GLENDALE COMMUNITY COLLEGE

Annual Program Review   2012-2013 – INSTRUCTIONAL REPORT

Division - Program

ENGLISH

Authorization

After the document is complete, it must be reviewed and <u>submitted to the Program Review Committee by the Division Chair</u>.

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1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
English	2008-2009	1,054	69	483	43.6%	98.6%	64.5%	1
	2009-2010	1,049	69	484	47.5%	101.7%	67.4%	5
	2010-2011	998	70	453	39.9%	102.2%	67.0%	1
	2011-2012	1,031	71	462	45.2%	106.6%	67.9%	8
	% Change	-2.2%	+2.3%	-4.3%	+1.5%	+8.0%	+3.3%	+700.0%
	Four-Year Trend	stable	stable	stable	stable	stable	stable	increasing
Humanities	2008-2009	87	4	721	88.9%	99.3%	75.6%	0
	2009-2010	82	4	681	88.9%	97.3%	76.0%	0
	2010-2011	84	6	446	89.3%	106.5%	76.7%	0
	2011-2012	83	6	454	85.6%	101.2%	78.7%	1
	% Change	-4.5%	+51.5%	-37.0%	-3.3%	+1.8%	+3.1%	--
	Four-Year Trend	stable	increasing	decreasing	stable	stable	stable	--
English Division Total	2008-2009	1,141	73	495	46.0%	98.6%	65.5%	1
	2009-2010	1,131	73	495	49.7%	101.3%	68.0%	5
	2010-2011	1,082	76	452	43.8%	102.5%	67.9%	1
	2011-2012	1,115	77	461	48.2%	106.2%	68.7%	9
	% Change	-2.3%	+4.8%	-6.9%	+2.2%	+7.5%	+3.2%	+800.0%
	Four-Year Trend	stable	stable	stable	stable	stable	stable	increasing

1.1 Describe how these trends have affected student achievement and student learning:

As noted last year, the increase in FTEF for Humanities is not an actual increase in faculty but a change in accounting practice that assigns teachers from other disciplines who are participating in team-taught courses to English rather than to their own discipline. The change in accounting has also resulted in the appearance of an excess of FTEF in English and needs to be addressed by the accounting process. The decrease in WSCH/FTEF for humanities courses marks a drop from an unusually high efficiency rate (721 in 2008-09) to a rate that is closer to the state's target for efficiency, which is 525. While this decrease is something the division may want to look at, the current level is within an accepted realm. The slight increase in English in success rates, while not as dramatic as last year, is nonetheless heartening, given the 8% increase in the fill-rate. This increase is also due in part to increased success in basic skills English and in English 120.

1.2 Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

The FTEF number does not reflect the actual number of full-time faculty members in the division. The English division has lost five full-time instructors due to retirement, death, and disability. Although we have hired one full-time faculty member in the last four years, we have not had the opportunity to replace the four other losses. This has put a significant burden on all English faculty, especially as fill rates continue to increase. As noted in the data, fill rates for both English and Humanities exceed 100%, as instructors continue to add beyond the designated ceiling in an attempt to accommodate student need. While this impulse is both generous and in some ways commendable, it is not necessarily in the best interest of students, as instructors cannot serve individual students as well when classes are overcrowded. Also, while fill rates indicated are at over 100% for both English and humanities, this does not reflect the unmet demand as instructors continue to turn students away from full classes. Waitlists at the start of the semester for English classes ranged from a minimum of seven up to twenty-five students, with waitlisted students in English 120, English 101 and developmental writing courses averaging nearly twenty students per class. The vast majority of these students were unable to add classes, indicating that additional demand over our current capacity exists.

2.0. Student Learning and Curriculum

Course Level (Entire Division)

Year	SLOAC Course Count		% of Courses Assessed
2010-2011	33	100.0%	39.4%
2011-2012	34	100.0%	50.0%
% Change		+0.0%	+10.6%
Four-Year Trend		stable	increasing

Provide the following information on each department and program within the division.

