

PROGRAM REVIEW

English, Reading, and Literature Department

Highlight and Insert date here

March 31, 2011

Review Committee Chair
All English, Literature and reading full-time faculty

Review Committee Members

David Clay, Susan Gangel, Salumeh Eslamieh, Yolanda Valenzuela, Linda Haley, Elizabeth Terzakis, and Lisa Palmer

CAÑADA COLLEGE
Annual Dept/Program Plan (Instructional)
Adopted Spring 2009

The purpose of this document is to collect information to be used by the college planning bodies CPC, IPC, SSPC. Attach the dept/program data package provided by the Office of Institutional Planning & Research. Complete this document in consultation with your Dean and then submit a copy to the IPC. The deadline for submission of the annual program review to the IPC is March 31. Once received by the IPC the IPC will comment on the document and return the comments to the author for use in the next program review.

The ultimate evaluation of this document is in how useful it is to the planning bodies. This document replaces the previous hiring justification document and equipment requests documents. It is expected that a typical instructional department would take less than three hours to complete this document.

1) Department Name:

English, Literature, and Reading Department

2) Completed By:

English, Literature and Reading Department: Lisa Palmer, Yolanda Valenzuela, David Clay, Susan Gangel, Elizabeth Terzakis, Salumeh Eslamieh and Linda Haley

3) Curricular Offerings

Guidelines: This section should include the following

- Status of curriculum updates for all courses
- Status of SLOAC for all courses
- A description of the complete curriculum offering cycle
- A plan for necessary curriculum development

- **Status of curriculum updates for all courses:** (note: department was anticipating new COR forms and procedures and thus held off duplicating efforts with the old forms. We were then told the procedures were NOT going to be put in place for a while, so these COR's will be addressed.)
 - i. Reading 836 needs to be updated to the new curriculum form
 - ii. English 826 and English 836 need to be updated to the new curriculum form.
 - iii. Literature 205, 101, 151, 152, 200, 232, 233, 252, 370, 371, 372, 373, 375, 445 need to be updated to the new curriculum form
 - iv. English 165, 161, 162 and Literature 441 and 442 have all been approved by the Curriculum Committee, but they have not been posted on the curriculum website by the curriculum committee.
 - v. The following courses have been banked:
 1. LIT 142 Great Plays I--BANK
 2. LIT 143 Great Plays II--BANK
 3. LIT. 251 Women in Literature II--BANK
 4. LIT 301 Classical Masterpieces—BANK
 - vi. All other English, Reading, and Literature courses are updated and posted.
- **Status of SLOAC for all courses-** ALL COURSES ARE UPDATED WITH SLOs.
- **A description of the complete curriculum offering cycle-** Pending approval of our AA proposal, we finalize a 2-year cycle of literature course offerings. In the meantime, we are repeating the existing calendar schedule of English, reading, and literature courses. This is in consideration of courses offered by the CSM and Skyline as well.
- **A plan for necessary curriculum development-**
 - To support Latin American studies degrees, we need to advertise our course. We suggest that faculty incorporate various curricula (Latin American lit or issues; poli sci texts, African American texts, etc.) into composition and reading courses. We plan to Interlink and connect material.
 - In consultation with our sister colleges and interested departments, we will look at the possibility of developing non-transfer English 100 course for AA terminal degree. This is feasible given section 55063 of Title V.
 - We will look at offering content-specific ENG 100 courses for various majors (history, poli sci, etc.).
 - We are evaluating the progress of the learning communities, which link English, Reading, Counseling, and History courses.
 - We are initiating technology related resources in our classrooms: iPad, web-based educational websites, weblogging, etc.
 - In Reading 836, we are developing more computer research literacy through piloting library-based research assignments twice a semester.

- In consultation with our dean, we are exploring the possibility of developing multidisciplinary courses.

4) **Enrollment Data**

Guidelines: The data is prepared by the office of Research and Planning and is to be attached to this document. This section should include the following:

- Identification of trends
- Thoughtful reflection on trends and analysis of causes of trends

English Data Reflections:

- We would like to see other data concerning FTE/load/WCHE within our district and our nation to complete a thorough analysis.
- We notice a slight decline in first-time students and retention and success since 2009, and we think this is because of the economic downturn. Students need to work and take care of family more, so they attend school less. Fees for tuition and books are a burden.
- We observed an increase in student enrollment and relative stability of English sections offerings; therefore, we determined that we need more sections.
- A revision of the student ethnicity profile on the application for enrollment is necessary because the application does not accurately reflect our population and does not accurately or clearly reflect cultural resistance to defining oneself in these terms.
- We observed an absence of data reflecting English majors. We would like to see that data collected, synthesized, and analyzed.
- We have more students coming from high schools. We, therefore, need to increase our outreach and orientation programs to help students transition into college more successfully. We need to collaborate more with CalPass and Early Assessment Programs, sustain existing English classes taught at the high school campuses, and increase contact with high school teachers and counselors.
- Class sizes have increased and section offerings have slightly increased. Course offerings have decreased. Our relative stability in enrollment is because we provide basic college requirements. Our lack of new course offerings is, in part, due to our lack of new full-time faculty.

Reading Data Reflections:

- Our data indicates that when a section was added (2007/2008, at the high school) enrollment rose concurrently. When a section was cut (2008/2009), enrollment also corresponds.
- the data indicates that the department is running efficiently in terms of FTEs and WSCH: our classes are filled; the trend indicates that enrollment is increasing. This could be due to

the fact of offering a course at the high school, learning communities, or outreach programs.

- Our rates indicate that we are above average for retention and average for success. This is perhaps due to the fact that the Reading 826 courses have a lot of student-orientation (ie. how to be successful in the classroom, study habits/strategies, SEP, links to counseling courses) built into the curriculum. Success and retention rates increased accordingly with the establishment of College Success
- Changes in enrollment status seem to be attributed to the offering of the learning communities: 2008/2009: increase in first-time students, 2009/2010: increase in continuing students. Reading 836 section affects continuing students. Learning communities required a major time commitment, which restricted access to more continuing students, especially since they replaced stand-alone sections. As a result, we would like to request an additional Reading 836 section, to accommodate second-semester, continuing Reading students. We attribute the decrease in first-time students (2009/2010) and increase in returning students (2009/2010) to changes in the economy, requiring our most economically challenged students to be deterred from school.
- The trends show that there is a steady increase in enrollment per section (30 students on average). Perhaps, the success rate would increase with smaller class sizes.
- IT IS CLEAR THAT THE #1 GOAL OF BASIC SKILLS STUDENTS IS TRANSFER, making these students a significant portion of “transfer students.” Perhaps this changes the face of the “transfer student.” This data makes it evident that the faculty in the reading department needs to strengthen students’ awareness of the transfer center.
- Ethnicity demographics: students who choose to identify themselves as Caucasian, Hispanic, and Asian have decreased. A significant increase in students who choose to identify themselves as “Other” has increased. The data indicates that our population remains diverse.
- The population of male students has increased at Cañada. The majority of our students are young, and out of high school. The profile of the Reading students is younger than the average college student.
- The education level of students prior to college has remained consistent: High school degree or equivalent. This data indicates that a stronger connection to the high school will be beneficial.

Literature Data Reflections:

- Most of the goals of the previous Comprehensive and Bi-Annual reviews have been reached, especially those involving updating COR’s, reviewing course offerings, banking courses, and SLO’s.
- We have also achieved more technology-related facilities in classrooms, signed up with turn-it-in, and attempted to liaison with the adjunct faculty.
- Lit headcount and course enrollments increased 50% from 2006 to 2010. Adding more courses and section is certainly justified by these data.

Overall Patterns:

- The Program accommodates all demographics, and reflects the demographic profile of the College. The course enrollments have remained stable or increased, which indicates ongoing demand and the need for funding more sections if possible. Most of the core courses are waitlisted and students have to be turned away.

- The question is, where do they go and do they return to our College? This may explain some drops in success and retention rates, as classes are large and often joined in a last-minute attempt to fill a transfer requirement. If students don't get in a class, they go elsewhere.

5) **Three-year Action Plan**

Guidelines: This section should include:

- Reflections on Dept/ Program needs and goals
- An action plan for what is to be accomplished in the next three-years

- Create a Google account to streamline all English Department documents, including adjunct handbook, meeting minutes, program review documents, etc.
- Refine English major requirements and program.

Course Offerings

- Increase pre-transfer level course offerings to ensure course availability for all students, therefore improving overall college retention rates, especially as other content courses move toward establishing English and reading prerequisites.
- Update our curriculum (CORS) more regularly.
- Offer more literature courses from our catalog and offer them more regularly– for the English major as well as other majors depending on literature courses (i.e. Latin American Studies).
- Expand creative writing program to include 163– work with multimedia department to extend the Cañada College e-zine by developing a multi-disciplinary Film Studies Certificate, or Program in the Humanities Division which could be led by our English and reading faculty.

Reading and Writing Across Curricula

- Develop closer relationships with faculty from other disciplines in the interest of more integrated curriculum.
- Create synergistic courses (i.e. integrate content material from courses like Economics, History, Political Science, Biology into core reading and composition courses).
- Collaborate with workforce to build on the success of the WIA grant (Workforce Investment Act) – English, Accounting, and CBOT.

Learning Communities

- Extend offering of integrated developmental English and Reading courses, which offer students a cohesive pathway toward transfer.
- Develop learning communities integrating English, reading, and math.
- Develop learning communities that provide clear delineated academic, transfer, and career pathways for students.

Outreach

- Make connections with high schools, especially related to placement testing.
- Develop a reading and writing preparatory program, similar to Math Jam to aid with placement testing and overall student readiness.
- Make more connections with DSPS and Veterans' services to better aid students, especially at the developmental level.
- The English Major program must be established, advertised, and supported with course offerings, counseling, outreach and community building strategies.

6) Faculty and Staff hiring requests:

Guidelines: The request should explain clearly and with supporting data how it will serve Department/Program/Division/College needs. Information from the most recent comprehensive program should be included.

Although we realize that with more faculty we could offer more courses, and expand our multi-disciplinary offerings, we have not been able to hire any fulltime professors since our last program review in 2005. The College has determined other priorities and we rely on the excellent service of our adjuncts. (See attached hiring requests from 2007 and 2010).

7) Professional Development needs:

Guidelines: The request should explain clearly how it will serve Department/Program/Division/College needs

- We need more information about how to work with learning disabled students. We need to apply for funding to support similar workshops. This is a good idea for a CIETL project.

- Cultural competency and psychological services training should be offered for faculty to better assist incarcerated students, veterans, undocumented students, and other populations. This is a good idea for a CIETL project.
- We need to offer adjuncts more professional development opportunities to align with our department's goals.
- We need more access to substitutes so that we feel more comfortable attending conferences without canceling classes.

8) Equipment Requests: (Item description, Number of Items, Total Cost)

Guidelines: The request should explain clearly how the request will serve Department/Program/Division/College needs including Item description, Number of Items, Total Cost

- 1 or 2 more computers in adjunct office (MAC LAPTOP \$999, APPLE.COM)
- Another laptop for adjuncts that can be checked out (MAC LAPTOP \$999, APPLE.COM)
- Lumens document camera- for all classrooms to replace outdated overhead projectors (\$799.00, <http://www.visualedtech.com/Lumens/DC-166SXGA.htm>)
- iPad for each member of the English/Reading department to develop technologically enhanced curriculum (iPad, \$699.00, APPLE.COM)

[Items such as these will enable the English Department to more fully instruct and motivate students. Technology is a very effective way to reach our demographics.]

9) Facilities Requests: (Either new or maintenance issues)

Guidelines: The request should explain clearly how the request will serve Department/Program/Division/College needs

All of these items would improve the service and image of our Department.

- Another adjunct office in building 9.
- Clean the bathrooms better.
- Clean the whiteboard trays daily.
- Replace the erasers frequently.
- Replace carpet in room 3-104 because it is peeling off the floor.
- Larger classroom with lecture/performance capacity to increased student access to multimedia curriculum choices.
- Paint the walls in older buildings and offices to create an inviting atmosphere.
- Replace small recycling bins in classrooms with large recycling cans.

10) Reflections on comments made to previous reviews

Guidelines:

We are not aware of any comments about previous reviews.

Cañada College

Comprehensive Program Review Self-Study Document

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

PROGRAM NAME: ENGLISH, LITERATURE and READING

PART A: Overview of Program

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

Most of the previous goals have been reached, especially those involving course updates, COR forms (despite confusion about whether new forms and processes were to be adopted), banking and SLO's. The TracDat system has been a bumpy ride, but all SLO's for our course offerings have been completed, thanks to the diligence of Professor Terzakis on the TracDat committee and the adjunct staff as well as the fulltime faculty. Some of the goals, which could not be accomplished because of recent budget cuts, are, most notably, staffing and broader course offerings.

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.

The Program seeks to prepare students for transfer level courses, workforce opportunities, developmental and basic skills, continuing education, lifelong learning, and community outreach. As such it continues to fulfill the College's goals and missions and values in every aspect.

3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

The program accommodates all demographics, and has remained stable in numbers of students served, and statistics indicate the demand has risen and remains strong. It is frequently disappointing that we must turn away hundreds of students each semester.

Offering on-line courses allows us to reach those students who prefer that access or cannot physically attend classes on campus. Professor Palmer and Professor Terzakis have developed and taught these Distance Education classes.

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

n/a

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). (This may be answered through narrative or quantitative evaluation).

Our Developmental and transfer-level courses prepare students for transfer-level courses in other Departments, as well as the courses they will take in any academic setting. There is no way to learn academic material without reading and writing skills, and the immersion in critical thinking prepares students for any life situation and any career choice.

2. State how the program has remained current in the discipline(s).

With frequent faculty panels, discussions within the department, new Distance Education efforts, learning communities with integrated reading, writing and history curriculum, presentations of our integrated curriculum at professional conferences, technology classes and flex day activities, the staff has remained current.

3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process.

We shall continue to update as time and technology permit. Clarification of the status of Curricu-Net would be helpful. (See above sections)

4. If external accreditation or certification is required, please state the certifying agency and status of the program.

N/A

5. Describe how your program is articulated with similar departments within SMCCD, the Sequoia High School District and/or other four-year institutions. (Include articulation agreements, common course numbering etc.)

English and reading courses share common course numbering and pre-requisites within the District. Literature courses are also being aligned, and we are working within the District to create logical sequences for electives and English major candidates.

6. Discuss plans for future curricular development and/or program modification.

The English and Reading faculty will continue to revive and create new basic skills and transfer level Learning Communities with other disciplines. More Distance Education courses are on trial at the time. New honor courses are being developed and taught. Ideas for new curriculum include creative learning approaches, such as multi-disciplinary, multi-media, and multi-dimensional course offerings.

PART C: Student Outcomes

Please attach all Bi-Annual State of the Department reports from the past six years.

The official website of the Instructional Planning Council made it possible for our English Department to access the Bi-Annual Reports only as far back as 2009. See attachments.

Update any analysis to include a summary of all years. Attach student learning outcomes here.The English, Reading, and Literature Department has developed and entered into TracDat program SLOs and course-level SLOs and assessment methods for all courses listed in the catalogue. Program SLOs and course-level SLOs have been aligned, and data on the assessment of the first SLO for each course has been uploaded for Fall 2010 classes. The Department will assess the second SLO for each course at the end of the spring 2011 semester.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

David Clay, master's degrees in English Literature and Music Composition and Scoring, 19 years teaching experience in secondary education

Salumeh Eslamieh, master's in English Literature, certificate in teaching post-secondary reading, certificate in teaching post-secondary composition, teaching expertise in developmental reading and writing, upper division composition, multicultural literature and women's literature

Susan Gangel, master's degree in English with a concentration in creative writing, career experience in advertising and marketing consumer products in all media strategies.

Linda Haley, master's degree in English with a concentration in teaching ESL, authorization to teach Reading and a Multiple Subject Teaching Credential with supplementary authorization in English and Spanish, off-campus/community-based instruction, Tutor-Training, Grant-writing.

Lisa K. Palmer, B.A. with honors (English) from Stanford University; M.A. (English and Comparative Literature) from Columbia University; PhD (Comparative Literature) from UCLA. Specialties in Latin American, Italian, and English/American literature as well as gender theory. Experience in distance education as well as teaching abroad (Florence spring 2011).

Elizabeth Terzakis, master's Degree in English, Brown University, concentrations in 19th-century British Literature, Anglo-phone post-colonial literature, and Marxist theory; Master's degree in English and Creative Writing, Hollins University; Certificate in Teaching Post-secondary Reading from San Francisco State University, 2003.

Yolanda Valenzuela, master's degree in English with a concentration in the teaching of English as a second language, a certificate in the teaching of post-secondary reading, and a certificate in the teaching of composition.

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

David Clay, four years as Vice-President of the Academic Senate, two years in the State Academic Senate Committee, Chairman of the Cañada College Committee for Student Equity, member of the State Academic Senate Nominating Committee, publications in the "Rostrum."

