses. The ESL course sequence has been streamlined considerably with the implementation of our integrated-skills courses. The prior "a la carte" program model often resulted in same-level courses being offered at different times or even different campuses. In the new model, a single course integrates reading, writing, and grammar skills at each level, so that students can complete each level in a single semester in the daytime program or in two semesters attending one evening per week. We addressed low enrollment in Spring 2016 by consolidating two under-enrolled levels (ESL 334 & 74) into one cross-listed section to avoid cancellation. Early cancellations continue to be a concern as ESL students, as a rule, tend to enroll late. Consequently, we should consider late-start classes for ESL 373 and ESL 77.

The ESL program also developed English 1/310D sections specifically designated for multilingual students. As indicated by our ESL survey, 90% of our students would be interested in an English 1 designated for multilingual learners. Additionally, 73% of our ESL survey respondents indicated that their primary reason for taking ESL courses was to prepare for college courses. Additionally, we are also planning on developing an English 310E lab (parallel or alternative to 310D) that will focus on attending to language development.

Basic Skills Re-structure –A Brief Pedagogical History

RESTRUCTURE OF ENGLISH COURSES

Based on SLO assessments from the first six semesters of English 360, Accelerated English, the department continues to believe in the potential of accelerated pedagogy, the value of developmentally heterogeneous developmental classrooms, and the opportunity for students with any level of intake placement to qualify for English 1 in a single semester. At the same time, we have had to acknowledge that our pass rates in this course hover around 60%. Among the 40% who receive "NP" each semester, the vast majority have not completed the work of the course, have not submitted a final portfolio, and/or have stopped attending after the drop deadline. However, each semester, in each class there are a few students who fight their way through the class, attend regularly, and turn in every assignment, yet do not exhibit the "English 1 readiness" required to pass. As a department, we determined that we are not comfortable giving 5 units of "NP" to students who have tried their best. As regulations on financial aid, priority registration and so on are increasingly tied to maintaining "good academic standing," we fear that the weight of a 5-unit NP could result in placing a student on academic probation, limiting financial aid access, and so on—essentially, the result could contribute to driving a student out of school. In addition, this seems unfair to students who took a chance on 360 instead of the traditional 3-level sequence, in which such students would have stood a better chance of passing their respective levels (i.e., a student with a 355 intake placement may make enough progress in 360 to enter 370; this student would have passed 355, but cannot pass 360).

In recognition of the disparate levels comprising the 360 population as well as disparities in students' developmental rates, we therefore implemented a two-tiered accelerated course—359/360--using the following guidelines:
- Students with 305, 350, and 355 eligibility would enroll in 359
- Students with 370 eligibility would enroll in 360
- 359/360 is cross-listed and taught in accordance with the current 360 exit standards of "English 1 readiness." This arrangement preserves the heterogeneous classroom, the high standards, the accelerated pedagogy, and the opportunity for all students to meet the exit standards.
- 360 students need to meet the "English 1 readiness" standard to receive a "P" grade.
- 359 students WHO COMPLETE THE COURSE but DO NOT improve to the "English 1 ready" level receive "P" for 359, and are advised to retake the course as 360 or enter the appropriate level of the three-level sequence.
- 360 is an approved prerequisite for English 1, but 359 is not. 359 students who successfully "accelerate" to English 1 readiness are cleared manually to register for English 1.

This adjustment made no change to the curriculum of the course, but added an additional course number to allow for course repetitions (with credit) for students who have done all the work but simply need more time to develop.

However, as we are further adjusting our basic-skills offerings in such a way as to offer other alternatives for students who are not a good fit for accelerated courses, we will most likely be eliminating the two-tier option of 359/360 and going back to 360 alone.

In the Fall of 2011 we piloted a 5-unit accelerated developmental course (English 360). The course gained full approval starting in Spring 2013 and is now a regular offering alongside our traditional developmental sequence. Due to this course's success (almost quadrupling access to transfer-level for students at the bottom of the placement sequence), English 360 replaced much of the traditional sequence (Fall '15 was the last semester we offered our standard two-levels below or three-levels below transfer course). We believe this is especially important due to the inequity of our traditional placement sequence—students of color were disproportionately placed in the lower courses in the sequence, so this new accelerated course, with its much-increased persistence, has begun to rectify that gap.