List each program within the division	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed	
	N / N	%	N / N	%	N / N	%
English AA	16/16	100%	10/16	62%	29/29	100%
English Developmental Program	8/8	100%	8/8	100%	105/105	100%
Interdisciplinary Humanities: American Responses to Other Cultures AA	6/6	100%	3/6	50%	5/9	66%
Interdisciplinary Humanities: Creativity AA	4/4	100%	1/4	25%	2/6	33%
Interdisciplinary Humanities: East-West Culture and Civilization AA	2/2	100%	1/2	50%	1/10	10%
Transfer-Level English Composition Program	12/12	100%	7/12	51%	??/183 see below	?? see below

2.1   Please comment on the percentages above.

The English division has focused intensively in the last year on keeping up with the SLO assessment timeline developed two years ago for English and humanities courses. Overall, as shown above in the "Entire Division" data, the number of courses assessed has increased; this number has gone up even further than the 10.6% indicated above due to the division's attempt to collect overdue SLO data and reports this semester. We are now at 65% of our total courses having been assessed instead of 50%. These new reports have now been sent to the Office of Research and Planning, but they were not available at the time that the above data was calculated.

Concerning the program data, the English AA and the Developmental Program are clearly on track. The Developmental Program has 100% of its courses assessed; the English AA and the Transfer-Level English Comp Program, while still having a way to go, are currently on track in relation to the SLO timeline developed by the English Division. Humanities Programs are lagging. Partly this is because humanities classes were placed later than English courses in the division timeline. It seemed that our development and transfer-level courses should be assessed first, since they serve most of the college's student population. Additionally, the division is still collecting (overdue) reports for humanities courses for which data has been collected but not yet analyzed/reported upon.

The English division has not consistently tracked the number of course sections assessed; this is something that we should think about adding to our assessment report form. For some courses, faculty have opted to assess all sections; for others, faculty have opted to assess the number of sections required by the state. For developmental courses, all sections are assessed. Literature and humanities are all single-section classes and are assessed on a three-year cycle. All active literature sections have been assessed; we are still waiting on overdue reports from humanities, but the plan has been that, as with literature courses, all active sections should be assessed. I do not currently have data on the number of sections assessed for the Transfer-level English Comp Program. I know that English 102 assessed five sections; English 104 was not assessed last year; English 101 was assessed, but the number is not currently available.

3

2.2   Using the results from your division/departments recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments.

Last year, the division's focus was on completing assessments, both for courses due to be assessed and for those that were overdue. Our challenge now is to close the loop, and this work will be carried out by the division this year in a number of venues. First, the division will be attending a retreat this winter that will focus on examining assessment results in each area in order to develop plans for pedagogical and curricular change where needed. The winter retreat will be followed by an additional retreat in spring, focusing on how activities (tutoring, workshops, Directed Learning Activities, etc.) in the Learning Center might be more closely and systematically connected with student need as suggested by assessment data and reports. Finally, we are hoping to have yet a third division-wide workshop in which we can begin to apply our plans and conclusions from the prior retreats in specific ways. While English faculty have been carrying out a great deal of work related to pedagogy and curriculum, particularly in relation to GATEWAY and Basic Skills grants, we have not had sufficient time and opportunity to come together as a cohesive group and decide how these numerous projects might interface with student and program outcomes. Without sufficient time to focus our energies, the division will continue to lag in this area.

2.3   Please list all courses which have been reviewed in the last academic year.
        Note: Curriculum Review is required by the Chancellors Office every 6 years.

No courses have been reviewed in the last academic year; all were reviewed, updated, and standardized in 2009.

Degree, Certificate, Program Level

List each degree and certificate, or other program* within the division	AA/AS Degree PLO Identified		AA/AS Degree Assessment Cycles Completed		Certificate PLO Identified		Certificate Assessment Cycles Completed	
English AA	YES	NO	YES	NO	YES	NO	YES	NO
English AA	x			x	N/A			
English Developmental Program	X			**x**	**N/A**			
Interdisciplinary Humanities: American Responses to Other Cultures AA	**x**			x	**N/A**			
Interdisciplinary Humanities: Creativity AA	**x**			x	**N/A**			
Interdisciplinary Humanities: East-West Culture and Civilization AA	**x**			x	**N/A**			
Transfer Level English Composition Program	**x**			x	**N/A**			

2.4   Please comment on the percentages above.

PLOs have been identified for all degrees and programs in the English division, but the outcomes are only now in the process of being assessed, so cycles will not be completed until spring. Assessments for the Developmental Program, for the Transfer-Level English Composition Program, and for the Humanities degrees will be completed before the March deadline. In relation to the English AA, while the division would be glad to track its (very few) English majors receiving an

English AA each year, information on who those students are does not become available until after graduation. Therefore, we are able only to look at course-level data. Similarly, rarely do we have students complete a humanities degree, so again, we are only able to analyze course-level data. This spring, the division will assess the need for the humanities degrees. The English division does not offer certificates.