Salumeh Eslamieh, Literature conferences given by MMLA (2005) and NAHE (2007), teaching conference titled "Strengthening Student Success" (2008, 2009), reading conference at American River College (2007), basic skills conferences sponsored by the Bay Area Network (2008-2011), Learning Communities Planning Retreat (2008-2010).

Susan Gangel, member of the Professional Development Committee, member of the Cañada College Committee for Student Equity, member of Honors Advisory Committee, editor on-line E-Zine Blueprint, publication in national poetry magazines, publication of chapbook in 2010

Linda Haley, PTK Regional Conference, Sacramento 2008, Early College Conference, San Francisco CA 2010; PTK International Conference, Seattle WA 2011; Coursework: Integrating the Special Ed Student (UC Berkeley Extension) 2006; Basic Skills Committee 2005; Budget Committee 2009/2010; PTK Advisor; Humanities and Social Sciences Award Ceremony Committee 2011; Hiring Committees (VPSS, Counselor) 2008, 2010; Honors Advisory Committee.

Lisa K. Palmer, Phi Theta Kappa adviser (1999-present); recipient of "President's Innovation Fund" award for release time to develop honors' course in English (spring 2009); writing lab coordinator (spring 2009); English department coordinator (fall 2008-spring 2010); member of the Canada honors' program advisory board (2007-present); member of the Northern California community college honors' program advisory board (2010-present); member of the Canada honors' scholarship committee (2008-present); member of the district-wide distance education advisory committee (2010-present); editor of San Mateo community college district accreditation report (2010); Northern California Consortium faculty member in Florence, Italy (spring 2011).

Elizabeth Terzakis, Cañada College AFT representative, department representative for TracDat, attended 2007 Strengthening Student Success Conference; attended Basic Skills 2008 Summer Institute; helped to organize and attended Reading Across the Curriculum Symposium 2009; worked with Cañada College librarians to assess and improve student information literacy, 2010; attended AAC&U 2011 Annual Meeting; completed 2011 Structured Training for Online Teaching (STOT) II and taught online for the first time 2011.

Yolanda Valenzuela, attended a reading conference at American River College (2007), attended two reading workshops given by SFSU Professors Sugie Goen and Helen Gillotte (2009), attended a diversity workshop titled "The Color of Fear" (2009), attended a workshop titled "Reading Apprenticeship" (2009), attended a workshop titled "Suicide Prevention" (2009), attended a workshop titled "Students with Disabilities" (2010), attended an all-day workshop designed to help faculty and counselors assist students who are war veterans at the Palo Alto Services for Veterans (2010), attended a workshop titled "Training for Basic Skills Program Evaluation," which was given by The Research and Planning Group for California Community Colleges (2010), member of the EOPS Advisory Board (2009-2011), member of the Basic Skills Committee (2010-2011).

3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

- Fulltime orientation has not been practiced since our last fulltime hire five years ago.
- New adjuncts are individually informed of the COR's and SLO's for their courses.
- A departmental faculty handbook is posted on Inside Canada website.
- Adjunct pool has email access to all faculty and resources, and adjunct faculty are consistently informed and updated regarding departmental concerns.
- Adjunct faculty are also informed about meetings and invited to attend.
- As AFT representative, Professor Terzakis liaisons with adjunct staff.
- However, there is a serious need for better orientation for adjunct faculty and staff. A department retreat, orientation meetings, ongoing communication through a department newsletter, are examples of efforts that would lead to a more coherent program.
- All members, adjunct and part- time, of the English department are welcome to contribute ideas for the improvement of courses, procedures, student learning issues, and professional development.

PART E: Facilities, Equipment, Materials and Maintenance

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.

See our equipment and technology request in Section 9. We would like to emphasize the need for a large updated performance, film projection, visiting lecture classroom to accommodate 100-150 people for on-campus events.

2. Describe the use and currency of technology. List projected needs.

The Program has been able to access web-related and projection technologies to great advantage recently. We require more, and have requested technology every year. IT and the support staff have been very helpful but budget constraints have limited the expansion of this resource. The Program would benefit greatly with increased and updated access to all forms of classroom technology to involve, educate, and prepare students for this inevitable skill need. Our department acknowledges the urgent need for document cameras in every classroom. Currently, our entire division has one document camera to share; however, each instructor who uses the device becomes increasingly dependent on it. Using the document camera strengthens the quality of classroom instruction.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

Any support from the Community, particularly in the form of funds and/or expertise is always welcome. More computer-related technology from Silicon Valley sources would be most appreciated. Motivational Speakers, conferences, site tours, career guidance and mentoring are also valuable.

PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

The Department has requested new fulltime hires each year since the last Comprehensive Review but has not been able to secure funds. Adjunct interviews have taken place regularly over the last six years, resulting in an excellent pool of adjunct faculty members. Our department serves every student at this campus; the data cited in this document proves that the students and the college would benefit from expanding English and Reading section offerings, especially if our program is expected to grow in conjunction with English programs statewide.

2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years?

Every semester, we turn away hundreds of students needing to take our required and elective courses for transfer or AA degrees. More staff members would help to alleviate this situation, but it is a budget challenge to find more sections. Equipment such as projectors, laptops, classroom computers and printers would be ideal, but again there are limits to the budget requests that can be realistically met.

3. What equipment will be needed in the next six years in order to maintain or build the department?

Computers, printers, projectors, laptops, document cameras, web-related access all are necessary to keep current and keep students current with the evolving technology that surrounds them. Our adjunct population is also very large; we would like an adequate facility, like a larger office space, to accommodate our adjunct faculty.

4. What facilities will be needed in the next six years in order to maintain or build the department?

Computer-classrooms, web-based instructional technologies, projection capabilities for films, web material, PowerPoint presentations, created by both students and instructors.

PART G: Additional Information

1. Describe any other pertinent information about the program that these questions did not address?

Once again, more students can be embraced by our College and Program if more sections could be offered, and with more faculty, broader offerings in Literature, Reading and English curricula could be achieved.

CAÑADA COLLEGE

Evaluation of the Comprehensive Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the Chair of the Curriculum Committee.

Program Name: English, Literature and Reading Estimate the total number of hours to complete your Program Review:

Eight meetings of 3 hours each= 24 hours. Faculty input and writing hours independent of the meetings, 3 hours each= 15. Miscellaneous clerical hours=7. Total= approximately 46 hours.

Was the time frame for completion of Program Review adequate? If not, explain.

We always find the process demanding and time-consuming, no matter when the deadline is and how much time we allow ourselves.

Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Yes it has improved with the data collection instrument more clear, accessible, and well-designed.

Were the questions relevant? If not, please explain and offer specific suggestions.

Yes, they were relevant but also in many cases redundant. We have referred readers to previous sections for data review several times rather than repeating it.

Did you find the Program Review process to have value? If not, please explain and offer suggestions.

It is valuable to review the great strides made in Basic Skills and Learning Communities and other program progress but it is also discouraging to see that we have not been able to expand our Program due to budgetary restrictions.

Was the data you received from administration complete and presented in a clear format? Would you like additional data?

College Data was adequate; we requested national and regional data to make a fair comparison. We would like to see detailed information about the performance of the various student populations in our specific courses. As we navigated through the IPC's share folder, we noticed that not all of our previous documents related to program review, like the bi-annual reports before 2009, were not archived and, therefore, inaccessible.

Please offer any comments that could improve and/or streamline Program Review!

(INSERT PROGRAM NAME HERE)
CAÑADA COLLEGE
Comprehensive Program Review Executive Summary
(2-page maximum)

Short Summary of Findings

Type your summary here:

The English, Literature and Reading department has worked hard to build Basic Skills, Learning Communities, alignment with the District courses, technology-related curriculum, interaction with other disciplines, and an active engagement with the many students who we serve. Our enrollments remain strong and growing, and the demand for our courses increases each year, despite economic challenges that pull our prospects from their studies. Retention and success rates are steady in each course offering. We continue to create new methodology to improve instruction in the basic skills, which are at the core of every other academic and career pursuit.

Three Strengths of the Program

1. Willingness to be flexible and include other departmental material in English, Literature and Reading courses in innovative and pedagogically sound approaches
2. Excellent transfer level and developmental basic skills and creative writing instruction
3. Remarkable efficiency for numbers of students enrolled in Program

Three Suggestions for Improvement

1. Move forward with the new English Major proposal
2. Adjunct resources need to be better developed
3. Fulltime hiring efforts need to be addressed

CAÑADA COLLEGE

Comprehensive Program Review Checklist

Comprehensive Program Review Self-Study Document

All Bi-Annual State of the Department Documents since last Program Review

Executive Summary

Completed Evaluation of the Comprehensive Program Review Process Form

Additional data as necessary

Date: March 31, 2011

Program Name: English Department


Review Committee Chair: All English, Literature and Reading full-time faculty

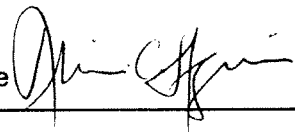
Review Committee Members: David Clay, Salumeh Eslamieh, Susan Gangel, Linda Haley, Lisa Palmer, Elizabeth Terzakis, and Yolanda Valenzuela

**CAÑADA COLLEGE
Program Review
Institutional Response Sheet**

Program Name: English, Reading, and literature Department

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean	Signature 
Comments:	

#2. Curriculum Committee Chair	Signature 
Comments:	

#3. College Vice President

J. Harris

Signature

Comments:

CAÑADA COLLEGE
BI-ANNUAL STATE OF THE DEPARTMENT
DATA COLLECTION DOCUMENT
SPRING 2009

1) Department Name: English, Reading, and Literature

2) Curricular Offerings

a. New, deleted, “banked” and “unbanked” in the past two years (check all that apply)

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank
READ	420	Critical and Effective Reading			X	
READ	425	Speed Reading			X	
ENGL	164	Creative Nonfiction			X	
ENGL	200	Introduction to Linguistics			X	
ENGL	804	Reading and Writing			X	
ENGL	875	Grammar Review			X	
ENGL	890	Content-Based Program Study Skills			X	
LIT	101	Modern Literature			X	
LIT	111	The Short Story			X	

i. All current offerings except those previously identified in section A (check all that apply; attach a separate table as necessary)

Course Prefix	Course Number	Course Title	Date of last revision	SLO Cycle completed *
ENGL	826	Basic Reading and Composition	4/21/03	
ENGL	836	Writing Improvement	2/20/03	
ENGL	100	Reading and Composition	10/18/06	
E NGL	110	Literature and Critical Thinking	4/20/03	
ENGL	165	Advanced Composition	4/20/03	
READ	826	Reading Improvement	8/11/06	
READ	836	Academic Reading Strategies	10/22/04	
LIT	252	Women Writers: Multi-Cultural Perspectives	12/07/90	
LIT	266	Black Literature	03/06/09	
LIT	371	Mexican American Literature	03/06/09	
LIT	151	Introduction to Shakespeare	NA	
LIT	152	Introduction to Shakespeare II	NA	
LIT	441	Film Studies	NA	
LIT	372	Myth and Folklore of La Raza	03/06/09	

LIT	373	Latin American Literature in Translation	03/06/09	
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Course Prefix	Course Number	Course Title	Date of last revision	SLO Cycle completed *
ENGL	161	Creative Writing I	03/06/09	
ENGL	162	Creative Writing II	03/06/09	
LIT	205	New Voices in World Literature	02/18/05	
LIT	442	Introduction to Film Studies II	1985	
LIT	231	Survey of English Literature I	NA	
LIT	233	Survey of English Literature III	NA	
LIT	142	Great Plays	NA	
LIT	143	Great Plays Modern Era	NA	
LIT	200	Major Figures in American Literature	NA	
LIT	232	Survey of English Literature II	NA	
LIT	251	Women in Literature	NA	
LIT	301	Masterpieces of Classical and European Literature	NA	
LIT	370	Readings in Literature of the Latino in the United States	12/04/95	
LIT	375	Native American Literature	NA	
LIT	445	Introduction to Film Studies	12/01/00	
LIT	446	Images in Film	12/01/00	

b. Recommended areas of curricular need based on current offerings (check all that apply; attach a separate table as necessary)

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
Integrated Reading and Writing 826 and 836	X		X	X	
Drama/playwriting and reading	X	X	X	X	
Integrating reading, writing, and/or literature with other content courses	X	X	X	X	

3) Enrollment Data

At a minimum include WSCH , FTE, FTES, LOAD, Retention and Success for the last two years. You may include more data if it is relevant and available. Enrollment data may be found at: WSCH FTE FTES & LOAD , Retention and Success , Student Demographics, Student Enrollment Profile, and Support Services Usage

a. Enrollment Data:

WSCH FTE FTES & LOAD

Dept	Metric	Fall 2006	Fall 2007	Fall 2008	2006-08	2007-08
ENGL	WSCH	4,484	4,457	3,803	-15%	-15%
	FTES	149.5	148.6	126.8	-15%	-15%
	FTE	8.7	8.3	6.8	-22%	-18%
	Load	518	537	561	8%	4%

Dept	Metric	Fall 2006	Fall 2007	Fall 2008	2006-08	2007-08
READ	WSCH	1,938	2,035	1,909	-1%	-6%
	FTES	64.6	67.8	63.7	-1%	-6%
	FTE	2.9	3.1	3.1	7%	0%
	Load	676	664	623	-8%	-6%

Dept	Metric	Fall 2006	Fall 2007	Fall 2008	2006-08	2007-08
LIT.	WSCH	308	309	324	5%	5%
	FTES	10.3	10.3	10.8	5%	5%
	FTE	0.6	0.8	0.6	0%	-25%
	Load	512	387	540	5%	40%

Retention and Success

Dept	Metric	Fall 2006	Fall 2007	Fall 2008
ENGL	Unique Headcount	986	985	1026
	Success Rate	67%	67%	70%
	Retention Rate	82%	81%	84%

Dept	Metric	Fall 2006	Fall 2007	Fall 2008
READ	Unique Headcount	367	399	381
	Success Rate	60%	62%	64%

Retention Rate 78% 78% 84%

Dept	Metric	Fall 2006	Fall 2007	Fall 2008
LIT.	Unique Headcount	98	98	102
	Success Rate	73%	74%	78%
	Retention Rate	89%	90%	91%

Student Enrollment Profile

ENGL	Unique Headcount	903	882	986	985	1,026	
ENGL	First Time Student	246	265	303	341	343	27
ENGL	Returning Student	104	96	108	119	106	12
ENGL	Continuing Student	511	474	517	475	521	57
ENGL	Concurrent Enrollment	42	47	58	50	56	5

READ	Unique Headcount	359	384	367	399	381	
READ	First Time Student	168	191	183	193	203	47
READ	Returning Student	44	33	38	45	44	12
READ	Continuing Student	128	142	132	120	103	36
READ	Concurrent Enrollment	19	18	14	41	31	5

LIT.	Unique Headcount	63	78	98	98	102	
LIT.	First Time Student	8	9	14	15	15	13
LIT.	Returning Student	5	13	9	5	5	8
LIT.	Continuing Student	46	56	72	65	79	73
LIT.	Concurrent Enrollment	4		3	13	3	6

Student Demographics

ENGL	Unique Headcount	903	882	986	985	1,026
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ENGL	African-American	27	44	39	46	43	3%
ENGL	Asian or Pacific Islander	98	99	110	103	100	11%
ENGL	Caucasian	309	281	302	338	341	34%
ENGL	Hispanic	411	391	446	398	443	46%
ENGL	Native-American	4	3	4	5	3	0%
ENGL	Other Ethnicity	52	56	77	89	90	6%

Support Services Usage

ENGL	Unique Headcount	903	882	986	985	1,026
ENGL	Number that are EOPS Eligible	142	115	133	117	133
ENGL	Pct EOPS Eligible	15.7%	13.0%	13.5%	11.9%	13.0%

READ	Unique Headcount	359	384	367	399	381
READ	Number that are EOPS Eligible	76	68	58	58	64
READ	Pct EOPS Eligible	21.2%	17.7%	15.8%	14.5%	16.8%

LIT.	Unique Headcount	63	78	98	98	102
LIT.	Number that are EOPS Eligible	5	9	13	14	12
LIT.	Pct EOPS Eligible	7.9%	11.5%	13.3%	14.3%	11.8%

READ	Unique Headcount	359	384	367	399	381	
READ	African-American	12	26	18	24	16	3%
READ	Asian or Pacific Islander	35	42	35	41	23	10%
READ	Caucasian	93	90	72	78	70	26%
READ	Hispanic	197	201	212	219	236	55%
READ	Native-American	2		2		1	1%
READ	Other Ethnicity	19	21	22	35	30	5%

LIT.	Unique Headcount	63	78	98	98	102	
LIT.	African-American	2	2		2	1	3%

LIT.	Asian or Pacific Islander	5	11	10	6	7	8%
LIT.	Caucasian	29	27	48	43	35	46%
LIT.	Hispanic	26	31	34	29	47	41%
LIT.	Native-American	1		1			2%
LIT.	Other Ethnicity		6	5	15	11	0%

- b. Certificate, degree, and transfer status (If applicable and available) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Year	2007	2008
Certificates		
Degrees		
Transfer		

THERE IS NO DATA TO HELP US FILL OUT THIS GRID:

- c. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.