In Fall 2016 the English department offered three sections of a co-requisite model of basic skills, where students who would have placed one level below transfer (English 370) enrolled in our English 1 with a required 1-unit lab co-requisite (English 310D). At the midpoint of this first semester, the students were doing well, and persisted in the class at rates similar to traditional transfer-level students. All three instructors were confident this co-requisite was preparing their students adequately for the rigors of English 1. Importantly, this course has significantly increased access—over 50% of our incoming students qualify, thereby allowing over 70% of our incoming students to take English 1 their first semester.

RESTRUCTURE OF READING
Several decades ago, we made English 62 (Analytical Reading) a graduation requirement for all students who received a 94 or lower on the reading test (Accuplacer). This requirement was designed to ensure that our students who graduate have sufficient reading and analytical skills.

In Reading, historically we had offered two developmental courses: English 331 (Vocabulary Strategies) and English 353 (Textbook Reading). In addition, we offered an open entry-open exit, pass-no pass variable unit course in the writing lab that typically serves very few students (no more than five).   The persistence rates from English 331 and 353 to English 1 were not impressive:

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After considering these numbers, in November 2016, the department voted to remove English 331 and 353 from the course sequence in favor of contextualized reading instruction in English 360 and 310D (and providing professional development for instructors teaching these classes) for the following several reasons:

- The measure used to assess reading readiness (Accuplacer) has been shown to be both inaccurate and to disproportionately impact students of color.
- Equally disturbingly, the added requirement for certain students to take a class that others do not need to take has not been validated, despite the fact that this class creates an added hurdle for acquiring a local AA degree.
- With the introduction of the ADT degrees (which cannot include local requirements such as English 62), the extra requirement for English 62 arguably further suppresses local AA degree attainment.
- As has been discussed elsewhere in this program review, a high percentage of English 62 students take English 62 during their last semester (and 67% after 4 or more semesters at SCC), thereby revealing, once again, that out-of-context and out-of-sequence reading classes do not effectively provide context-rich reading instruction and support. This has been a truth that our English department has embraced in the last several years, one which has resulted in much more robust course outlines of record (see English 360 and English 310D) and the added unit to English 1, 2, and 4 (thereby allowing more class time for discussion of and engagement with required readings).

- Finally, student skill in the class varies widely, with roughly ⅓ of the students enrolling in 62 before completing English 1, ⅓ of the students enrolling in 62 while enrolled in English 1, and the final third enrolling in 62 after completing English 1 (or English 2/4). This variation in skill levels makes it difficult to scaffold assignments effectively.

APPENDIX F: Student Success and Retention

| | Fall | | | | | | | | | | Spring | | | | | | | | | |
| Course ID | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | | Fall 2016 | | Spring 2013 | | Spring 2014 | | Spring 2015 | | Spring 2016 | | Spring 2017 | |
	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
ENGL 001	895.00	65%	865.00	70%	943.00	69%	1,029.00	72%	1,337.00	67%	834.00	63%	893.00	67%	853.00	68%	943.00	66%	1,023.00	66%
ENGL 002	433.00	73%	403.00	73%	433.00	72%	480.00	75%	506.00	78%	466.00	77%	426.00	73%	506.00	70%	498.00	73%	626.00	77%
ENGL 004	170.00	76%	143.00	71%	170.00	74%	195.00	76%	192.00	66%	182.00	70%	172.00	70%	184.00	83%	221.00	74%	266.00	73%
ENGL 006	32.00	84%	24.00	75%	28.00	86%	24.00	88%	22.00	73%	31.00	71%	21.00	86%	28.00	93%			21.00	90%
ENGL 018							32.00	59%			28.00	71%	21.00	62%						
ENGL 021											28.00	57%								
ENGL 024	28.00	86%																		
ENGL 030													21.00	76%					22.00	73%
ENGL 040	24.00	83%			21.00	86%			30.00	77%										
ENGL 041											25.00	88%					27.00	81%	25.00	84%
ENGL 046	34.00	97%	49.00	80%	53.00	85%	66.00	86%			27.00	81%	57.00	89%	57.00	86%				
ENGL 047							30.00	93%					22.00	100%	22.00	86%				
ENGL 062	127.00	73%	132.00	74%	123.00	72%	125.00	69%	117.00	89%	141.00	70%	122.00	66%	131.00	74%	95.00	82%	111.00	64%
ENGL 305	78.00	59%	45.00	60%	46.00	63%					39.00	62%	38.00	50%						
ENGL 310	22.00	41%	22.00	59%							30.00	40%	24.00	54%						
ENGL 310A							36.00	64%	34.00	62%					30.00	47%	30.00	43%	28.00	46%
ENGL 310D									206.00	73%									351.00	71%

| | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | | Fall 2016 | | Spring 2013 | | Spring 2014 | | Spring 2015 | | Spring 2016 | | Spring 2017 | |
Course ID	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
ENGL 331	94.00	59%	74.00	68%	94.00	53%	49.00	55%			54.00	54%	29.00	69%	27.00	52%				
ENGL 348D																	77.00	79%		
ENGL 348G	145.00	51%									156.00	40%								
ENGL 353	130.00	58%	116.00	62%	107.00	51%	62.00	68%			103.00	49%	78.00	68%	77.00	73%				
ENGL 355	117.00	55%	159.00	56%	159.00	58%	132.00	52%			148.00	49%	116.00	47%	104.00	45%				
ENGL 355L	99.00	70%	143.00	66%	155.00	63%	112.00	65%			140.00	57%	118.00	57%	96.00	50%				
ENGL 359							137.00	52%							62.00	58%	230.00	51%		
ENGL 360			259.00	54%	259.00	43%	133.00	60%	331.00	66%			145.00	38%	145.00	49%	146.00	68%	237.00	59%
ENGL 370	593.00	56%	548.00	53%	502.00	57%	535.00	61%	231.00	52%	369.00	50%	357.00	50%	419.00	59%	234.00	56%		
ENGL 370L	489.00	85%	466.00	84%	483.00	77%	443.00	85%	209.00	68%	332.00	71%	311.00	78%	348.00	81%	198.00	81%		
ENGL 380	194.00	62%	197.00	69%	180.00	69%	172.00	76%			112.00	66%	127.00	62%	123.00	62%				
Grand Total	3,704.00	67%	3,645.00	68%	3,756.00	66%	3,792.00	71%	3,243.00	69%	3,217.00	63%	3,098.00	65%	3,212.00	68%	2,699.00	68%	2,710.00	69%

Success by Gender (all English classes)

Success by Gender (English)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (*80% of comparison group - Entire Dimension*) is noted in triangle color. Only shows student groups greater than 20 students

Gender		Fall					Spring				Summer				
Female	Success Rate	70%	71%	68%	73%	70%	65%	69%	70%	71%	77%	77%	77%	72%	
		68%	70%	65%	69%	71%	67%	70%	69%	70%	75%	78%	71%	76%	0%
Male	Success Rate	63%	64%	64%	67%	68%	62%	61%	66%	65%	76%	74%	82%	79%	
		64%	68%	65%	69%	71%	68%	70%	69%	70%	75%	78%	75%	77%	>2 nulls
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017
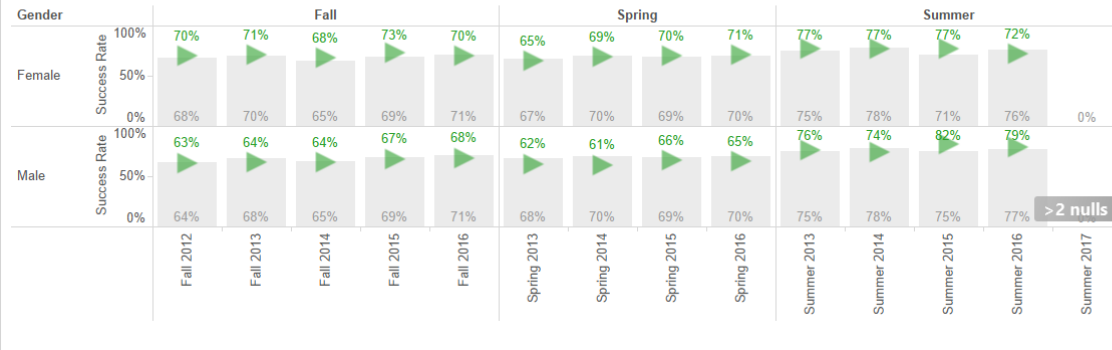
Success by Ethnicity (all English classes)