2.5 Using the results from your division/departments recent assessment reports, please summarize any. changes that have been made as a result of your program level assessments. Your summary should include a summation of the results of all degrees, certificates, and other programs which were recently assessed.

Program-Level assessments will not be completed until spring 2013. (See above.)

2.6 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

The division has informally reviewed the English AA degree and is currently looking at the possibility of creating options for specific foci within that degree—e.g., Film Analysis, Creative Writing, American Literature, and so forth. Additionally, the division is in the midst of creating the AA/T degree in English, which should be finalized this spring.

2.7 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply.

X	Curricular development/revisions of courses
X	Curricular development/revision of programs
X	Increased improved SLO/PLOs in a number of courses and programs
X	Other dialog focused on improvements in student learning
X	Documented improvements in student learning
X	New degree or certificate development
X	Best Practices Workshops
X	Conference Attendance geared towards maintaining or improving student success
X	Division Retreat in 2011-2012
X	Division or department attendance at Staff Development activity geared towards maintaining or improving student learning
X	Division Meeting Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

- In the last year, the division has worked on the development and revision of courses meant to add to and enhance both the Developmental Program and the Transfer-Level Program. This spring, English 060, a course focusing on critical thinking skills and development and meant to support English 191 and 120, will be piloted as a special topics course; hopefully it will soon become part of the regular curriculum. Related to this, the division will also be piloting an "accelerated" version of English 191/120, wherein those two courses are combined into a single semester. If successful, this course, in conjunction with 060 and additional campus services, should help to streamline the path of developmental students into college-level English. Additionally, English 222—a critical writing course focused on structure in feature films—has already been approved by the English Division and will go to C& I in spring. Our already existing courses on film (English 112 and English 212) have been revised, both to align more clearly with English 222 and to include the requirements of the new course outline template. Along with these larger changes and additions to courses, the division has made several minor technical changes, as well as changes in pre-requisites to a number of other courses.

- The division is currently examining the possibility of providing diverse areas of specialization within the English AA, such as film studies, American Literature, etc. Having such specific foci may help to attract additional students interested in pursuing the English AA degree. Finally, at its retreat this winter, the division will assess the need for humanities degrees, as students are not currently seeking them.

- In the last year, as discussed above, the division has increased its number of SLOs assessed; it has created PLOs; and it plans to complete PLO assessment in spring. Also SLO language (not content) has been updated to fit the new database that the college is in the process of developing.

- Full-time faculty in English meet regularly throughout each semester in division committees and beyond to discuss improvements in student learning and also to create new course materials that address documented student need. For example, last year, several developmental reading instructors created a student Workbook for English 190 (developmental reading) that aligns with the already existing student Workbook created for English 101 (developmental writing). Most faculty teaching these courses have already or will adopt these workbooks for their classes, resulting in increased coherence amongst sections. Further, there are currently eight grant-related projects (GATEWAY and BSI) that are underway in the English division. Aimed at improving student learning, these projects involve approximately fifteen instructors and range from developing innovative courses and materials to the collaboration of English instructors with instructors from other disciplines, such as ESL. While these projects are worthy in their own right, the division hopes to spend time in spring at a special workshop meant to ascertain how these projects connect to SLOs/PLOs/ILOs.

- As mentioned above, the division is in the process of developing the AA/T degree in English.

- In addition to work within the division, English faculty regularly attend and present at workshops and conferences related to pedagogy and the improvement of student learning. At GCC, these have included workshops on Contextualized Learning, STEM/GAUSS/GATEWAY workshops, Best Practices workshops with the division and across campus, and so forth. Faculty attendance at off-campus conferences is also frequent and included last year conferences on Reading Apprenticeship, on Learning Communities, on College Success for war Veterans, and on Writing Center best practices, to mention just a few.