1. Literature is booming; student enrollment is going up across the board. This indicates that we need to continue to offer literature courses and augment our curriculum. One idea is a Drama in performance course and another is a playwriting/reading course (Creative writing and literature cross-listed).

2. Our high number of Latino student demographic indicates that we are likely to have success with the Latin American AA degree.
3. Our English department is very representative of the school's general demographic.
4. A disproportionate number of "Hispanic" students are enrolled in Reading classes (62%) compared to the percentage of Hispanic students attending Canada.

(2-4) After an assessment of the needs of the Hispanic population, we can discuss offering a themed program like Puente. We will be consulting the Basic Skills Committee.

- 4) Faculty and Staff hiring requests: if a position has been requested then attach the justification. If the position will be requested please provide a brief description of the justification.
- a. Full time faculty
Our load is over 560 in English and over 600 in Reading; therefore, we need more full-time English/Reading professors.
 - b. Adjunct Faculty
Our load is over 560 in English and over 600 in Reading; therefore, we need more part-time English/Reading professors.
 - c. Staff
The excessive amount of clerical work required of faculty in doing program review and creating SLOs necessitates the hiring of a designated administrative assistant.

5) Professional development needs:

The success and popularity of Integrated Reading and Writing courses indicates that faculty needs support to develop and teach an integrated reading/writing curriculum reflective of our college culture and student needs.

6) Equipment Requests: (Item description, Number of Items, Total Cost)

We need scanner/projectors for every classroom.

We need more computerized classrooms.

We need access to turnitin.com

7) Facilities Requests: (Either new or maintenance issues)

We need more computerized classrooms.

CAÑADA COLLEGE
ANNUAL DEPT/PROGRAM PLAN (INSTRUCTIONAL)
ADOPTED SPRING 2010

The purpose of this document is to collect information to be used by the college planning bodies CPC, IPC, SSPC. Attach the dept/program data package provided by the Office of Institutional Planning & Research. Complete this document in consultation with your Dean and then submit a copy to the IPC. The deadline for submission of the annual program review to the IPC is March 31. Once received by the IPC the IPC will comment on the document and return the comments to the author for use in the next program plan/review.

The ultimate evaluation of this document is in how useful it is to the planning bodies. This document replaces the previous hiring justification document and equipment requests documents. It is expected that a typical instructional department would take less than three hours to complete this document.

1) Department Name: English department

2) Completed By: English faculty

3) Curricular Offerings

LIT 231 is on the Curriculum Committee agenda for April 27. LIT 232 and LIT 441 and 442 will have to wait until Fall 2010. LIT 232 needs work still. LIT 441 and 442 are both being offered in Fall 2010 and the catalog, schedule and COR have to be the same for the students. We can update in Fall 2010 for the 2011-2012 year.

We have updated 110, 100, 161, and 162

Lit 151 is in progress

Read and Engl 826 and 836 and 165 need distance ed forms for TBA requirement (not for purposes of making these courses fully hybrids). ENGL 165 will be completed by April 24, 2010.

READ and ENGL 826 and 836 will be updated as soon as the new system is in place.

We completed SLO cycle today for all of our English, reading, and literature courses. Our department will update the information in TrakDat on our next Flex day.

Outcomes of our discussion include:

Bring/discuss sample student work (at 4, 3, 2, 1 levels) at next SLOAC department meeting

READ 826 SLO #2 needs revision to: "Students will differentiate between facts and opinions in paragraphs."

ENGL 110 SLO #2 needs to be changed to: "Students interpret literature using critical approaches."

We have a regular curriculum cycle (insert suggested rotation). Due to financial concerns, not all courses have been offered as scheduled. (See plan for our goal to solidify offerings and advertise the rotation).

Plan for necessary curriculum development:

Faculty is developing online TBA work.

To support Latin American studies degrees, we need to advertise our courses

We suggest that faculty incorporate various curricula (Latin American lit or issues; poli sci texts, African American texts, etc.) into composition and reading courses. We plan to Interlink and connect material.

In consultation with our sister colleges and interested departments, we will look at the possibility of developing non-transfer English 100 course for AA terminal students (DC). This is feasible given section 55063 of Title V.

We will look at offering content-specific ENG 100 courses for various majors (history, poli sci, etc.).

4) Enrollment Data

(attach Greg's sheet)

Reading and literature appear to be doing very well. Enrollments are up and/or level, and the number of sections is consistent.

Do enrollment data correspond to retention data?

They should be disaggregated by gender, ethnicity, language experience, and social class.

On load, no wonder we're exhausted.

English retention and success are just a little below the college averages.

Literature success rates are 3% lower than the college average; retention is just a little below the college average.

Success in reading is low (6% lower than the college average), but retention is a bit higher than average. One factor is that instructors drop students for non-attendance rather than keeping them on the rolls until the end. Also, we're demanding

In reading, the gap between success and retention indicates that the students persevere. Also, some may be staying for extraneous reasons (financial aid, health insurance, EOPS). Are these extraneous

factors also limiting their success in the course? Canada's 2004-2005 Student Equity Plan notes that on average, Canada's student population has a lower income and is more disadvantaged than our sister colleges' students. This may be a good assessment project through CIETL.

There is a connection between low income and the need for remediation. This connection will become more obvious given the decrease in support services. We should note and track this trend. This may be a good assessment project through CIETL.

Can we map the connection between low income and need for remediation against the upcoming decrease in support services? This may be a good assessment project through CIETL.

It appears that the earlier dip in success correlated with a lack of support services.

Can our financial aid coordinator give us information about where our students fall in income level?

People's education has been more interrupted in the last 5 years. Twice as many students have dropped out and then come back.

5) Three-year Action Plan

We are currently looking into the location and equipment costs of another shared computer lab.

We need a better system for sharing labs. We are willing to work with the dean on this. Due to budget cuts, we have no departmental coordination so will need more help from the dean.

We need more input on room assignments, which are assigned by the dean. We are requesting that we be given more input on room assignments.

We need increased access to TBA and improved methodology.

We will revise our AA degree, re-examine our course offerings and rotation by spring 2011, in time for our next program review: 1) lit track; 2) creative writing track; 3) writing for multimedia.

We need our dean to notify us before courses are cancelled so that we can help recruit students.

We plan to advertise course offerings/rotation to fill courses during fall semester and following. All fulltime faculty need to participate.

We will put more English major courses into our rotation by spring 2011.

We will advocate for grant funding.

6) Faculty and Staff hiring requests:

Our 2008 program review document requested three new hires. It is available at:
http://canadacollege.edu/inside/program_review/index.html.

Our most recent hiring justification is included in our newly completed 2010 program plan quoted below.

Hiring a new full-time instructor would mean that 4 to 5 more sections per semester of English classes would be led by an instructor who is on campus at least 25 hours/week and therefore integrated into the campus community. This would give students more access to the support services they need to succeed. It would allow the English department more time to focus on curriculum development, program planning, and participation in essential college committees.

The College mission . . . is "to provide quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success." The college also seeks to provide "personalized, flexible, and innovative instruction" and "assess student learning" while "developing new programs and partnerships."

We in the English department believe that we have contributed to these goals by emphasizing individual instruction, creating new electives, and focusing on the needs of English learners and 1.5 generation students. In addition, we work with other departments, the learning center, the library, administration, and school committees.

However, to be more effective, we must have a higher percentage of classes taught by full-time faculty, a higher percentage of students taught by full time faculty, and smaller class sizes. [In addition, we need a] better full time faculty/student ratio, including faculty with diverse

composition and reading expertise, and ideally with some background in ethnic and/or gender studies to fulfill our college's mission.

Our faculty value engaging with other colleagues in the transformation of our college culture. We believe in the value of this work and so have dedicated time and thought to various activities beyond the classroom such as committee work, curriculum development, collaboration on writing across the curriculum, advising student organizations, academic governance, and similar projects. We want to continue these important efforts, as well as to work with state colleges and universities on articulation and curricula issues.

Since English is a requirement for transfer programs, all degrees, and many certificates, our English department provides courses for the majority of Canada's students. And, many of our students must first fulfill the reading prerequisites for English classes before they can be eligible to enroll in them for transfer programs. But as a consequence of the loss of faculty, less than fifty percent of our courses are taught by our fulltime instructors. In spring 2010, 25 courses were taught by full-time faculty and 30 were taught by adjunct faculty.

Part of the problem of student success in reading courses may be the large class size, which suggests a high need for more reading faculty.

7) Professional Development needs:

We need more information about how to work with learning disabled students. We need to apply for funding to support more similar workshops. This is a good idea for a CIETL project.

Cultural competency training should be offered (veterans). This is a good idea for a CIETL project.

8) Equipment Requests: (Item description, Number of Items, Total Cost)

Wall-mounted pencil sharpeners that can't be stolen (buy.com Giant Table or Wall-mount pencil sharpener, gray receptacle and base, tan trim – SAN51131 \$21.33 (WITH SHIPPING)

1 or 2 more computers in adjunct office (MAC LAPTOP \$999, APPLE.COM)

Another laptop for adjuncts that can be checked out (MAC LAPTOP \$999, APPLE.COM)

9) Facilities Requests: (Either new or maintenance issues)

Computer lab as explained above.

Another adjunct office in building 9.

Clean the bathrooms better.

Clean the whiteboard trays daily

Replace the erasers frequently.

10) Reflections on comments made to previous reviews

We are not aware of any comments about previous reviews.

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Faculty Hire Justification
English Department
Spring 2010

A. The Department/Discipline

1. Is there a current program review document requesting a new position?

Yes, our 2008 program review document requested three new hires. It is available at:
http://canadacollege.edu/inside/program_review/index.html.

Our most recent hiring justification is included in our newly completed 2010 program plan quoted below.

Hiring a new full-time instructor would mean that 4 to 5 more sections per semester of English classes would be led by an instructor who is on campus at least 25 hours/week and therefore integrated into the campus community. This would give students more access to the support services they need to succeed. It would allow the English department more time to focus on curriculum development, program planning, and participation in essential college committees.

The College mission . . . is "to provide quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success." The college also seeks to provide "personalized, flexible, and innovative instruction" and "assess student learning" while "developing new programs and partnerships."

The English department faculty members believe that we have contributed to these goals by meeting student's individual needs, creating new electives, and focusing on the needs of English learners and 1.5 generation students. In addition, we work with other departments,

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the learning center, the library, administration, and school committees. Currently members of our department serve on Academic Senate (VP and co-chair of our the committee for student equity), on the State Academic Senate Equity and Diversity Action committee, as union representative, on the Basic Skills committee, on the honors' program committee at both the college and regional levels, as a PTK adviser, and on the CIETL advisory board.

However, to be more effective, we must have a higher percentage of classes taught by full-time faculty, a higher percentage of students taught by full time faculty, and smaller class sizes, particularly at the pre-college level. In addition, we need a] better full time faculty/student ratio, including faculty with diverse composition and reading expertise, and ideally with some background in ethnic and/or gender studies, to fulfill our college's mission.

Our faculty value engaging with other colleagues in the transformation of our college culture. As our local and regional committee work demonstrates, we believe in the value of this work and so have dedicated time and thought to various activities beyond the classroom such as committee work, curriculum development, developing interdisciplinary and learning communities, collaboration on writing across the curriculum, advising student organizations, academic governance, and similar projects.

We want to continue these important efforts, as well as to work with state colleges and universities on articulation and curricula issues. For example, currently, two of our faculty are engaged in developing English honors courses that will ultimately be articulated as honors-level work with our transfer institutions. One is also working with the regional community college honors committee to present symposia that allow our advanced students to challenge themselves and improve their chances of transfer to

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competitive institutions. At the same time, several of us work actively with the basic skills committee to develop, implement, and assess programs to increase success among our basic skills population.

Since English is a requirement for transfer programs, all degrees, and many certificates, our English department provides courses for the majority of Canada's students. And, many of our students must first fulfill the reading prerequisites for English classes before they can be eligible to enroll in them for transfer programs. But as a consequence of the loss of faculty, fewer than fifty percent of our courses are taught by our fulltime instructors. In spring 2010, 25 courses were taught by full-time faculty and 30 were taught by adjunct faculty.

2. Is there a need for specialized knowledge or training beyond the minimum qualifications for the position?

We need a new full-time hire who meets the minimum qualifications for the position, AND who has particular experience, interest, and expertise in teaching our developmental courses and is enthusiastic about teaching these classes. The criteria are part of the minimum qualifications; the emphasis is not.

In addition, to promote the interdisciplinary nature of English courses, we would like to hire faculty members who have cross-disciplinary expertise, such as in history, ESL, speech, or communications. This would benefit students who could improve their reading and writing skills in the context of "content" courses.

3. Are there extraordinary program development needs?

Yes. Given our students' need for developmental courses and our department's role as one of the primary

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providers of such courses, we need a faculty member versed in this area.

4. Are there extraordinary program maintenance needs?

Yes. The majority of our classes are developmental.

5. Do you have enough full and part time faculty members to support a comprehensive program? Provide evidence.

No. Our students' skills range widely, from low developmental to post-graduate. Also, in addition to the core reading and writing courses, which range from below 5th grade level to honors level second-semester college composition, we teach a selection of literature courses, which rotate on a two-year cycle and are essential for English majors. Thus the English department is composed of three interrelated mini-departments: reading, composition, and literature, each of which responds to the needs of a wide variety of students.

In addition, we need a new full time faculty member who is become involved in the many important related initiatives on campus, from basic skills to the continuing development of our TBA workshops and honors program.

6. Would you consider reducing your part time faculty load to create a full time position?

Yes.

B. How the position helps to meet the College's mission and goals.

1. How is the request in line with the goals of the strategic plan?ⁱ

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This request aligns with **Goal Four: Improve success, retention, and persistence of students who are in basic skills classes (. . .)**

As this goal éçááíë=çìí, "An increasing number of students entering Cañada will require one or more remedial courses to succeed in subsequent college-level work. These students will require extra help in math, English, and/or reading. The success of these learners--many of whom are minority, first-generation, and/or low-income students--will determine the long-term viability of the College's transfer and career and technical programs. It is likely that the College will be doing more in this area, rather than less. Moving current and future students through required remedial sequences in an expeditious manner while maintaining quality outcomes is a critical task."

In addition, Goal Four of the Strategic Plan Action Plan (September 20, 2007 Draft) states that we need to:

2. *Assess the effectiveness of our programs, including obstacles to success, retention and persistence*
4. *Explore the benefits of integrating reading and writing classes.*

For each of these goals, a new full time faculty member who has expertise in developmental education will help us assess our current programs and develop effective strategies for helping our developmental students succeed.

2. What unmet needs will this position address (student, district, community)?

This position will help the department to enhance its Basic Skills offerings through a faculty member who is dedicated to reaching this population and addressing their needs. In addition, the faculty member will work with other faculty in the department and the district to identify gaps between high school curricula and our own, so that we may work with the high schools to help

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our incoming students be better prepared for college-level work. This need is recognized in the Strategic Plan as well (Goal 4).

3. How will this position enhance retention or produce college wide growth?

Full time faculty are able to meet with students individually, thus helping students to surmount whatever challenges might otherwise lead them to drop out of school. By encouraging these students to commit to their education, we help them reach their goals while also increasing our own enrollments.

Also, English courses are "gate-keeper" classes in that they serve to give students the skills necessary to advancing in their majors and moving on to transfer. We work hard to make sure that our students do meet these goals and therefore they are qualified and able to succeed in their other courses.

Finally, our developmental classes are full to overflowing with students. We need more full time faculty members to address the student need.

ENGLISH

C. Five year historical quantitative data to support the request.

See:

Program Review

ENGL

Department Data Packet -

http://www.smccd.edu/accounts/canada/inside/research/programreview/info_packet/academic_year/ENGL_AY.pdf

Program Review

READ

Department Data Packet -

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http://www.smccd.edu/accounts/canada/inside/research/programreview/info_packet/academic_year/READ_AY.pdf

Program Review

LIT.

Department Data Packet -

http://www.smccd.edu/accounts/canada/inside/research/programreview/info_packet/academic_year/LIT_AY.pdf

2. Full-time/Part-time Faculty Ratio:

Fewer than fifty percent of our courses are taught by our fulltime instructors. In spring 2010, 25 courses were taught by full-time faculty and 30 were taught by adjunct faculty

3. Program enrollment trends:

See program review data packets cited above.

4. For non-instructional programs include relevant appropriate data.

N/A

ⁱFrom the Strategic Plan, **Table 19, Cañada College Existing Programs to Strengthen**

Program Area: Developmental Classes in English, Reading, and Mathematics

Rationale: Enrollment appears low, given the experiences of other community colleges in the United States. Further, the transition that California is now making to “high stakes” secondary testing will require more activity if Cañada pursues those who fail this test.

Desired Outcome: Development and articulation of basic skills competencies bridging high school graduation requirements.

Potential New and Expanded Initiatives

(. . . .)