Success by Ethnicity (English)

Chart shows success rate by ethnicity (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (*80% of comparison group - Entire Dimension*) is noted in triange color. Only shows student groups greater than 20 students

Ethnicity Category		Fall					Spring					Summer				
Am. Indian or Alaskan Native	Success Rate	73%	62%	67%	68%	58%	67%	60%	65%	70%						
		68%	67%	67%	68%	64%	64%	72%	67%	66%						
Asian or Pacific Islander	Success Rate	70%	72%	74%	72%	73%	62%	70%	71%	71%	74%	76%	80%	84%	77%	
		71%	70%	72%	72%	73%	69%	73%	73%	74%	76%	78%	84%	79%	83%	
Black Non-Hispanic	Success Rate	56%	59%	56%	61%	63%	52%	56%	57%	60%	62%	71%	63%	74%	55%	
		56%	58%	54%	58%	60%	54%	56%	57%	59%	62%	63%	66%	61%	66%	0%
Hispanic	Success Rate	68%	67%	64%	70%	69%	67%	65%	67%	67%	69%	75%	79%	78%	77%	
		65%	66%	66%	67%	69%	68%	68%	68%	68%	70%	76%	77%	77%	76%	0%
Other	Success Rate	68%	75%	58%	70%	67%	56%	77%	62%	75%	52%					
		71%	75%	72%	73%	72%	72%	77%	77%	74%	68%					
White Non-Hispanic	Success Rate	71%	71%	71%	77%	70%	70%	70%	75%	74%	73%	83%	80%	78%	81%	
		73%	73%	72%	74%	74%	73%	75%	75%	76%	76%	78%	83%	79%	>4 nulls	
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017

Basic Skills: Ethnicity Success Rates

Ethnicity Summary

Table below shows success rate and enrollment data by ethnicity for selected cohort.

		Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Am. Indian or Alaskan Native	Cohort Success Rate	47.8%	88.9%	57.1%		57.1%	42.9%	100.0%	47.1%	33.3%		76.9%
	Enrollments	23.0	18.0	14.0		14.0	21.0	2.0	17.0	15.0		13.0
	Headcount	14.0	12.0	9.0		9.0	13.0	1.0	10.0	11.0		10.0
	% of Headcount	1.46%	1.05%	1.04%		0.73%	1.58%	0.95%	0.86%	1.22%		0.86%
Asian or Pacific Islander	Cohort Success Rate	61.7%	68.0%	55.1%	51.7%	66.7%	63.6%	75.7%	68.7%	66.3%	77.3%	67.8%
	Enrollments	319.0	359.0	276.0	29.0	402.0	265.0	37.0	348.0	252.0	44.0	301.0
	Headcount	185.0	232.0	176.0	17.0	264.0	174.0	24.0	235.0	175.0	24.0	207.0
	% of Headcount	19.25%	20.24%	20.25%	20.73%	21.38%	21.19%	22.86%	20.12%	19.40%	30.77%	17.80%
Black Non-Hispanic	Cohort Success Rate	49.9%	53.9%	49.5%	61.5%	59.5%	48.2%	47.2%	56.1%	50.3%	60.7%	55.6%
	Enrollments	388.0	408.0	307.0	26.0	439.0	332.0	36.0	412.0	330.0	28.0	347.0
	Headcount	241.0	293.0	203.0	19.0	296.0	219.0	24.0	266.0	225.0	17.0	242.0
	% of Headcount	25.08%	25.57%	23.36%	23.17%	23.97%	26.67%	22.86%	22.77%	24.94%	21.79%	20.81%
Hispanic	Cohort Success Rate	65.0%	68.5%	62.3%	67.5%	65.8%	61.5%	80.7%	59.4%	62.5%	76.3%	68.3%
	Enrollments	422.0	505.0	403.0	40.0	576.0	377.0	57.0	604.0	427.0	38.0	665.0
	Headcount	254.0	316.0	251.0	27.0	381.0	247.0	38.0	392.0	279.0	23.0	442.0
	% of Headcount	26.43%	27.57%	28.88%	32.93%	30.85%	30.09%	36.19%	33.56%	30.93%	29.49%	38.01%
Other	Cohort Success Rate	60.0%	63.2%	34.0%	33.3%	54.5%	60.0%	83.3%	51.7%	55.0%	100.0%	68.8%
	Enrollments	85.0	68.0	50.0	3.0	33.0	20.0	6.0	29.0	20.0	2.0	16.0
	Headcount	48.0	43.0	32.0	2.0	23.0	16.0	4.0	17.0	13.0	1.0	11.0
	% of Headcount	4.99%	3.75%	3.68%	2.44%	1.86%	1.95%	3.81%	1.46%	1.44%	1.28%	0.95%
White Non-Hispanic	Cohort Success Rate	65.8%	69.3%	60.1%	90.0%	67.3%	58.6%	88.0%	69.7%	73.0%	80.0%	75.2%
	Enrollments	379.0	391.0	306.0	30.0	388.0	239.0	25.0	402.0	311.0	20.0	379.0
	Headcount	219.0	250.0	198.0	17.0	262.0	152.0	14.0	248.0	199.0	13.0	251.0
	% of Headcount	22.79%	21.82%	22.78%	20.73%	21.21%	18.51%	13.33%	21.23%	22.06%	16.67%	21.58%