3.0 Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program

Strengths
List the current strengths of your program

1. Faculty commitment to student learning
2. Faculty and program service to the college community as a whole
3. Innovative teaching methods and effective use of educational technology

3.2 Weaknesses
List the current weaknesses of your program

1. Shortage of full-time instructors
2. Outdated faculty equipment (computers, printers)
3. Less than optimal use of division committee structure

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Hire additional full-time faculty	Improved service to the students as well as the division, as full-time instructors are able to focus entirely on their work at GCC and are able to serve more effectively in relation to committees, curriculum development, assessment, cooperation with ancillary instruction, and development of innovative and sustainable classroom practice and curriculum	EMP 1.3, 3.1, 3.4, 3.5; ILO 1 (communication), 4(critical thinking)

Assessment Review and Improvement	Continue to development reliable and efficient mechanisms for processing and analyzing data at the class, program, and institutional level. This will result in an enhanced ability to capture and store assessment data and to track trends in SLOs, PLOs, and their relationship to ILOs. Ultimately, it will result in increased faculty awareness of class and course trends in student success. On a related note, the division plans to work on improvements in its committee structure to develop systematic review of assessments.	EMP1.3, 3.1, 3.4, 3.5; ILO 1(communication), 4 (critical thinking)
Curricular Modification	Continue modification to curriculum consistent with developments in instructional research and assessment outcomes. Anticipated results include pedagogies that enhance student participation, retention and success. This winter and spring, the division hopes to engage in three retreats/workshops focusing on bringing assessment review/improvement in line with curricular modification and development. For example, we want to examine how individual faculty projects, grants, and so forth might intersect with larger trends in assessment outcomes.	EMP1.3, 3,1, 3.4, 3.5; ILO 1 (communication), 4 (critical thinking)

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2012 PROGRAM REVIEW

Section 4
Resource Request

ENGLISH	
5 Faculty **Computers/Printers**	**I:ENG-1**

Mark Type of Request:

	Facilities/Maintenance		Computer Hardware for Student Use
	Classroom Upgrade	X	Computer hardware for Faculty Use
	Instructional equipment		Software/Licenses/Maintenance/Agreements
X	Non-Instructional Equipment		Conference/Travel
	Supplies		Other

4.1   Clearly describe the resource request.

Replace 5 faculty computers and printers. The request allows for the replacement of 25% of the division's computers. Faculty computers have not been replaced on a regular basis, and many have grown obsolete, unable to manage effectively and to develop current instructional methodology, which relies heavily on computers for everything from creation of classroom presentations to grading to communication with students. Currently, more than 80% of the division's computers are more than 6 years old and up to 50% are more than 8 years old.

Amount requested: Around $9,000

Breakdown of cost, if applicable: Computers: $8,000 (5 @ $1600; Printers $1000 (5 @ $200

4.2   Funding

X	Requires One Time Funding
	Requires Ongoing Funding
X	Repeat Request
2011-12	Year(s) Requested

4.3   Please check if any off the following special criteria apply to this request:

	Health & Safety Issue
	Accreditation Requirement
	Contractual Requirement
	Legal Mandate

Please explain how/why this request meets any of the above criteria.

4.4   Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

EMP: 3.5 (Promote innovative learning for 21st century students and faculty)

4.5   What measurable outcome will result from filling this resource request?

Upgraded faculty computers will allow faculty to develop class materials more effectively and continue to implement innovative and current curriculum. Faculty will also be able to address more efficiently the requirements of the college in terms of course and class management.

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	**X**
	NON COMPLIANT OR INCOMPLETE	
	a) Request not adequately described or incomplete	
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments		

Form Revised 9.19.12

Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.