Developmental Skills and ESL

Nationally, an increasing number of students now enter college without all the tools necessary for success. Those figures approach 80 percent of new students but their success rates, as measured by attainment of the Associate's degree, are only in the single digits. The success of these learners, many of whom are students of color, first-generation, and/or low-income students, will determine the long-term viability of Cañada College's transfer and vocational programs. Bluntly, these programs cannot succeed unless students are moved through required developmental skill classes in an expeditious, yet quality manner.

Preliminary outcome data.

Research by Cañada College undertaken in concert with this strategic plan indicates that more than half of all new students enroll in English as a Second Language classes while under one-third also enroll in one or more remedial classes in reading, English, or mathematics. This research indicates that the persistence of developmental students from fall to fall is about 68 percent. ESL students persistence is about half of that. Among race and ethnic categories, Whites and Asians have the highest fall to fall persistence rate (60% and 52%, respectively) while Hispanic and Black rates are considerably less (39% and 33%). These findings are similar to national data produced by the Achieving the Dream initiative and provide a starting point for Cañada to examine programs in the developmental area with the goal of preparing higher proportions of students for entry into career or transfer programs.

There is little organized competition outside the public community college sector for programs that prepare learners for success in the College classroom, meaning that most of the burden falls upon public community colleges. No programs that were compensatory in nature were located in for-profit providers in the course of the competitor analysis performed for this study. This should come as no surprise, given the

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costly nature of these programs and the tendency for proprietary schools to "embed" remedial education within instructional programs. Other opportunities lie in recent changes in high school graduation requirements. Now, students aged 16 to 18 years may, with their parent's permission, choose to take the California High School Proficiency Exam and, if successful, may leave high school with the legal equivalent of a high school diploma. This option has not yet created a track record. However, it may well be that the skills certified by this option may be insufficient for success in the traditional college curriculum. Cañada College should be prepared for students who will require even more intense remedial help to access higher education.

The College has chosen to embed developmental education within respective instructional departments, rather than to create a separate entity. This spreads the importance of developmental education throughout the College and allows competencies to become integrated throughout instructional programs. It also minimizes the chances that developmental education is the responsibility of a single unit, or silo, within the College. On the other hand, proportionately small enrollments suggests a mismatch with what is known about secondary school preparation and college entry, at least nationally. This may be a function of lack of awareness of the program and its benefits or increased activity by other providers. These trends bear watching, especially as the College expands its efforts with K through 12 districts in line with the recommendations offered by this report.

FUTURE ENROLLMENTS Cañada College faces fundamental choices about its future. Pushing the boundaries of its traditions, the College now faces the reality of an increasingly diverse population base and advancing changes in technology. Therein lies great opportunity. There are also other challenges on the horizon. Part of that

4/21/11

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future will be determined by the success of students who will not be able to easily cross the threshold to the College's transfer programs and/or high skills programs without remedial help. At the same time, it is critical that the College's core transfer programs maintain their viability while the College concomitantly with the pursuit of new opportunities.

Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ENGL	Unique Headcount	1506	1651	1643	1737	1884
	Total Course Enrollments	1889	2128	2092	2221	2316
	# of Course Offerings	22	23	21	18	20
	# of Section Offerings	82	91	87	89	92
	Ave Enrollment per Section*	23.0	23.4	24.0	25.0	25.2

*Color Coding: Pink cells contain values at least 10% lower than the college average; blue cells at least 10% above the college average.

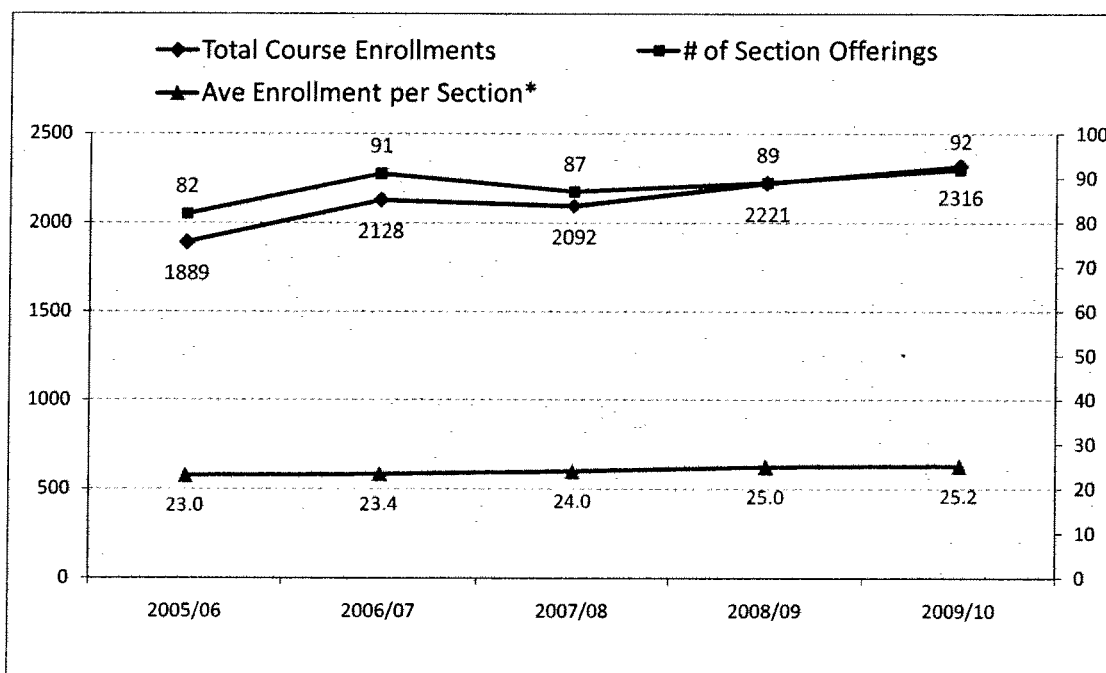
Data Definitions: Unique Headcount is the count of individual students (no duplicates) enrolled in any courses within the Department

Total Course Enrollments is the sum of all individual section enrollments within the Department.

of Course Offerings is the number of courses offered within the department for that Academic Year.

of Section Offerings is the number of course sections offered within the department for that Academic Year.

Ave Enrollment per Section is the average number of students per section (Average Class Size).



Some questions to get you thinking:

- * Compare course enrollments to section offerings. What is the relationship between the two trends?
- * Consider the trend in average enrollments per section. How does that trend compare to the trend in section offerings?
- * How does your Department's average enrollment per section compare to the college average? Why might they be different?
- * Consider the levels & growth of course enrollments and unique headcount. What does the difference tell you about your students?
- * Do the trends suggest any goals or enrollment targets for the department?

Department Efficiency

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ENGL	WSCH	9185	10210	9969	10463	10616
	FTES	306.2	340.3	332.3	348.8	353.9
	FTE	19.28	20.62	19.65	20.07	20.38
	Load*	476	495	507	521	521

***Color Coding:** Cells shaded pink contain values 10% lower than the College average; cells shaded blue contain values 10% above the College average.

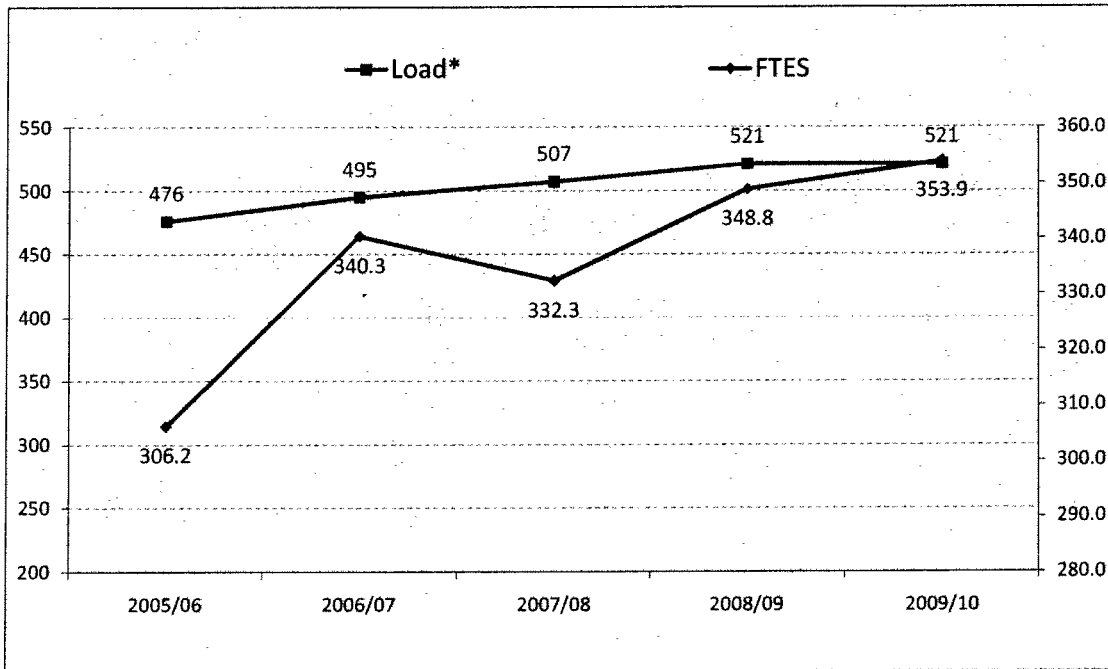
Data Definitions: WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the department.

FTES is the total Full Time Equivalent Student value resulting from all enrollment within the department.

FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that Academic Year.

Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Department Overview



Some questions to get you thinking:

- * What are the overall trends for Dept FTES & Load? Are the trends moving in the same direction?
- * Were there any deviations or sudden changes in the trend over the period? What do you think might be the underlying causes?
- * How does your Dept load compare with the college average? Are the trends similar? Why might they be different?
- * Given these trends and your reflection on their causes, what do you think are reasonable one-year and three-year targets for FTES & Load?

Student Performance Profile

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ENGL	Success Rate*	67.3%	68.0%	68.0%	70.8%	67.7%
	Retention Rate*	82.7%	81.3%	80.4%	84.5%	81.7%
	Ave Units Attempted this Academic Year	10.06	9.78	10.04	10.33	9.68
	Ave Units Earned this Academic Year	6.99	6.9	6.91	7.37	6.99
	Ave Academic Year GPA	2.36	2.35	2.34	2.3	2.34
	Ave Cumulative GPA	2.61	2.58	2.55	2.52	2.54

*Color Coding: Cells shaded pink contain values 10% lower than the College average; cells shaded blue contain values 10% above the College average.

Data Definitions: Success Rate is the percentage of students receiving a passing grade (A, B, C or CR) relative to all students receiving a grade.

Retention Rate is the percentage of students receiving any grade other than W relative to all students receiving a grade.

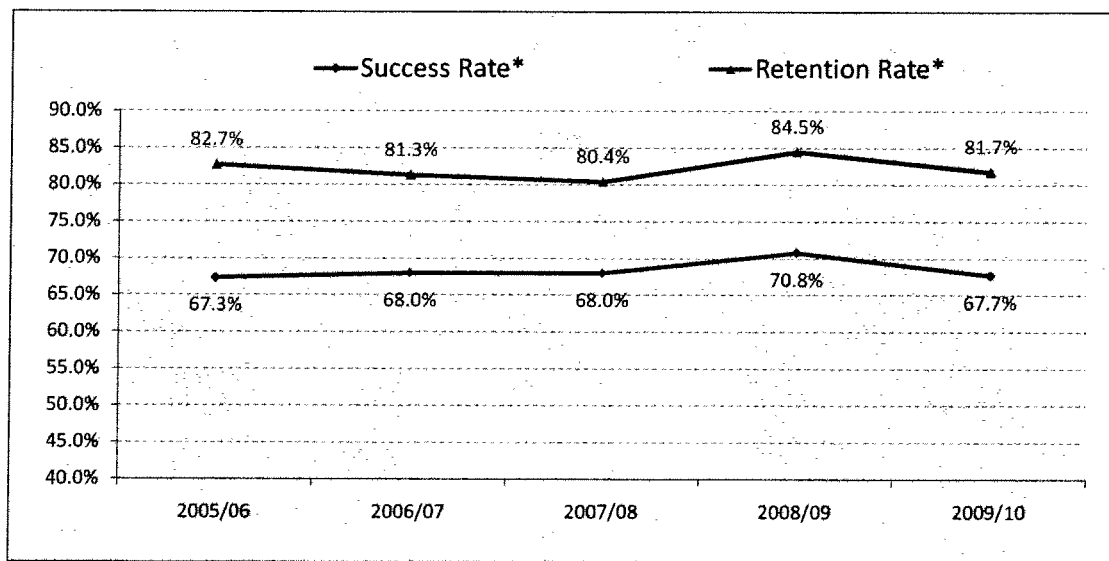
Ave Units Attempted this Academic Year is the average number of units associated with students enrollment for the Academic Year after the add/drop deadline.

Ave Units Earned this Academic Year is the average number of course units awarded to the student at the end of the given Academic Year.

Ave Academic Year GPA is the average current Academic Year GPA of all students taking courses in the department for the given Academic Year.

Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given Academic Year.

Student Performance Profile



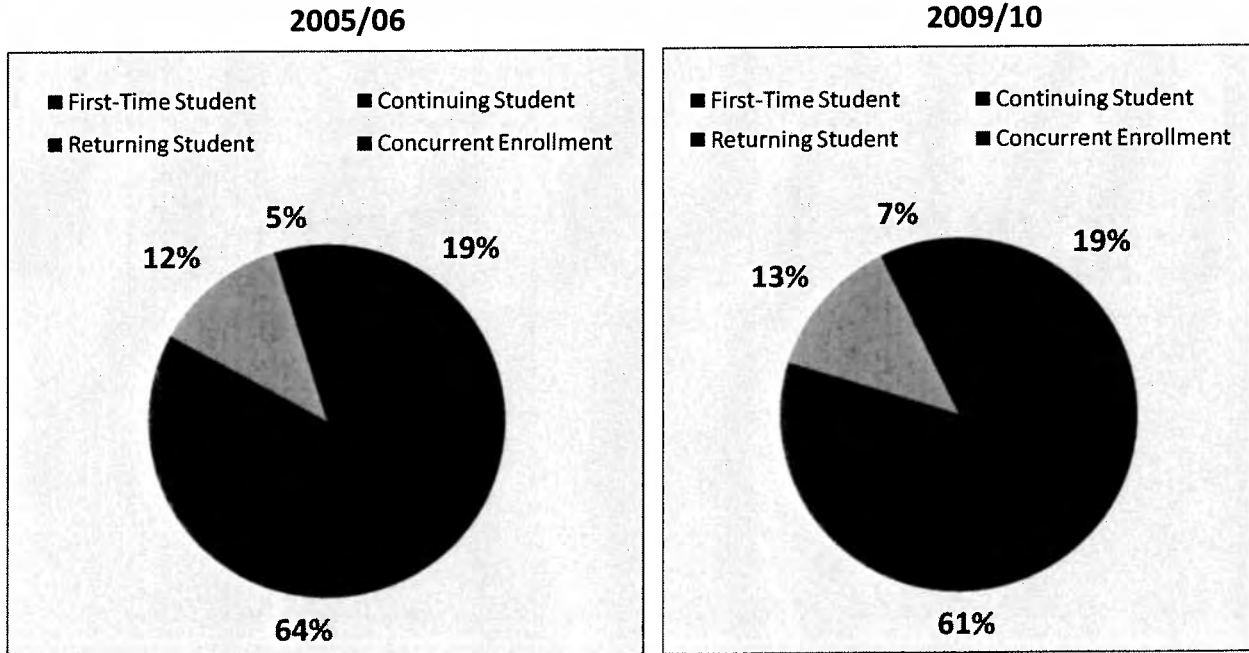
Some questions to get you thinking:

- * What are the overall trends in success rate and retention rate? Why might they be exhibiting those patterns?
- * Consider the levels & trends in student GPA and Unit Load? Could they explain any of the patterns in success and retention?
- * What do you think are the two or three underlying causes driving those trends and how might they be improved?
- * Are you generally satisfied with the departments current success & retention rates? How do they compare with the college average?

Student Enrollment Status Profile

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ENGL	First-Time Student	293	352	371	404	364
	Continuing Student	957	1016	945	1029	1140
	Returning Student	183	198	210	198	243
	Concurrent Enrollment	73	85	117	106	137
	Percent First Time	19%	21%	23%	23%	19%
	Percent Continuing	64%	62%	58%	59%	61%
	Percent Returning	12%	12%	13%	11%	13%
	Percent Concurrent	5%	5%	7%	6%	7%

Data Definitions: **First Time Student** A student that has never attended this DISTRICT, but may have attended or may be currently attending another college.
Returning Student is returning to this DISTRICT and has not attended another institution since the last Academic Year here or is returning to this DISTRICT after attending another college.
Continuing Students are those that attended the DISTRICT in immediately previous primary Academic Year. Fall & Spring are primary Academic Years.
Concurrent Enrollment is a student that is attending high school during the Academic Year for which he/she is applying.



Some questions to get you thinking:

- * How has the proportion first-time, continuing & returning students in your department changed over the period?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average and what does that tell you?