Basic Skills Age Group Success Rates

Age Group Summary

Table below shows success rate and enrollment data by age group for selected cohort.

Term Age (group)		Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015
Less than 17	Cohort Success Rate		100.0%			0.0%	0.0%	75.0%	80.0%	85.7%		66.7%
	Enrollments		5			1	3	4	10	7		3
	Headcount		4			1	2	2	7	5		2
	% of Headcount		0.35%			0.08%	0.24%	1.90%	0.60%	0.55%		0.17%
17-20	Cohort Success Rate	59.7%	69.3%	57.5%	78.7%	66.2%	57.1%	76.2%	65.4%	59.5%	82.1%	69.7%
	Enrollments	847	1,090	664	61	1,241	666	63	1,183	724	67	1,164
	Headcount	513	717	432	39	823	437	42	764	486	40	778
	% of Headcount	53.27%	62.57%	49.71%	47.56%	66.64%	53.03%	40.00%	65.41%	53.64%	50.63%	66.84%
21-25	Cohort Success Rate	59.5%	58.7%	50.3%	51.7%	59.6%	55.0%	77.8%	49.8%	57.2%	80.8%	56.2%
	Enrollments	375	315	316	29	282	289	36	285	313	26	281
	Headcount	222	201	202	18	191	187	22	185	205	15	198
	% of Headcount	23.05%	17.54%	23.25%	21.95%	15.47%	22.69%	20.95%	15.84%	22.63%	18.99%	17.01%
26-30	Cohort Success Rate	64.1%	60.5%	54.3%	50.0%	63.9%	61.0%	63.2%	51.6%	71.9%	38.5%	71.3%
	Enrollments	133	124	138	6	119	118	19	128	114	13	108
	Headcount	75	82	84	5	77	77	13	80	74	7	72
	% of Headcount	7.79%	7.16%	9.67%	6.10%	6.23%	9.34%	12.38%	6.85%	8.17%	8.86%	6.19%
31-40	Cohort Success Rate	65.6%	58.5%	59.6%	60.0%	67.6%	63.1%	57.9%	78.4%	68.7%	50.0%	68.1%
	Enrollments	135	106	114	10	102	103	19	111	99	12	94
	Headcount	78	70	72	6	67	66	13	70	67	9	63
	% of Headcount	8.10%	6.11%	8.29%	7.32%	5.43%	8.01%	12.38%	5.99%	7.40%	11.39%	5.41%
41-50	Cohort Success Rate	60.0%	51.6%	64.5%	78.6%	56.4%	69.0%	73.3%	54.2%	77.4%	80.0%	60.0%
	Enrollments	85	64	76	14	55	42	15	48	62	10	40
	Headcount	49	45	50	9	41	30	9	31	39	5	28
	% of Headcount	5.09%	3.93%	5.75%	10.98%	3.32%	3.64%	8.57%	2.65%	4.30%	6.33%	2.41%
51-55	Cohort Success Rate	43.8%	53.6%	78.3%	20.0%	62.5%	61.5%	100.0%	65.4%	64.7%	100.0%	40.0%
	Enrollments	32	28	23	5	32	26	3	26	17	2	15
	Headcount	18	18	15	3	21	16	2	17	12	1	10
	% of Headcount	1.87%	1.57%	1.73%	3.66%	1.70%	1.94%	1.90%	1.46%	1.32%	1.27%	0.86%
56-60	Cohort Success Rate	80.0%	53.3%	63.6%	66.7%	46.7%	40.0%	100.0%	50.0%	89.5%	66.7%	83.3%
	Enrollments	10	15	11	3	15	10	4	10	19	3	12
	Headcount	6	8	7	2	11	8	2	7	14	2	9
	% of Headcount	0.62%	0.70%	0.81%	2.44%	0.89%	0.97%	1.90%	0.60%	1.55%	2.53%	0.77%
61-65	Cohort Success Rate	100.0%		55.6%		33.3%			62.5%	100.0%		100.0%
	Enrollments	2		9		3			8	4		3
	Headcount	1		5		2			5	3		2
	% of Headcount	0.10%		0.58%		0.16%			0.43%	0.33%		0.17%
66-70	Cohort Success Rate	100.0%		20.0%		100.0%			66.7%	0.0%		100.0%
	Enrollments	1		5		2			3	1		1
	Headcount	1		2		1			2	1		1
	% of Headcount	0.10%		0.23%		0.08%			0.17%	0.11%		0.09%
71+	Cohort Success Rate		100.0%				0.0%					100.0%
	Enrollments		2				2					1
	Headcount		1				1					1
	% of Headcount		0.09%				0.12%					0.09%