2012 PROGRAM REVIEW

Section 4
Resource Request

ENGLISH	
High School Collaborative Funding	**I:ENG-2**

Mark Type of Request:

	Facilities/Maintenance		Computer Hardware for Student Use
	Classroom Upgrade		Computer hardware or Faculty Use
	Instructional equipment		Software/Licenses/Maintenance/Agreements
	Non-Instructional Equipment		Conference/Travel
X	Supplies	X	Other

4.1   Clearly describe the resource request.

This request asks for the following: 1) Two faculty share 20% release time to administer the program. Their work involves visits to each participating high school class (approximately 25 classes total); 2) Food for participating high school and GCC faculty. This ultimately saves valuable time and money, since participants can work through lunch; 3) Funding for the annual spring Teacher-to-Teacher conference. This conference is necessary to share best practices and to ensure that all faculty are in alignment with course policy issues. The funding also includes payment for a key-note speaker who can help faculty to enhance teaching practices; 4) Funds for testing of high school students. Eleventh-grade students are tested using the GCC assessment test in order to ascertain where students would place into GCC English classes.

Amount requested: $13,390

> Faculty release time--$9,010; Food--$500; Conference/Training--$3,150; HS Assessment--$730. Please note: Last year, this request was funded by Basic Skills.

4.2   Funding

	Requires One Time Funding
X	Requires Ongoing Funding
	Repeat Request
	Year(s) Requested

4.3   Please check if any off the following special criteria apply to this request:

	Health & Safety Issue
	Accreditation Requirement
	Contractual Requirement
	Legal Mandate

Please explain how/why this request meets any of the above criteria.

4.4   Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

EMP: 3.1, 3.3, 3.4, 3.5; ILO: 1a, 1b, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 4e;
SLOs: College Prep English is the course taught through the English High School Collaborative program. It is analogous to English 120. As such, the following SLOs for English 120 are addressed in this request: 1. Analyze and synthesize information from a series of related articles, as demonstrated by summary, paraphrase, and quotation. 2. Write a multi-paragraph length argumentative essay that addresses the topic, applies knowledge of essay organization conventions and basic MLA citation form, displays a command of standard English grammar, and demonstrates a growing awareness of critical thinking through its development of ideas and cited, logically applied evidence derived from a series of related readings. 3. Interpretation and Evaluation: Assess a composition for unity, development, coherence, strength of evidence, proper integration of reading sources, and correct citation.

4.5   What measurable outcome will result from filling this resource request?

Upon completing College Prep English (the course directed by the High School Collaborative Program), students will be able to matriculate directly to English 101 at GCC. Data shows that students who take CPE are more successful in English 101 than students who take the English placement test or English 120.

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	**X**
	NON COMPLIANT OR INCOMPLETE a) Request not adequately described or incomplete	
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments		

Form Revised 9.19.12

Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.

2012 PROGRAM REVIEW

Section 4
Resource Request

ENGLISH	
Division-wide SLO Workshop	**I:ENG-3**

Mark Type of Request:

	Facilities/Maintenance		Computer Hardware for Student Use
	Classroom Upgrade		Computer hardware or Faculty Use
	Instructional equipment		Software/Licenses/Maintenance/Agreements
	Non-Instructional Equipment		Conference/Travel
	Supplies	X	Other

4.1 Clearly describe the resource request.

This spring, the division would like to hold a retreat/workshop (this is in addition to the regular yearly division retreat which will be held this winter). The retreat/workshop would focus on the following outcomes-related issues: 1) Closing the loop with SLO assessments; 2) Developing a more efficient/sustainable agenda for division committees so that SLOs are more systematically discussed, reported, and acted upon by instructors and by division processes in ways that will document SLO-related work, inform curricular modification, and, most importantly, improve student learning; 3) Examining the relationship between current instructor grant projects and assessment outcomes.

This request is for funds for food (breakfast/lunch day 1; breakfast only day 2), and possibly for an expert speaker/moderator for the workshop. (If only part of this request could be granted, we would settle for funding for food only.)

Amount requested: $1400

$400 (Two breakfasts, one lunch, water, coffee, etc. for approximately 20-25 instructors; $1,000 for external workshop facilitator.

4.2 Funding

X	Requires One Time Funding
	Requires Ongoing Funding
	Repeat Request
	Year(s) Requested

4.3   Please check if any off the following special criteria apply to this request:

	Health & Safety Issue
	Accreditation Requirement
	Contractual Requirement
	Legal Mandate

Please explain how/why this request meets any of the above criteria.