Student Goal Orientation

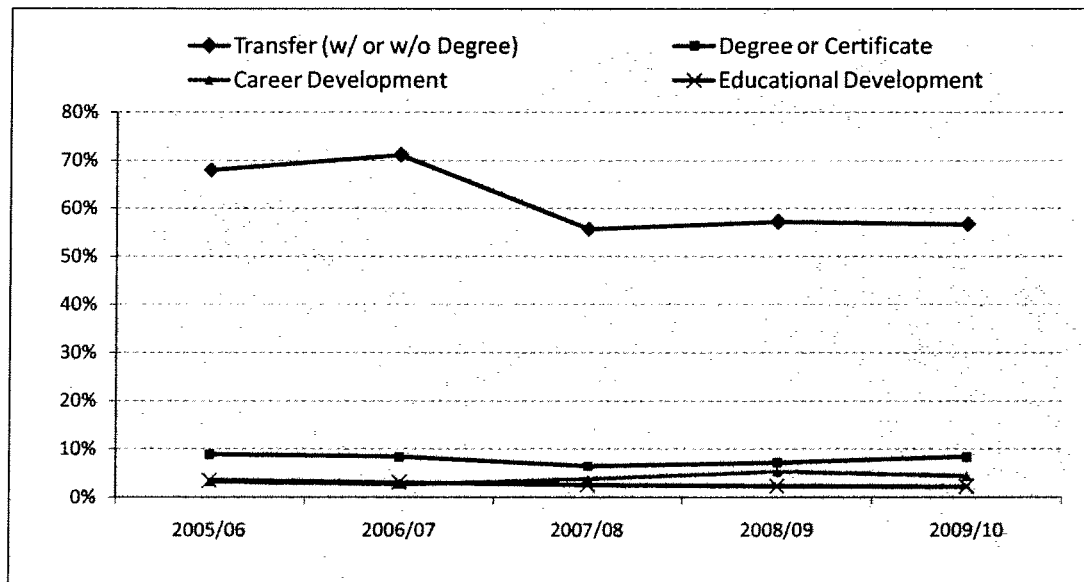
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ENGL	Transfer (w/ or w/o Degree)	1024	1175	915	995	1069
	Degree or Certificate	134	139	106	126	159
	Career Development	48	45	63	92	83
	Educational Development	53	51	43	41	42
	Undecided	66	77	343	303	310
	Other Goal	179	163	127	139	182
	Percent Transfer	68%	71%	56%	57%	57%
	Percent Degree or Certificate	9%	8%	6%	7%	8%
	Percent Career Development	3%	3%	4%	5%	4%
	Percent Education Development	4%	3%	3%	2%	2%
	Percent Undecided	4%	5%	21%	17%	16%
	Percent Other	12%	10%	8%	8%	10%

Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

Note 1: Percentages do not sum to 100% because the Transfer category is not mutually exclusive with Degree Orientation.

Note 2: Because of limited space only the first four categories are plotted below. Consider the patterns associated with the Undecided and Other categories when identifying and analyzing department trends.

Sample of Student Goal Orientation



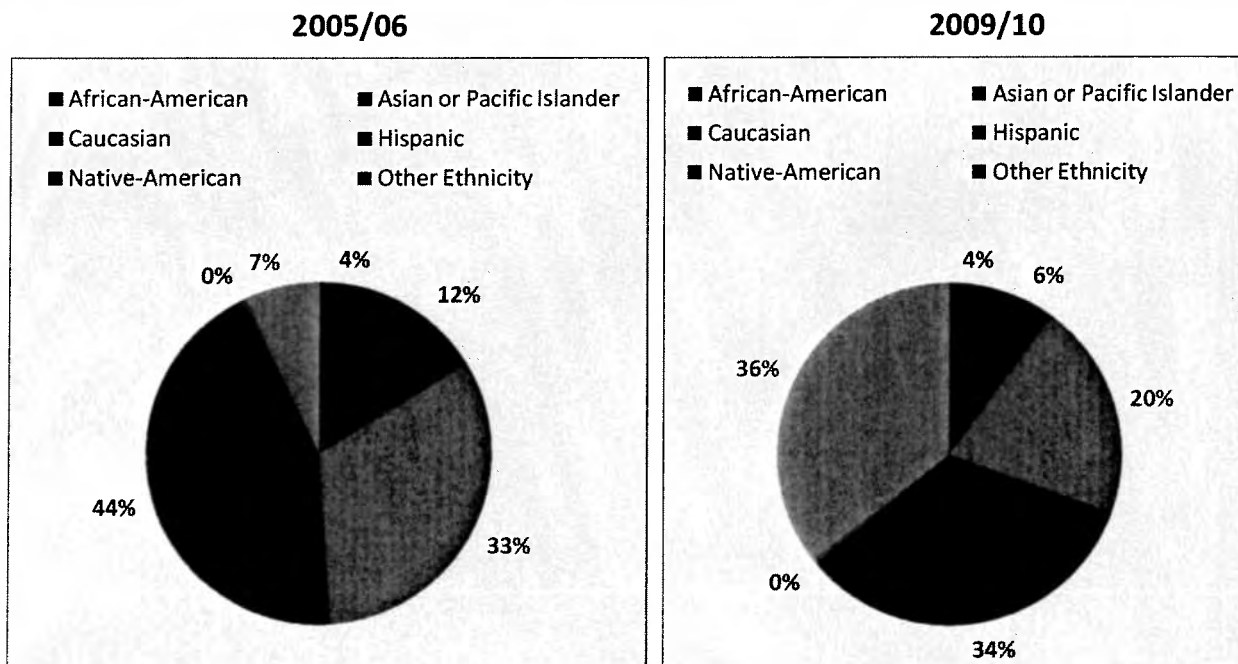
Some questions to get you thinking:

- * What are the most important trends occurring over the period? Do the data match your perceptions ?
- * What do you think are the underlying causes driving these trends ?
- * Does this change suggest any response strategy for the department?
- * How do the department trends compare to the college? Why might the two show different trends?

Student Demographics - Ethnicity

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ENGL	African-American	67	62	88	83	69
	Asian or Pacific Islander	176	210	177	172	120
	Caucasian	487	521	546	532	381
	Hispanic	652	715	647	739	625
	Native-American	7	5	6	6	7
	Other Ethnicity	105	129	169	196	663
	Percent African-American	4%	4%	5%	5%	4%
	Percent Asian or Pacific Islander	12%	13%	11%	10%	6%
	Percent Caucasian	32%	32%	33%	31%	20%
	Percent Hispanic	43%	43%	39%	43%	33%
	Percent Native-American	0%	0%	0%	0%	0%
	Percent Other Ethnicity	7%	8%	10%	11%	35%

Data Definitions: Ethnicity category percentages may not sum to 100% due to nondisclosures.



Some questions to get you thinking:

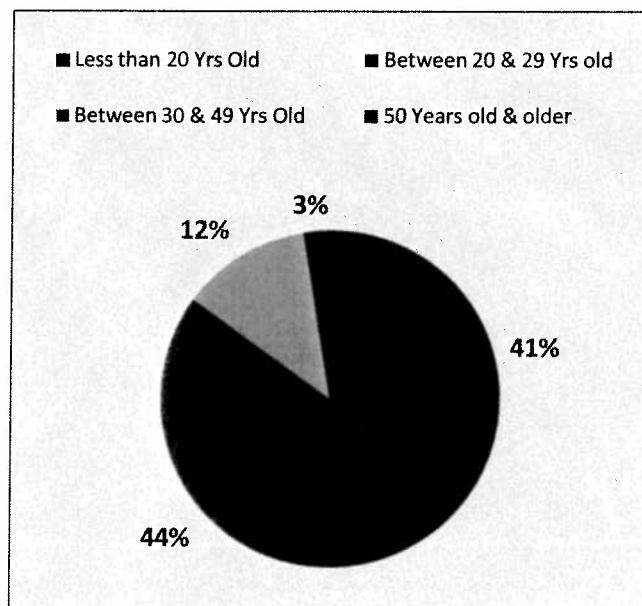
- * How has ethnicity profile of your department changed over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average and what does that tell you?

Student Demographics - Gender & Age

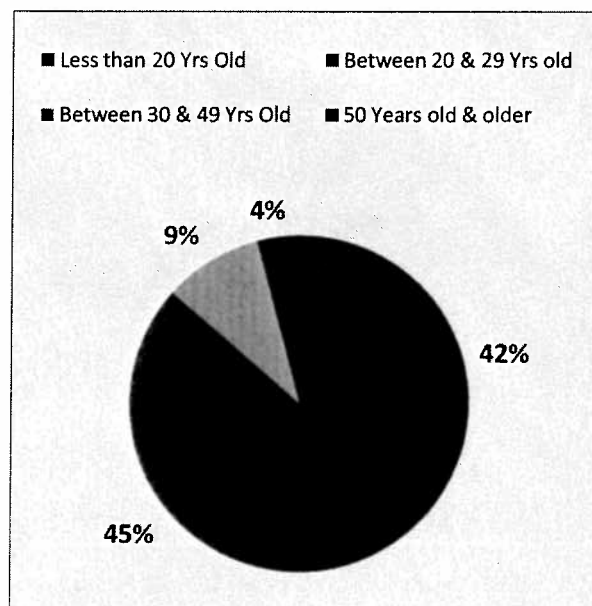
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ENGL	Female	865	964	917	970	1041
	Male	618	657	678	733	799
	Less than 20 Yrs Old	618	657	715	757	776
	Between 20 & 29 Yrs old	652	714	686	717	835
	Between 30 & 49 Yrs Old	185	207	171	189	176
	50 Years old & older	39	64	61	65	78
	% Female	57%	58%	56%	56%	55%
	% Male	41%	40%	41%	42%	42%
	% Less than 20 yrs old	41%	40%	44%	44%	41%
	% Between 20 & 29 yrs old	43%	43%	42%	41%	44%
	% Between 30 and 49 yrs old	12%	13%	10%	11%	9%
	% 50 Years old & older	3%	4%	4%	4%	4%

Data Definitions: Gender & Age category percentages may not sum to 100% due to nondisclosures.

2005/06



2009/10



Some questions to get you thinking:

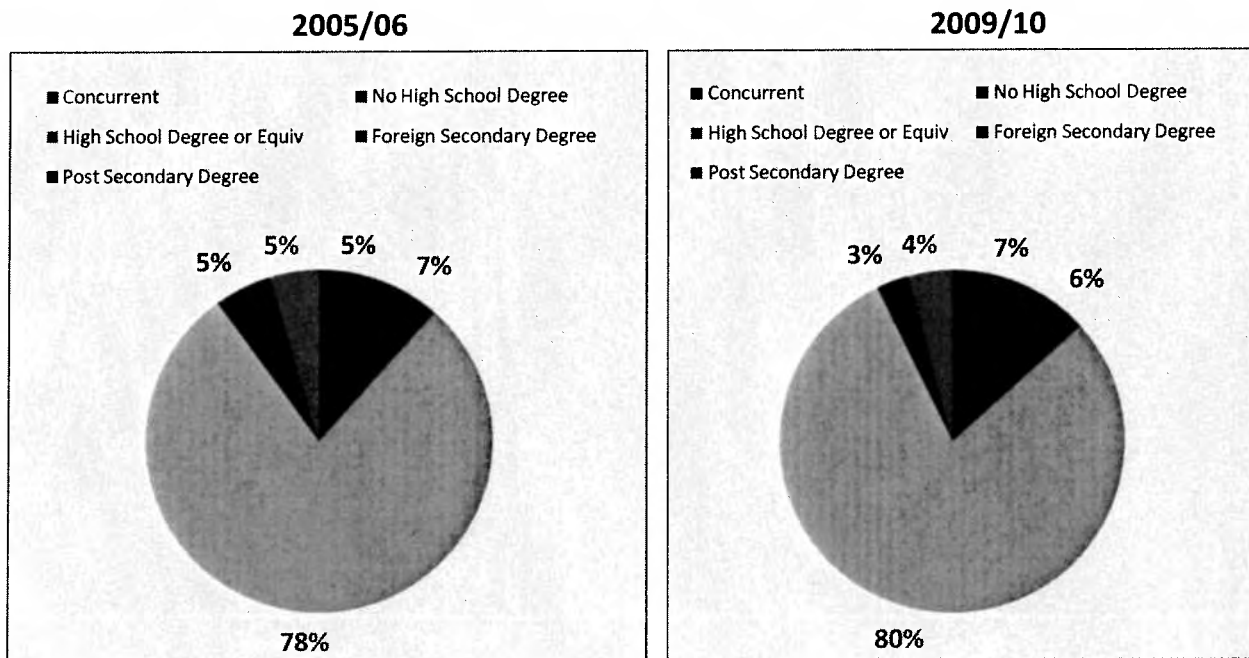
- * Have there been any significant changes in the age profile of your students over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes? Do you expect the trend to continue?
- * How does the current picture for the department compare with the college?
- * Does this change suggest any response strategy for the department?

Student Education Attainment Level

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
ENGL	Concurrent	73	85	117	106	137
	No High School Degree	101	111	91	117	113
	High School Degree or Equiv	1177	1283	1296	1367	1495
	Foreign Secondary Degree	81	79	41	56	58
	Post Secondary Degree	70	86	89	86	78
	% Concurrent Enrollment	5%	5%	7%	6%	7%
	% No High School Degree	7%	7%	6%	7%	6%
	% High School Degree or Equiv	78%	78%	79%	79%	79%
	% Foreign Secondary Degree	5%	5%	2%	3%	3%
	% Post Secondary Degree	5%	5%	5%	5%	4%

Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

Note 1: Percentages do not sum to 100% because the Transfer category is not mutually exclusive with Degree Orientation.



Some questions to get you thinking:

- * Is the current education attainment profile of your students what you expected?
- * How has the education level of the students in your department been changing over this period?
- * What might be the underlying causes driving any changes? Do you expect the trend to continue?
- * How does the current picture for the department compare with the college?
- * Does this change suggest any response strategy for the department?

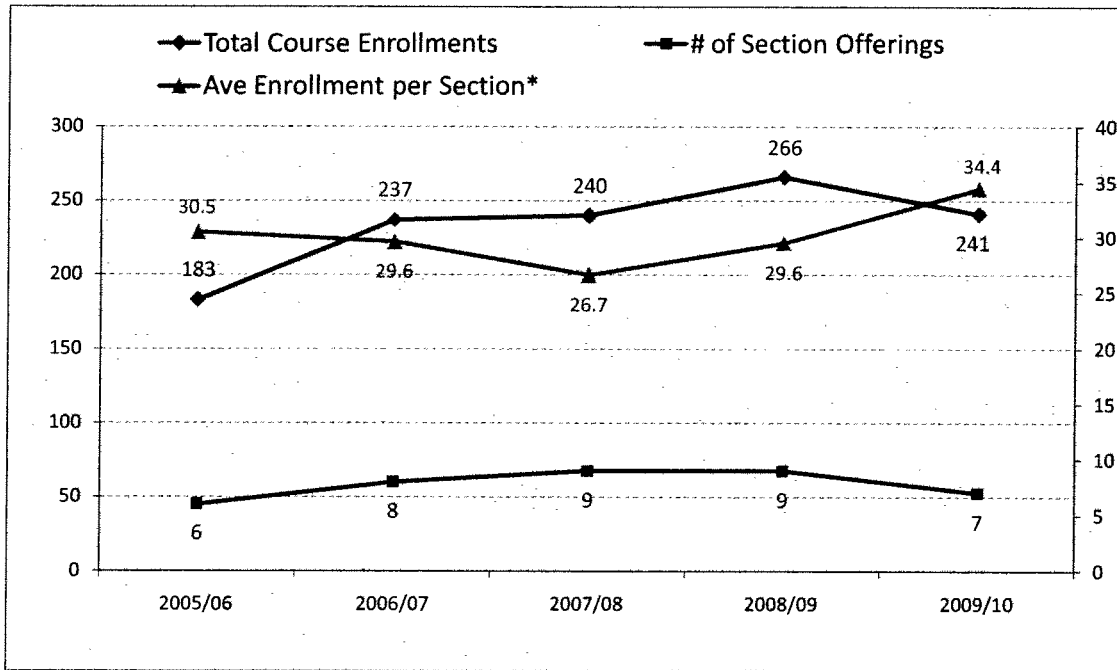
Program Review Department Data Packet - LIT.

Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
LIT.	Unique Headcount	176	226	218	254	221
	Total Course Enrollments	183	237	240	266	241
	# of Course Offerings	5	8	8	9	7
	# of Section Offerings	6	8	9	9	7
	Ave Enrollment per Section*	30.5	29.6	26.7	29.6	34.4

*Color Coding: Pink cells contain values at least 10% lower than the college average; blue cells at least 10% above the college average.

Data Definitions: **Unique Headcount** is the count of individual students (no duplicates) enrolled in any courses within the Department
Total Course Enrollments is the sum of all individual section enrollments within the Department.
of Course Offerings is the number of courses offered within the department for that Academic Year.
of Section Offerings is the number of course sections offered within the department for that Academic Year.
Ave Enrollment per Section is the average number of students per section (Average Class Size).