Creative Writing and Literature Program Ethnicity Success Rates (Summary)

Ethnicity Summary

Table below shows success rate and enrollment data by ethnicity for selected cohort.

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Am. Indian or Alaskan Native	Cohort Success Rate	100.0%	100.0%				0.0%	100.0%	100.0%								
	Enrollments	2.00	1.00				1.00	1.00	3.00								
	Headcount	1.00	1.00				1.00	1.00	1.00								
	% of Headcount	6.25%	3.13%				3.23%	3.23%	2.86%								
Asian or Pacific Islander	Cohort Success Rate	50.0%	66.7%	77.8%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	85.7%	100.0%	85.7%	100.0%	
	Enrollments	2.00	9.00	9.00	14.00	2.00	1.00	2.00	4.00	2.00	2.00	3.00	7.00	6.00	7.00	2.00	9.00
	Headcount	2.00	7.00	8.00	9.00	2.00	1.00	2.00	3.00	2.00	2.00	2.00	5.00	4.00	6.00	1.00	4.00
	% of Headcount	12.50%	21.88%	28.57%	21.43%	9.52%	3.23%	6.45%	8.57%	9.52%	5.71%	10.53%	20.00%	19.05%	21.43%	8.33%	15.38%
Black Non-Hispanic	Cohort Success Rate		100.0%	0.0%	50.0%	0.0%	100.0%	80.0%	100.0%	0.0%	100.0%	0.0%	66.7%	66.7%	75.0%	100.0%	
	Enrollments		1.00	2.00	4.00	1.00	4.00	5.00	5.00	1.00	2.00	2.00	3.00	3.00	4.00	2.00	7.00
	Headcount		1.00	2.00	4.00	1.00	3.00	3.00	2.00	1.00	2.00	1.00	2.00	2.00	3.00	2.00	4.00
	% of Headcount		3.13%	7.14%	9.52%	4.76%	9.68%	9.68%	5.71%	4.76%	5.71%	5.26%	8.00%	9.52%	10.71%	16.67%	15.38%
Hispanic	Cohort Success Rate	33.3%	90.0%	66.7%	72.7%	71.4%	85.7%	55.6%	83.3%	75.0%	81.8%	66.7%	50.0%	100.0%	0.0%	100.0%	
	Enrollments	3.00	10.00	6.00	11.00	7.00	7.00	9.00	6.00	8.00	11.00	3.00	4.00	3.00	4.00	2.00	10.00
	Headcount	3.00	4.00	4.00	6.00	5.00	5.00	6.00	4.00	7.00	6.00	3.00	3.00	1.00	2.00	2.00	6.00
	% of Headcount	18.75%	12.50%	14.29%	14.29%	23.81%	16.13%	19.35%	11.43%	33.33%	17.14%	15.79%	12.00%	4.76%	7.14%	16.67%	23.08%
Other	Cohort Success Rate	100.0%	83.3%	100.0%	92.3%	100.0%	80.0%	100.0%	75.0%	100.0%	50.0%	100.0%	100.0%	100.0%	100.0%		
	Enrollments	2.00	6.00	8.00	13.00	1.00	5.00	5.00	4.00	1.00	2.00	2.00	3.00	3.00	1.00		
	Headcount	2.00	5.00	6.00	7.00	1.00	5.00	4.00	3.00	1.00	2.00	2.00	1.00	2.00	1.00		
	% of Headcount	12.50%	15.63%	21.43%	16.67%	4.76%	16.13%	12.90%	8.57%	4.76%	5.71%	10.53%	4.00%	9.52%	3.57%		
White Non-Hispanic	Cohort Success Rate	88.9%	64.7%	90.9%	96.3%	92.3%	100.0%	83.3%	86.8%	84.6%	84.8%	64.3%	100.0%	86.7%	81.8%	72.7%	
	Enrollments	9.00	17.00	11.00	27.00	13.00	20.00	18.00	38.00	13.00	33.00	14.00	27.00	15.00	22.00	11.00	19.00
	Headcount	8.00	14.00	8.00	16.00	12.00	16.00	15.00	22.00	10.00	23.00	11.00	14.00	12.00	16.00	7.00	12.00
	% of Headcount	50.00%	43.75%	28.57%	38.10%	57.14%	51.61%	48.39%	62.86%	47.62%	65.71%	57.89%	56.00%	57.14%	57.14%	58.33%	46.15%