4.4   Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address?
Please use information from your report to support your request.

.EMP 1.3 (Student Persistence and Success; EMP 3.1 (Implement empirically-based planning and decision making; EMP 3.4 (streamline movement through curriculum; EMP 3.5 (promote innovative learning); ILO 1 (communication)

4.5   What measurable outcome will result from filling this resource request?

More efficient use of SLO/PLO assessment outcomes; closer interface between outcomes, instructor practice/pedagogy, and curricular modification; more efficient and productive use of division committee structure.

APPROVAL

AGENCY	*DECISION*	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	**X**
	NON COMPLIANT OR INCOMPLETE a) Request not adequately described or incomplete	
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments		

Form Revised 9.19.12

2011 PROGRAM REVIEW

Section 4
IHAC Request

Program Name: English	
2 Tenure Track Instructors	**I:ENG-4**

If this is a repeat request, please list the Resource ID code or year requested: 2010 and 2011

4.1 The Office of Instruction will provide data on instructional hires during the past five years, including the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	20
b) Number of full-time faculty assigned to the Program in 2005	23
c) Does this position cover classes currently taught by adjuncts? Yes or No	yes
c) Does this position contribute to program expansion? Yes or No	no

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	20
2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation).	51
3. CPF INDEX (Total of # 2 divided by #1)	2.5

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
Bart Edelman	Eclipse Editor	20	1 year
Denise Ezell	Gateway Grant	13.4	1 year
Jessica Groper	HS Collaborative Coordinator	20	1 year
Dana Marterella	Scholars Director	40	3 years
Sarah McLemore	Assistant Chair; Curriculum Coordinator	20 80	2 years 4 years
Shant Shahoian	Learning Center Coordinator Title V Project	50 25	2 years 1 year
Monette Tiernan	Division Chair	80	

4.4 How does this assignment relate to the college's Mission Statement?

English instructors provide students with skills and knowledge that form an essential part of the foundation for students' success in all aspects of their academic and professional careers. The division's classes not only provide dynamic and rigorous instruction in reading, composition, literature, creative writing and humanities, but these studies also develop fundamental critical skills and provide the necessary foundation for written expression and exposure to research methodology and application. This foundation is essential to any and all roles assumed by our students in relation to community, state, and society.

4.5 How does this position relate to the objectives and functions of the college?
a) Associate Degree
b) Transfer to a four-year institution
c) Career and Technical Education
d) Basic Skills development
e) Noncredit Adult Education
f) Personal enrichment

a. English instruction leads both directly to an associate degree in English and indirectly to all other associate degrees by providing an essential foundation of critical thinking and the ability to express ideas and knowledge effectively in writing.
b. English instructors provide composition and literature classes required for transfer.
c. English instructors are currently teaching contextualized classes that benefit specific CTE goals, and the division is working with other areas of CTE to develop more such classes.
d. English instructors teach four levels of basic skills English, serving as much as 65% of incoming students.
e. English instructors have provided literature instruction to non-credit adult learners.
f. English instructors provide a broad range of literature and creative writing courses for personal enrichment.

4.6 Describe how this position enhances student success. Ex: Enhances instructional skills, Meets community or industry needs, contributes to state of the art technical education, etc. What measurable outcome will result from filling this request?

Additional FT instructors will enhance instructional skills by providing faculty who are able to devote time and resources exclusively to GCC and its students. This will enhance instructional skill both in terms of classroom performance and in terms of overall program development owing to the addition of a FT instructor whose contributions to curricular committees and governance would be substantial. While PT instructors have been generous in helping to implement innovative methodology, the resources of full-time instructors are needed to develop and lead such efforts. Additional FT instructors will also allow the college to address more effectively the needs of the community in terms of core basic skills and transfer instruction by providing enhanced resources and focus in these areas required by nearly all students. Further, English instruction develops critical skills and writing proficiency required by most careers and jobs. Our recent work with basic skills and CTE has made apparent how important it is for English both to provide instruction and to collaborate with other entities on campus. FT instructors are essential in developing these collaborative efforts, since they have time to devote to development of curricula over the long term. Additional FT faculty allows for more effective development of innovative curriculum. While the division has consistently developed innovative instruction in the area of basic skills, current assessments indicate a need to develop more effective methodology in several areas of instruction. The significant time and effort required to research, develop, and implement such curriculum makes its development by PT faculty almost impossible. Research consistently demonstrates that such curricular development increases not only success but retention. In a time when class offerings are being reduced drastically, both elements are essential in effectively serving our student population. Finally, additional FT faculty will increase the division's ability to develop and assess SLOs; while all instructors participate in this process, additional, FT instructors allow for more effective implementation of this labor intensive process. A shortage of FT instructors has put a significant burden on current FT faculty where this is concerned