Some questions to get you thinking:

- * Compare course enrollments to section offerings. What is the relationship between the two trends?
- * Consider the trend in average enrollments per section. How does that trend compare to the trend in section offerings?
- * How does your Department's average enrollment per section compare to the college average? Why might they be different?
- * Consider the levels & growth of course enrollments and unique headcount. What does the difference tell you about your students?
- * Do the trends suggest any goals or enrollment targets for the department?

Program Review Department Data Packet - LIT.

Department Efficiency

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
LIT.	WSCH	578	736	779	894	780
	FTES	19.3	24.5	26.0	29.8	26.0
	FTE	1.2	1.6	1.8	1.8	1.4
	Load*	481	460	433	497	557

*Color Coding: Cells shaded pink contain values 10% lower than the College average; cells shaded blue contain values 10% above the College average.

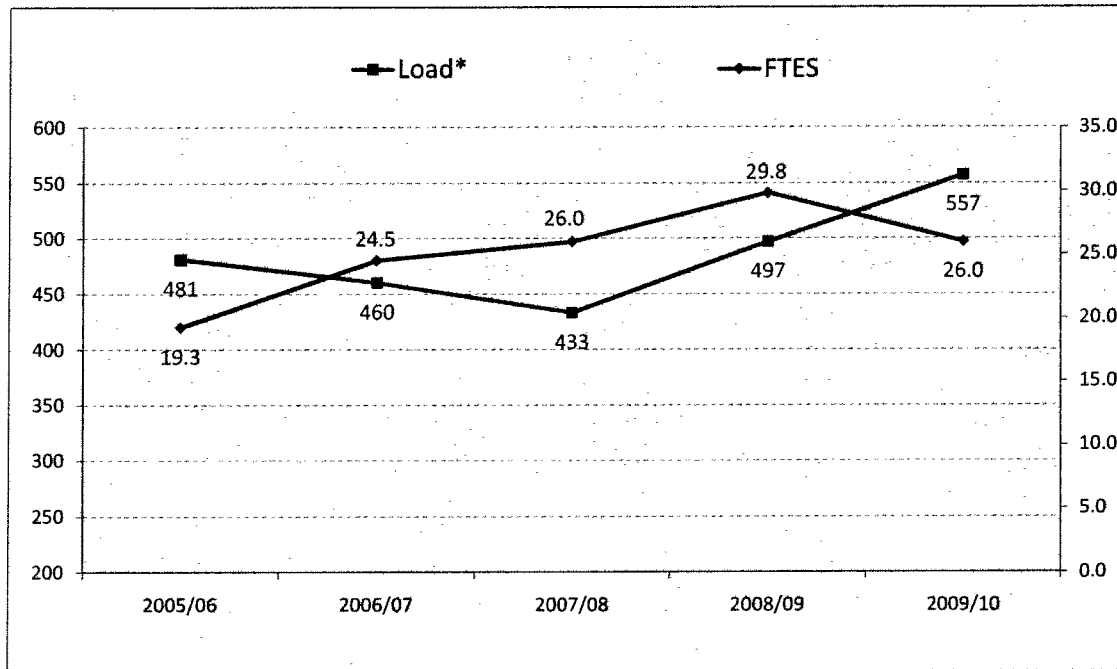
Data Definitions: **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.

FTES is the total Full Time Equivalent Student value resulting from all enrollment within the department.

FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that Academic Year.

Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Department Overview



Some questions to get you thinking:

- * What are the overall trends for Dept FTES & Load? Are the trends moving in the same direction?
- * Were there any deviations or sudden changes in the trend over the period? What do you think might be the underlying causes?
- * How does your Dept load compare with the college average? Are the trends similar? Why might they be different?
- * Given these trends and your reflection on their causes, what do you think are reasonable one-year and three-year targets for FTES & Load?

Program Review Department Data Packet - LIT.

Student Performance Profile

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
LIT.	Success Rate*	73.2%	78.1%	77.1%	78.2%	68.5%
	Retention Rate*	87.4%	89.9%	88.8%	89.5%	81.7%
	Ave Units Attempted this Academic Year	11.21	11.76	11.55	9.34	11.75
	Ave Units Earned this Academic Year	9.04	9.2	9.41	7.38	8.69
	Ave Academic Year GPA	2.6	2.74	2.84	2.6	2.37
	Ave Cumulative GPA	2.78	2.8	2.93	2.78	2.66

*Color Coding: Cells shaded pink contain values 10% lower than the College average; cells shaded blue contain values 10% above the College average.

Data Definitions: **Success Rate** is the percentage of students receiving a passing grade (A, B, C or CR) relative to all students receiving a grade.

Retention Rate is the percentage of students receiving any grade other than W relative to all students receiving a grade.

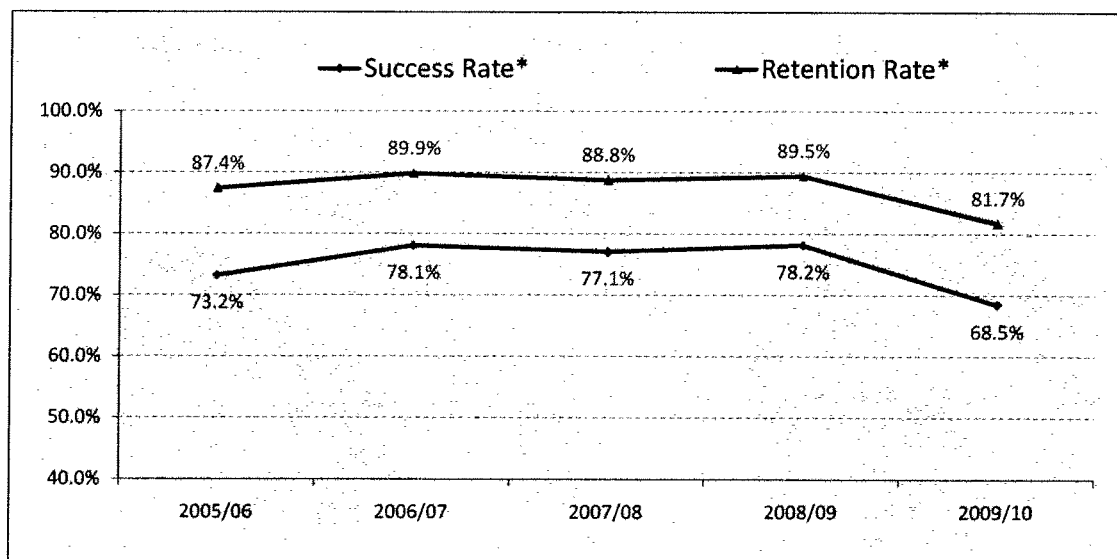
Ave Units Attempted this Academic Year is the average number of units associated with students enrollment for the Academic Year after the add/drop deadline.

Ave Units Earned this Academic Year is the average number of course units awarded to the student at the end of the given Academic Year.

Ave Academic Year GPA is the average current Academic Year GPA of all students taking courses in the department for the given Academic Year.

Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given Academic Year.

Student Performance Profile



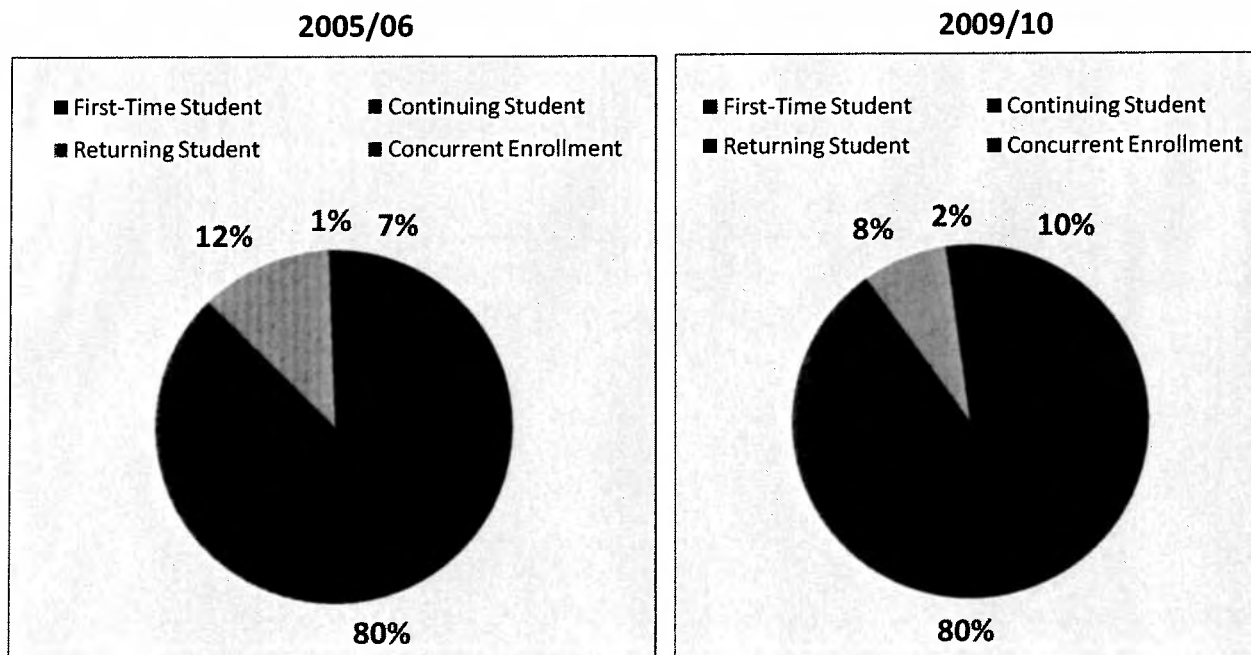
Some questions to get you thinking:

- * What are the overall trends in success rate and retention rate? Why might they be exhibiting those patterns?
- * Consider the levels & trends in student GPA and Unit Load? Could they explain any of the patterns in success and retention?
- * What do you think are the two or three underlying causes driving those trends and how might they be improved?
- * Are you generally satisfied with the departments current success & retention rates? How do they compare with the college average?

Student Enrollment Status Profile

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
LIT.	First-Time Student	13	25	20	21	23
	Continuing Student	141	164	165	183	176
	Returning Student	21	24	11	18	17
	Concurrent Enrollment	1	13	22	32	5
	Percent First Time	7%	11%	9%	8%	10%
	Percent Continuing	80%	73%	76%	72%	80%
	Percent Returning	12%	11%	5%	7%	8%
	Percent Concurrent	1%	6%	10%	13%	2%

Data Definitions: **First Time Student** A student that has never attended this DISTRICT, but may have attended or may be currently attending another college.
Returning Student is returning to this DISTRICT and has not attended another institution since the last Academic Year here or is returning to this DISTRICT after attending another college.
Continuing Students are those that attended the DISTRICT in immediately previous primary Academic Year. Fall & Spring are primary Academic Years.
Concurrent Enrollment is a student that is attending high school during the Academic Year for which he/she is applying.



Some questions to get you thinking:

- * How has the proportion first-time, continuing & returning students in your department changed over the period?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average and what does that tell you?

Student Goal Orientation

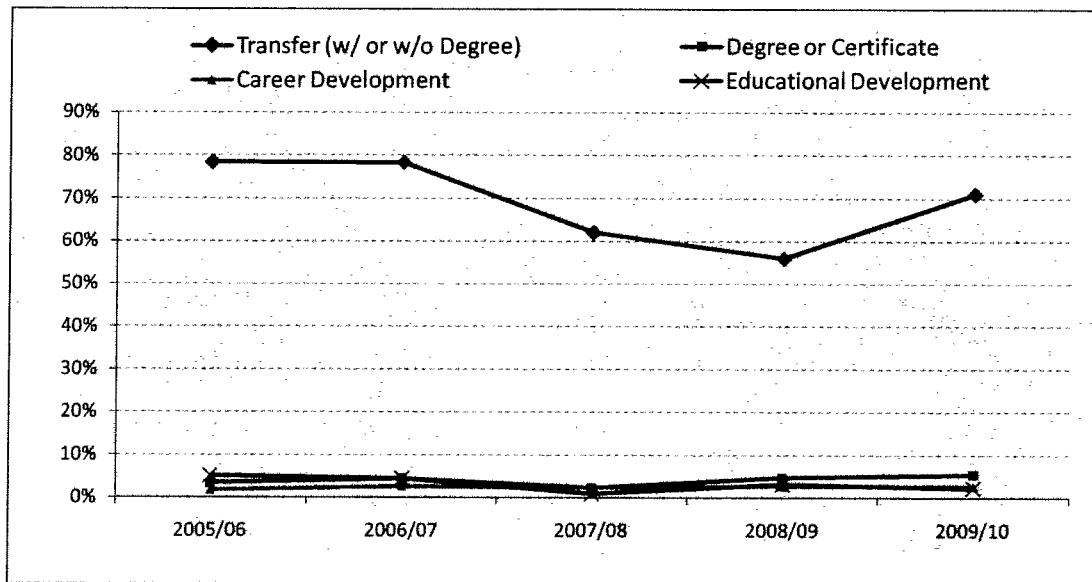
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
LIT.	Transfer (w/ or w/o Degree)	138	177	135	142	157
	Degree or Certificate	6	10	5	12	12
	Career Development	3	6	5	7	6
	Educational Development	9	10	2	8	5
	Undecided	1	11	57	60	24
	Other Goal	19	12	11	23	13
	Percent Transfer	78%	78%	62%	56%	71%
	Percent Degree or Certificate	3%	4%	2%	5%	5%
	Percent Career Development	2%	3%	2%	3%	3%
	Percent Education Development	5%	4%	1%	3%	2%
	Percent Undecided	1%	5%	26%	24%	11%
	Percent Other	11%	5%	5%	9%	6%

Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

Note 1: Percentages do not sum to 100% because the Transfer category is not mutually exclusive with Degree Orientation.

Note 2: Because of limited space only the first four categories are plotted below. Consider the patterns associated with the Undecided and Other categories when identifying and analyzing department trends.

Sample of Student Goal Orientation



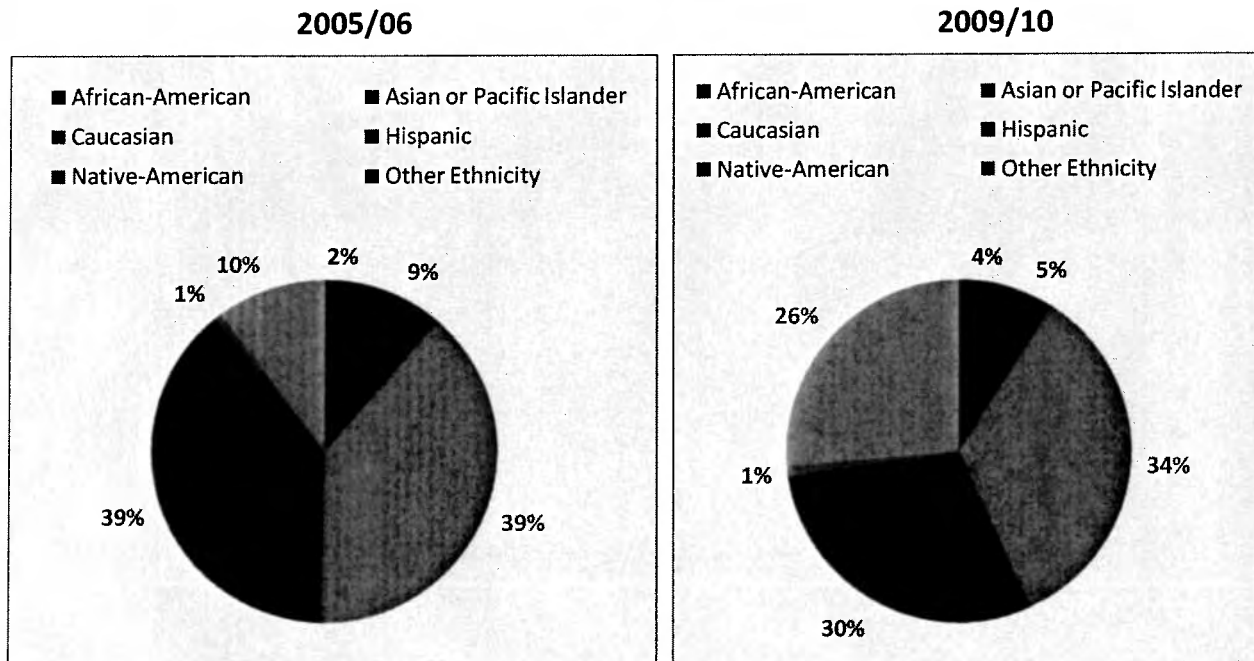
Some questions to get you thinking:

- * What are the most important trends occurring over the period? Do the data match your perceptions ?
- * What do you think are the underlying causes driving these trends ?
- * Does this change suggest any response strategy for the department?
- * How do the department trends compare to the college? Why might the two show different trends?