Creative Writing and Literature Program Gender Success Rates (Summary)

Gender Summary

Table below shows success rate and enrollment data by gender for selected cohort.

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Female	Cohort Success Rate	90.9%	75.0%	82.8%	93.3%	83.3%	95.8%	72.0%	93.8%	93.3%	90.9%	82.4%	90.6%	90.0%	84.0%	85.7%	
	Enrollments	11.00	24.00	29.00	45.00	18.00	26.00	25.00	32.00	15.00	33.00	17.00	32.00	20.00	25.00	7.00	35.00
	Headcount	10.00	17.00	22.00	27.00	16.00	21.00	18.00	20.00	12.00	24.00	13.00	19.00	13.00	18.00	5.00	20.00
	% of Headcount	62.50%	53.13%	78.57%	64.29%	76.19%	67.74%	58.06%	57.14%	57.14%	68.57%	68.42%	76.00%	61.90%	64.29%	41.67%	76.92%
Male	Cohort Success Rate	57.1%	75.0%	71.4%	83.3%	83.3%	81.8%	93.3%	82.1%	60.0%	70.6%	16.7%	91.7%	88.9%	53.8%	80.0%	
	Enrollments	7.00	20.00	7.00	24.00	6.00	11.00	15.00	28.00	10.00	17.00	6.00	12.00	9.00	13.00	10.00	10.00
	Headcount	6.00	15.00	6.00	15.00	5.00	9.00	13.00	15.00	9.00	11.00	5.00	6.00	7.00	10.00	7.00	6.00
	% of Headcount	37.50%	46.88%	21.43%	35.71%	23.81%	29.03%	41.94%	42.86%	42.86%	31.43%	26.32%	24.00%	33.33%	35.71%	58.33%	23.08%
Not Reported	Cohort Success Rate						100.0%						100.0%	100.0%			
	Enrollments						1.00						1.00	1.00			
	Headcount						1.00						1.00	1.00			
	% of Headcount						3.23%						5.26%	4.76%			

Creative Writing and Literature Program Age Success Rates (Summary)

Age Group Summary

Table below shows success rate and enrollment data by age group for selected cohort.