4.7 Are there anticipated negative impacts for not hiring this position? If so describe.

In order for the division to serve its students and the college effectively, the contributions of full-time faculty are a necessity. The English division is currently short 4 full-time faculty members and we anticipate the retirement of an additional one to two members next year. Add to this the contributions of full-time faculty to efforts other than teaching in the amount of nearly 350% released time, and it is apparent that we are relying to a large extent on adjunct faculty where teaching is concerned. While adjunct faculty are more than capable and are dedicated instructors, their contributions are necessarily limited. In order most effectively to serve our students and the college, we must maintain adequate levels of full-time faculty.

4.8 Are there any other special concerns not previously identified? If so, please explain.

2012 PROGRAM REVIEW

**Section 4
Resource Request**

ENGLISH *Funding for L.A. Writers Reading Series*	**I:ENGL-5**

Mark Type of Request:

	Facilities/Maintenance			Computer Hardware for Student Use
	Classroom Upgrade			Computer hardware for Faculty Use
	Instructional equipment			Software/Licenses/Maintenance/Agreements
	Non-Instructional Equipment			Conference/Travel
	Supplies		**X**	Other

4.1   Clearly describe the resource request.

This request is for funding for the Los Angeles Writers Reading Series that has been coordinated by the English Division for the last several years. In this series, notable Los Angeles writers are invited to campus to read from their works (works which have typically been assigned in several GCC classes) and to converse with students and respond to their questions about the writing process or about the particular subject of the writers' books. It has become increasingly difficult to fund these events despite their standing-room-only popularity among students and faculty alike.

Amount requested: $5,000

Breakdown of cost: 2 Authors Reading Fall @ $750 each = $1,500; 2 Authors Reading Spring @$750 each = $1,500; 2 Coordinator Salary Fall @ $50 per hour/12 hrs = $600; 2 Coordinator Salary Spring @ $50 per hour/12 hrs + $600; Poster Art Fall/Spring =$400; 4 Author Lunch (2 fall, 2 spring) = $400. Total: $5,000

4.2   Funding

	Requires One Time Funding
X	Requires Ongoing Funding
	Repeat Request
	Year(s) Requested

4.3   Please check if any off the following special criteria apply to this request:

	Health & Safety Issue
	Accreditation Requirement
	Contractual Requirement
	Legal Mandate

Please explain how/why this request meets any of the above criteria.

N/A

4.4   Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

EMP: 3.5 (Promote innovative learning for 21st century students and faculty); ILO: Communication (Learners express themselves clearly and concisely to others…. Learners listen, understand, debate, and use information communicated by others.)   The L. A. Writers Reading Series provides an additional venue for English faculty to implement contextualized and active learning in their classes. Through author readings by acclaimed local writers, from memoirists and novelists to true crime writers and chroniclers of minority experience, our students benefit from an event that promotes critical thinking and literacy and educates them about local cultural opportunities. Connecting directly with visiting writers, students experience literature as a vital form of individual expression. They ask authors questions about works that they've read in class. They learn first-hand about the writing process. Their conversations with authors close the gap between the student writer and the professional, since the processes of reading and writing become personal and grounded in reality. College students also find that professional writers often face the same challenges in their writing processes as student writers do, encouraging students to brave the academic challenges ahead of them as they work toward their goals.

4.5   What measurable outcome will result from filling this resource request?

 Students will gain practice interacting with intellectual personalities and engaging a wider academic community.

APPROVAL

AGENCY	*DECISION*	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	**X**
	NON COMPLIANT OR INCOMPLETE	
	a) Request not adequately described or incomplete	
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments		

Form Revised 9.19.12
Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.

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