Student Demographics - Ethnicity

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
LIT.	African-American	4	11	5	7	8
	Asian or Pacific Islander	16	24	15	25	12
	Caucasian	68	105	102	82	75
	Hispanic	68	62	58	101	65
	Native-American	1	2	0	0	2
	Other Ethnicity	18	21	35	38	58
	Percent African-American	2%	5%	2%	3%	4%
	Percent Asian or Pacific Islander	9%	11%	7%	10%	5%
	Percent Caucasian	39%	46%	47%	32%	34%
	Percent Hispanic	39%	27%	27%	40%	29%
	Percent Native-American	1%	1%	0%	0%	1%
	Percent Other Ethnicity	10%	9%	16%	15%	26%

Data Definitions: Ethnicity category percentages may not sum to 100% due to nondisclosures.



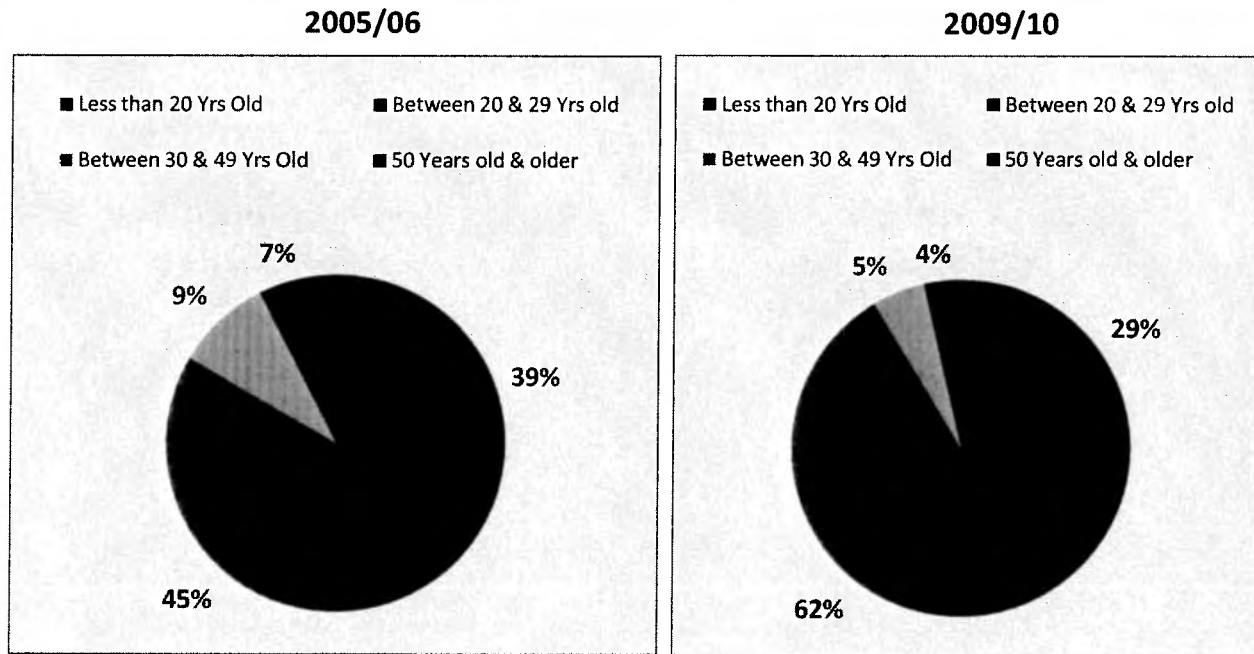
Some questions to get you thinking:

- * How has ethnicity profile of your department changed over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average and what does that tell you?

Student Demographics - Gender & Age

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
LIT.	Female	91	135	117	151	127
	Male	82	88	96	101	91
	Less than 20 Yrs Old	68	75	73	96	65
	Between 20 & 29 Yrs old	78	128	125	123	136
	Between 30 & 49 Yrs Old	16	15	14	20	11
	50 Years old & older	13	7	3	14	8
	% Female	52%	60%	54%	59%	57%
	% Male	47%	39%	44%	40%	41%
	% Less than 20 yrs old	39%	33%	33%	38%	29%
	% Between 20 & 29 yrs old	44%	57%	57%	48%	62%
	% Between 30 and 49 yrs old	9%	7%	6%	8%	5%
	% 50 Years old & older	7%	3%	1%	6%	4%

Data Definitions: Gender & Age category percentages may not sum to 100% due to nondisclosures.



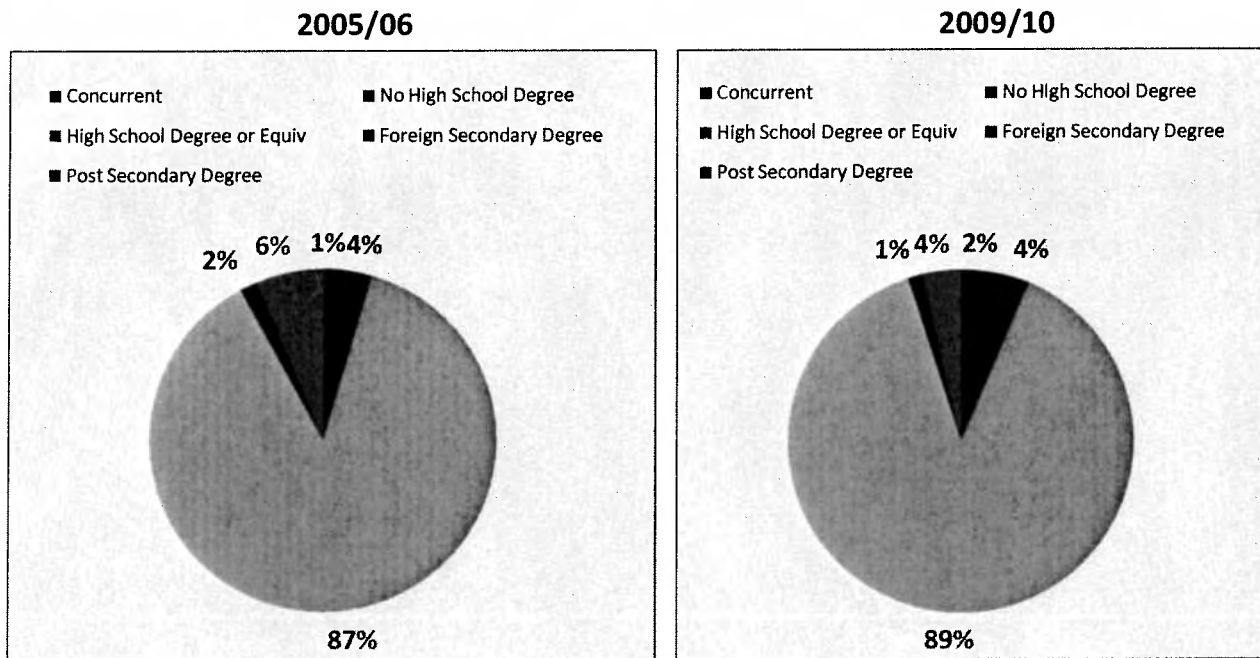
Some questions to get you thinking:

- * Have there been any significant changes in the age profile of your students over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes? Do you expect the trend to continue?
- * How does the current picture for the department compare with the college?
- * Does this change suggest any response strategy for the department?

Student Education Attainment Level

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
LIT.	Concurrent	1	13	22	32	5
	No High School Degree	7	9	6	10	9
	High School Degree or Equiv	154	191	180	188	195
	Foreign Secondary Degree	3	2	3	9	3
	Post Secondary Degree	11	10	7	12	8
	% Concurrent Enrollment	1%	6%	10%	13%	2%
	% No High School Degree	4%	4%	3%	4%	4%
	% High School Degree or Equiv	88%	85%	83%	74%	88%
	% Foreign Secondary Degree	2%	1%	1%	4%	1%
	% Post Secondary Degree	6%	4%	3%	5%	4%

Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.
Note 1: Percentages do not sum to 100% because the Transfer category is not mutually exclusive with Degree Orientation.



Some questions to get you thinking:

- * Is the current education attainment profile of your students what you expected?
- * How has the education level of the students in your department been changing over this period?
- * What might be the underlying causes driving any changes? Do you expect the trend to continue?
- * How does the current picture for the department compare with the college?
- * Does this change suggest any response strategy for the department?

Program Review Department Data Packet - READ

Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
READ	Unique Headcount	611	618	684	676	670
	Total Course Enrollments	721	721	811	776	790
	# of Course Offerings	5	5	6	6	6
	# of Section Offerings	25	25	27	26	26
	Ave Enrollment per Section*	28.8	28.8	30.0	29.8	30.4

*Color Coding: Pink cells contain values at least 10% lower than the college average; blue cells at least 10% above the college average.

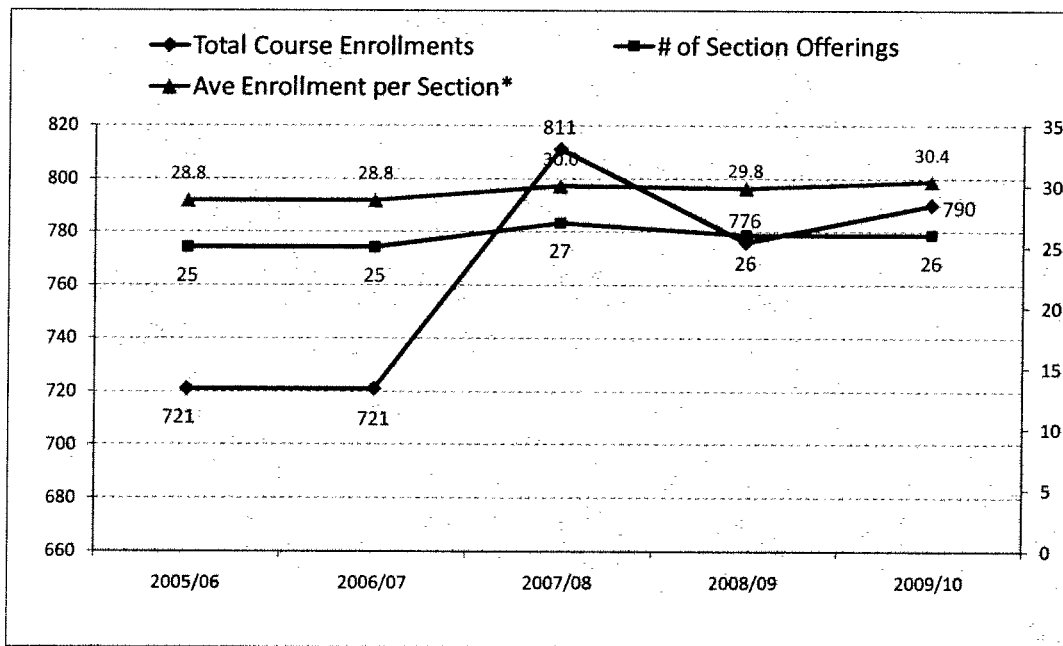
Data Definitions: Unique Headcount is the count of individual students (no duplicates) enrolled in any courses within the Department

Total Course Enrollments is the sum of all individual section enrollments within the Department.

of Course Offerings is the number of courses offered within the department for that Academic Year.

of Section Offerings is the number of course sections offered within the department for that Academic Year.

Ave Enrollment per Section is the average number of students per section (Average Class Size).



Some questions to get you thinking:

- * Compare course enrollments to section offerings. What is the relationship between the two trends?
- * Consider the trend in average enrollments per section. How does that trend compare to the trend in section offerings?
- * How does your Department's average enrollment per section compare to the college average? Why might they be different?
- * Consider the levels & growth of course enrollments and unique headcount. What does the difference tell you about your students?
- * Do the trends suggest any goals or enrollment targets for the department?

Department Efficiency

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
READ	WSCH	3653	3690	4061	4001	4225
	FTES	121.8	123.0	135.4	133.4	140.8
	FTE	5.77	5.84	6.87	6.67	6.76
	Load*	633	632	592	600	625

*Color Coding: Cells shaded pink contain values 10% lower than the College average; cells shaded blue contain values 10% above the College average.

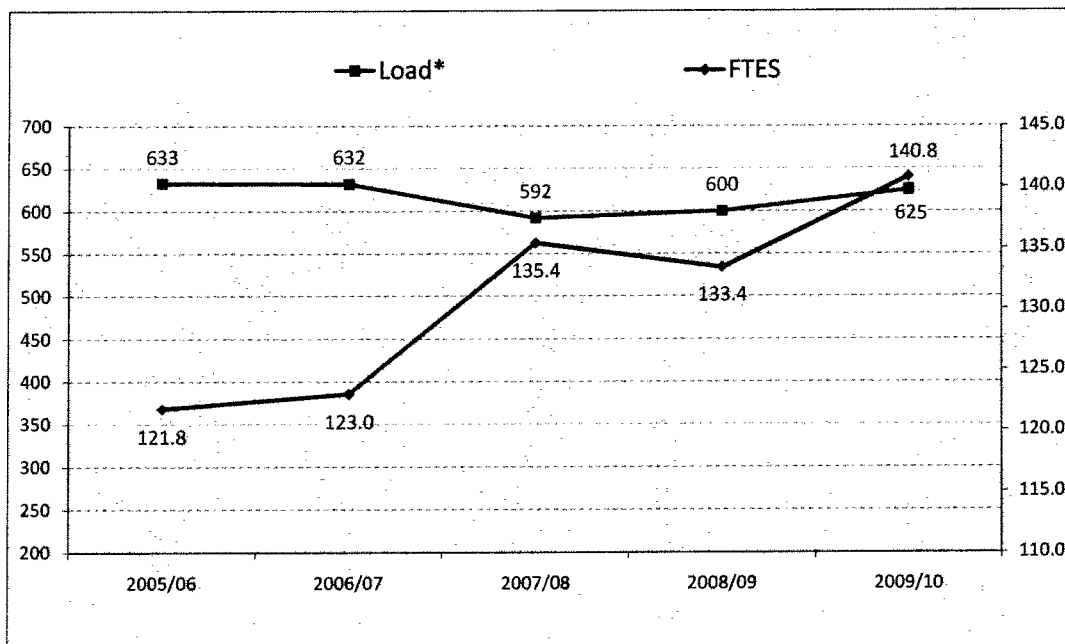
Data Definitions: **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.

FTES is the total Full Time Equivalent Student value resulting from all enrollment within the department.

FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that Academic Year.

Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Department Overview



Some questions to get you thinking:

- * What are the overall trends for Dept FTES & Load? Are the trends moving in the same direction?
- * Were there any deviations or sudden changes in the trend over the period? What do you think might be the underlying causes?
- * How does your Dept load compare with the college average? Are the trends similar? Why might they be different?
- * Given these trends and your reflection on their causes, what do you think are reasonable one-year and three-year targets for FTES & Load?

Student Performance Profile

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
READ	Success Rate*	65.2%	60.5%	62.1%	63.9%	63.2%
	Retention Rate*	81.1%	79.5%	79.7%	83.6%	82.3%
	Ave Units Attempted this Academic Year	10.01	9.57	9.7	9.64	9.35
	Ave Units Earned this Academic Year	6.46	6.09	6.23	6.61	6.56
	Ave Academic Year GPA	2.18	2.04	2.05	1.95	2.06
	Ave Cumulative GPA	2.41	2.23	2.28	2.15	2.2

*Color Coding: Cells shaded pink contain values 10% lower than the College average; cells shaded blue contain values 10% above the College average.

Data Definitions: Success Rate is the percentage of students receiving a passing grade (A, B, C or CR) relative to all students receiving a grade.

Retention Rate is the percentage of students receiving any grade other than W relative to all students receiving a grade.

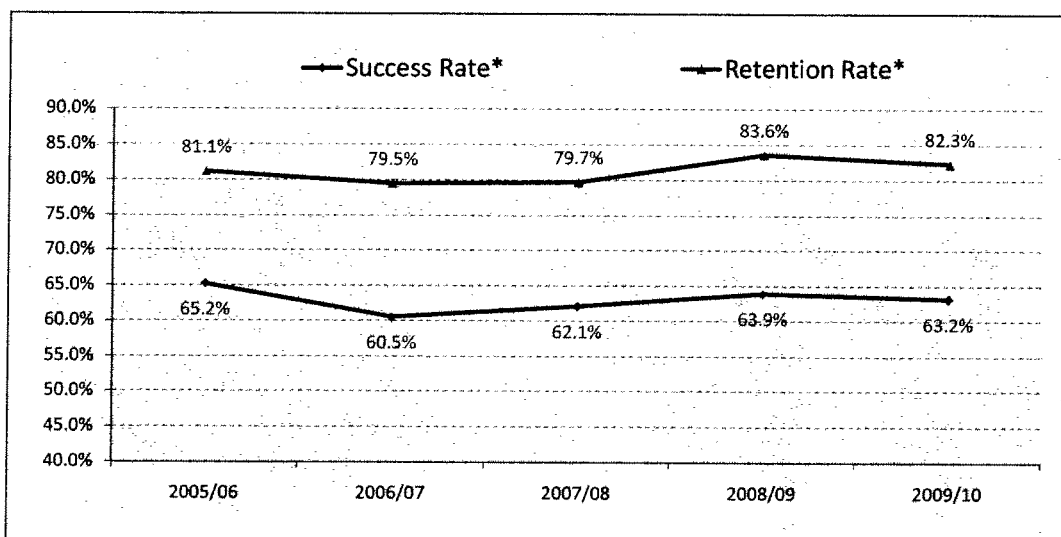
Ave Units Attempted this Academic Year is the average number of units associated with students enrollment for the Academic Year after the add/drop deadline.