Term Age (group)		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Less than 17	Cohort Success Rate			100.0%													
	Enrollments			2.00													
	Headcount			1.00													
	% of Headcount			3.57%													
17-20	Cohort Success Rate	88.9%	72.2%	86.4%	89.7%	100.0%	100.0%	83.3%	96.8%	87.5%	100.0%	66.7%	80.0%	90.0%	76.5%	100.0%	
	Enrollments	9.00	18.00	22.00	29.00	1.00	11.00	18.00	31.00	8.00	16.00	9.00	15.00	10.00	17.00	5.00	18.00
	Headcount	7.00	11.00	18.00	18.00	1.00	9.00	12.00	19.00	8.00	11.00	6.00	10.00	8.00	12.00	5.00	10.00
	% of Headcount	43.75%	34.38%	64.29%	42.86%	4.76%	29.03%	38.71%	54.29%	38.10%	31.43%	31.58%	40.00%	38.10%	42.86%	41.67%	38.46%
21-25	Cohort Success Rate	66.7%	58.3%	75.0%	90.9%	83.3%	88.9%	86.7%	76.0%	76.9%	72.0%	66.7%	95.5%	91.7%	75.0%	75.0%	
	Enrollments	3.00	12.00	8.00	33.00	18.00	20.00	15.00	25.00	13.00	25.00	9.00	22.00	12.00	12.00	8.00	15.00
	Headcount	3.00	10.00	6.00	18.00	15.00	15.00	12.00	14.00	10.00	17.00	8.00	12.00	6.00	8.00	5.00	11.00
	% of Headcount	18.75%	31.25%	21.43%	42.86%	71.43%	48.39%	38.71%	40.00%	47.62%	48.57%	42.11%	48.00%	28.57%	28.57%	41.67%	42.31%
26-30	Cohort Success Rate	66.7%	88.9%	0.0%	100.0%	66.7%	100.0%	50.0%	100.0%	100.0%	100.0%	33.3%	100.0%	66.7%	33.3%		
	Enrollments	3.00	9.00	1.00	2.00	3.00	2.00	2.00	4.00	3.00	5.00	3.00	1.00	3.00	3.00		4.00
	Headcount	3.00	7.00	1.00	2.00	3.00	2.00	2.00	2.00	2.00	4.00	2.00	1.00	3.00	3.00		2.00
	% of Headcount	18.75%	21.88%	3.57%	4.76%	14.29%	6.45%	5.71%	9.52%	11.43%							7.69%
31-40	Cohort Success Rate		100.0%	100.0%	50.0%			100.0%				100.0%	100.0%	100.0%	66.7%	50.0%	
	Enrollments		1.00	2.00	2.00			2.00				2.00	3.00	4.00	3.00	2.00	3.00
	Headcount		1.00	1.00	2.00			2.00				2.00	1.00	3.00	2.00	1.00	2.00
	% of Headcount		3.13%	3.57%	4.76%			6.45%				10.53%	4.00%	14.29%	7.14%	8.33%	7.69%
41-50	Cohort Success Rate	100.0%	100.0%	0.0%	100.0%		100.0%	0.0%		0.0%	100.0%				100.0%	100.0%	
	Enrollments	1.00	1.00	1.00	2.00		2.00	2.00		1.00	2.00				1.00	2.00	5.00
	Headcount	1.00	1.00	1.00	1.00		2.00	2.00		1.00	1.00				1.00	1.00	1.00
	% of Headcount	6.25%	3.13%	3.57%	2.38%		6.45%	6.45%		4.76%	2.86%				3.57%	8.33%	3.85%
51-55	Cohort Success Rate				100.0%	100.0%	100.0%	100.0%			100.0%						
	Enrollments				1.00	1.00	2.00	1.00			1.00						
	Headcount				1.00	1.00	2.00	1.00			1.00						
	% of Headcount				2.38%	4.76%	6.45%	3.23%			2.86%						
56-60	Cohort Success Rate	50.0%	100.0%								0.0%	100.0%	100.0%	100.0%	100.0%		
	Enrollments	2.00	2.00								1.00	1.00	3.00	1.00	1.00		
	Headcount	2.00	1.00								1.00	1.00	1.00	1.00	1.00		
	% of Headcount	12.50%	3.13%								2.86%	5.26%	4.00%	4.76%	3.57%		
61-65	Cohort Success Rate		100.0%			100.0%									100.0%		
	Enrollments		1.00			1.00									1.00		
	Headcount		1.00			1.00									1.00		
	% of Headcount		3.13%			4.76%									3.57%		
66-70	Cohort Success Rate							0.0%									
	Enrollments							1.00									
	Headcount							1.00									
	% of Headcount							3.23%									