Ave Units Earned this Academic Year is the average number of course units awarded to the student at the end of the given Academic Year.

Ave Academic Year GPA is the average current Academic Year GPA of all students taking courses in the department for the given Academic Year.

Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given Academic Year.

Student Performance Profile



Some questions to get you thinking:

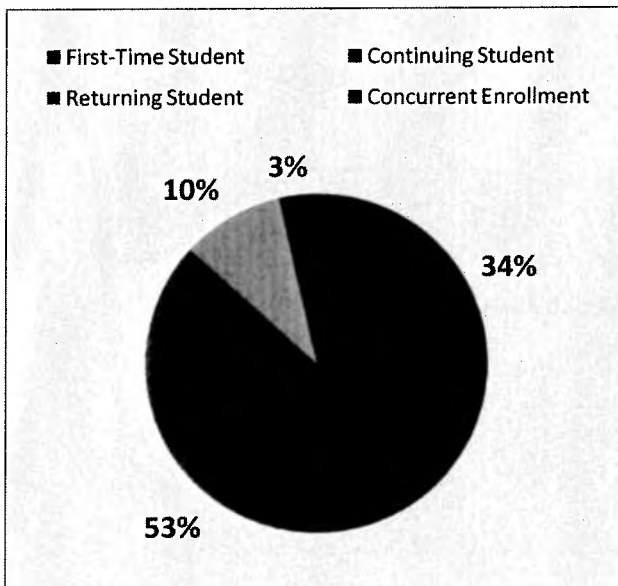
- * What are the overall trends in success rate and retention rate? Why might they be exhibiting those patterns?
- * Consider the levels & trends in student GPA and Unit Load? Could they explain any of the patterns in success and retention?
- * What do you think are the two or three underlying causes driving those trends and how might they be improved?
- * Are you generally satisfied with the departments current success & retention rates? How do they compare with the college average?

Student Enrollment Status Profile

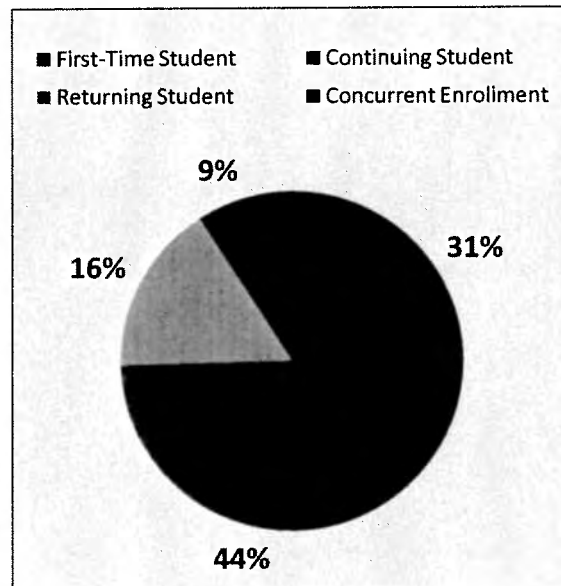
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
READ	First-Time Student	208	216	218	260	208
	Continuing Student	322	302	331	271	292
	Returning Student	59	68	81	97	109
	Concurrent Enrollment	22	32	54	48	61
	Percent First Time	34%	35%	32%	38%	31%
	Percent Continuing	53%	49%	48%	40%	44%
	Percent Returning	10%	11%	12%	14%	16%
	Percent Concurrent	4%	5%	8%	7%	9%

Data Definitions: **First Time Student** A student that has never attended this DISTRICT, but may have attended or may be currently attending another college.
Returning Student is returning to this DISTRICT and has not attended another institution since the last Academic Year here or is returning to this DISTRICT after attending another college.
Continuing Students are those that attended the DISTRICT in immediately previous primary Academic Year. Fall & Spring are primary Academic Years.
Concurrent Enrollment is a student that is attending high school during the Academic Year for which he/she is applying.

2005/06



2009/10



Some questions to get you thinking:

- * How has the proportion first-time, continuing & returning students in your department changed over the period?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average and what does that tell you?

Student Goal Orientation

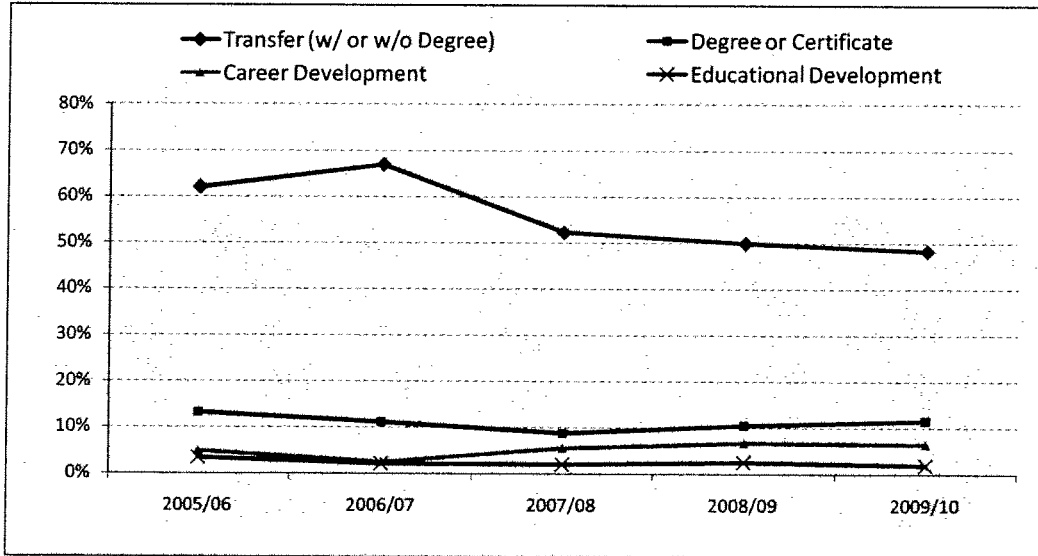
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
READ	Transfer (w/ or w/o Degree)	379	414	358	338	324
	Degree or Certificate	81	69	60	71	77
	Career Development	30	16	38	45	43
	Educational Development	21	13	14	17	13
	Undecided	23	27	120	99	106
	Other Goal	75	76	65	79	85
	Percent Transfer	62%	67%	52%	50%	48%
	Percent Degree or Certificate	13%	11%	9%	11%	11%
	Percent Career Development	5%	3%	6%	7%	6%
	Percent Education Development	3%	2%	2%	3%	2%
	Percent Undecided	4%	4%	18%	15%	16%
	Percent Other	12%	12%	10%	12%	13%

Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

Note 1: Percentages do not sum to 100% because the Transfer category is not mutually exclusive with Degree Orientation.

Note 2: Because of limited space only the first four categories are plotted below. Consider the patterns associated with the Undecided and Other categories when identifying and analyzing department trends.

Sample of Student Goal Orientation



Some questions to get you thinking:

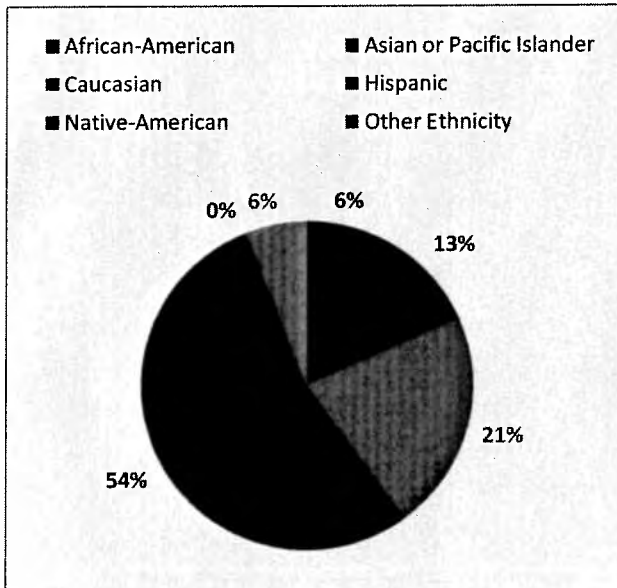
- * What are the most important trends occurring over the period? Do the data match your perceptions ?
- * What do you think are the underlying causes driving these trends ?
- * Does this change suggest any response strategy for the department?
- * How do the department trends compare to the college? Why might the two show different trends?

Student Demographics - Ethnicity

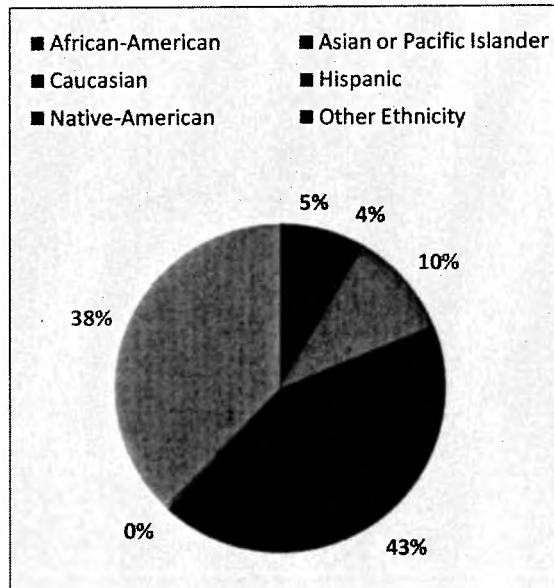
Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
READ	African-American	34	34	41	36	30
	Asian or Pacific Islander	77	58	75	43	26
	Caucasian	130	113	124	114	68
	Hispanic	325	366	385	414	284
	Native-American	1	3	1	2	3
	Other Ethnicity	36	36	55	61	248
	Percent African-American	6%	6%	6%	5%	4%
	Percent Asian or Pacific Islander	13%	9%	11%	6%	4%
	Percent Caucasian	21%	18%	18%	17%	10%
	Percent Hispanic	53%	59%	56%	61%	42%
	Percent Native-American	0%	0%	0%	0%	0%
	Percent Other Ethnicity	6%	6%	8%	9%	37%

Data Definitions: Ethnicity category percentages may not sum to 100% due to nondisclosures.

2005/06



2009/10



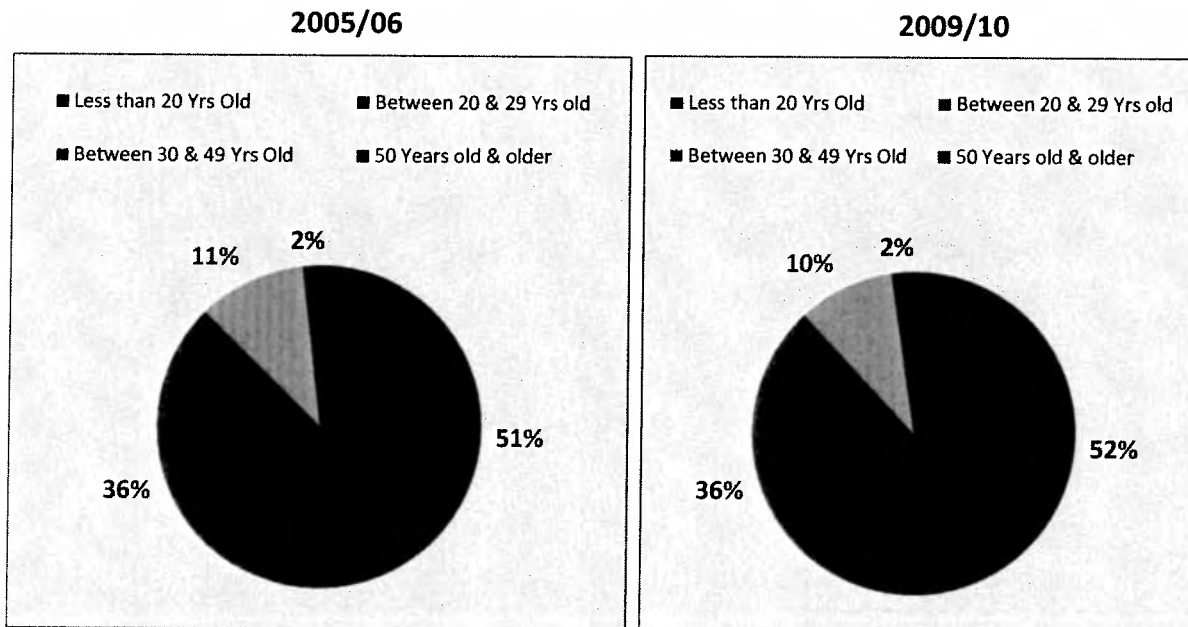
Some questions to get you thinking:

- * How has ethnicity profile of your department changed over the period? How do you interpret those changes?
- * What might be the underlying causes driving any changes?
- * Does this change suggest any response strategy for the department?
- * How does the current picture compare with the college average and what does that tell you?

Student Demographics - Gender & Age

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
READ	Female	365	350	372	384	355
	Male	234	254	287	281	299
	Less than 20 Yrs Old	311	337	365	363	345
	Between 20 & 29 Yrs old	217	208	243	213	235
	Between 30 & 49 Yrs Old	64	52	59	73	63
	50 Years old & older	11	13	14	21	16
	% Female	60%	57%	54%	57%	53%
	% Male	38%	41%	42%	42%	45%
	% Less than 20 yrs old	51%	55%	53%	54%	51%
	% Between 20 & 29 yrs old	36%	34%	36%	32%	35%
	% Between 30 and 49 yrs old	10%	8%	9%	11%	9%
	% 50 Years old & older	2%	2%	2%	3%	2%

Data Definitions: Gender & Age category percentages may not sum to 100% due to nondisclosures.



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- * Have there been any significant changes in the age profile of your students over the period? How do you interpret those changes?
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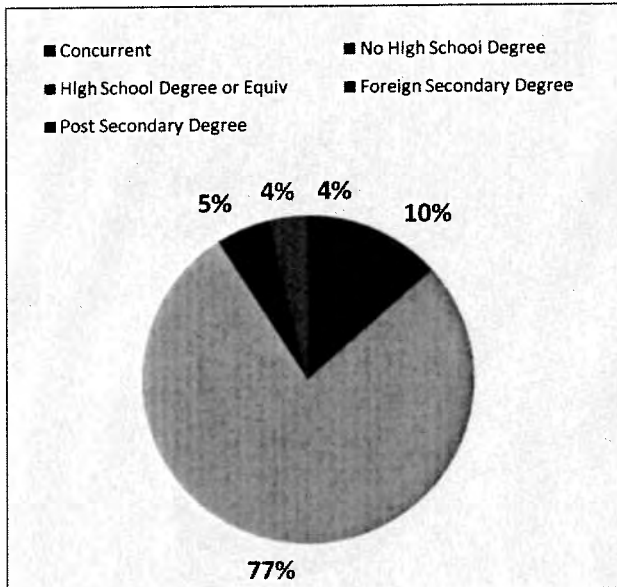
Student Education Attainment Level

Department	Metric	Academic Year				
		2005/06	2006/07	2007/08	2008/09	2009/10
READ	Concurrent	22	32	54	48	61
	No High School Degree	60	50	61	73	73
	High School Degree or Equiv	472	489	525	510	495
	Foreign Secondary Degree	32	30	25	25	25
	Post Secondary Degree	23	12	16	17	14
	% Concurrent Enrollment	4%	5%	8%	7%	9%
	% No High School Degree	10%	8%	9%	11%	11%
	% High School Degree or Equiv	77%	79%	77%	75%	74%
	% Foreign Secondary Degree	5%	5%	4%	4%	4%
	% Post Secondary Degree	4%	2%	2%	3%	2%

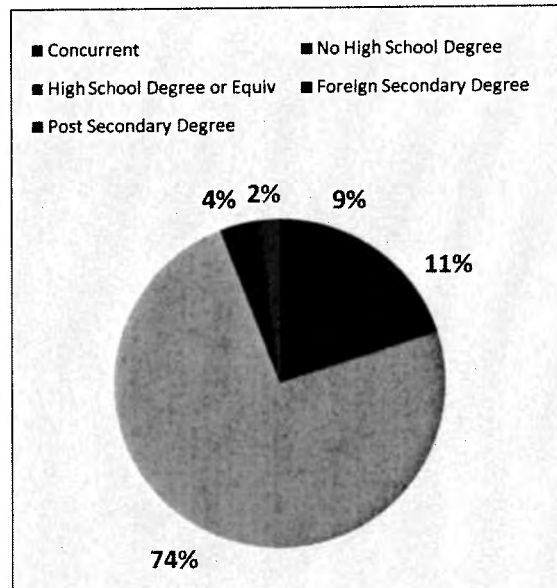
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2005/06



2009/10



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- * How has the education level of the students in your department been changing over this period?
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