English Division
English

Update Only

Author(s) Monette Tiernan

A. Relation to Mission and Vision Statements

Section A applies to all programs and services.

GLENDALE COMMUNITY COLLEGE MISSION STATEMENT

Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. The college is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area. Faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community.

As part of its mission, Glendale Community College is committed to student success by promoting:

   • communication, critical thinking, information competency, quantitative reasoning, global awareness, personal responsibility, and application of knowledge [ILOs];
   • coherence among disciplines and promotion of openness to the diversity of the human experience;
   • student services, learning support, and state of the art technology, including distance education modalities, that enable students to reach their educational goals in an efficient and timely manner.

GLENDALE COMMUNITY COLLEGE VISION STATEMENT

Glendale Community College is the Greater Los Angeles Region's premier learning community where all students achieve their informed educational goals through outstanding instructional and student services, a comprehensive community college curriculum, and educational opportunities found in few community colleges.

Components Addressed by Program:

Question A.1. Check each component of the mission statement and ILOs that your program addresses:

Mission Statement Components

☒	Transfer preparation	☐	Technical training	☒	Enhance and sustain cultural vitality of community
☐	Certificates	☐	Continuing education	☒	Enhance and sustain intellectual vitality of community
☒	Associate degrees	☒	Basic skills instruction	☐	Enhance and sustain economic vitality of community
☐	Career development	☒	Rigorous and innovative learning experiences		

Institutional Learning Outcomes (ILOs)

☒ Communication

☐ Mathematical Competency/Quantitative Reasoning

☒ Information Competency (literacy)

☒ Critical Thinking

☒ Global Awareness and Appreciation

☒ Personal Responsibility

Other Components of Mission

☒ Coherence among disciplines

☒ Promotion of openness to diversity

☐ Student services

☐ Learning support

☐ State of the art technology

Vision Statement Components

☒ Premier learning community

☐ Students achieve their informed educational goals

☒ Outstanding instructional and student services

☒ Comprehensive community college curriculum

☒ Educational opportunities found in few community colleges

Question A.2. Define the mission of your program and how it relates to the college mission and vision.

The English Program (beginning in basic skills courses and moving on through transfer-level) provides students with a foundation that allows them to respond with intelligence and insight to the texts of others and to express clearly and effectively their own ideas in writing.   This includes equipping students with a knowledge of writing mechanics, an increased facility with critical thinking, an increased ability to locate and incorporate research into written work, and an enhanced appreciation for the written word as a significant medium for the creation and dissemination of historical, political, and cultural thought. English courses are instrumental in student transfer preparation and in the obtaining of certificates and degrees, insofar as these courses prepare students for reading, writing, and thinking necessary at the community- and four-year-college level.

English Division instructors place excellence in the classroom as a top priority, consistently taking advantage of staff development and grant opportunities both on and off campus in order to create and implement up-to-date pedagogical approaches that engage students in an innovative and rigorous curriculum. To the extent that it is fiscally possible, English classrooms are equipped with up-to-date learning technology. In English courses at all levels, students are presented with readings and other assignments/materials that offer global and culturally diverse perspectives, that foster personal responsibility, and that encourage student applications of knowledge in "real-world" contexts, such as the several newly developed CTL and STEM-related English classes. Additionally, Humanities courses emphasize coherence among disciplines by providing interdisciplinary perspectives and, as much as possible, interdisciplinary team teaching.

UPDATE: ADDITIONALLY, DIVISION INSTRUCTION AND CURRICULUM CONSISTENTLY STRIVES TO ENSURE ITS PLACE AS PART OF A PREMIER LEARNING COMMUNITY. ITS FACULTY IS COMMITTED TO CURRENCY IN THE DISCIPLINE, A COMMITMENT THAT FEEDS INTO BOTH THE EXCELLENT OF INSTRUCTION IN CURRENTLY OFFERED COURSES AND THE DEVELOPMENT OF NEW COURSES IN RESPONSE TO NEW BEST PRACTICES IN ENGLISH AND TO STUDENT NEED. FOR EXAMPLE, THE DIVISION'S COMMITMENT OVER THE LAST TWO YEARS TO CONTEXTUALIZED LEARNING IS RESULTING IN THE DEVELOPMENT OF OPPORTUNITIES FOR STUDENTS THAT ARE RARELY FOUND IN OTHER COMMUNITY COLLEGES.

B. Trend Analysis

Section B.1. Instructional Trend Data

Section B.1 applies only to instructional programs.

English

	2012-2013	2013-2014	2014-2015	Change	Trend
FTES	1,081	1,058	978	-9.5%	stable
FTEF	74.7	78.3	76.7	2.6%	stable
WSCH Per FTEF	460	430	406	-11.8%	decreasing

FT Percent	33.4%	31.1%	34.6%	1.2%	stable
Credit Fill Rate	104.3%	98.8%	94.2%	-10.1%	decreasing
Noncredit Fill Rate					
Success Rate: All Classes	68.4%	67.8%	66.7%	-1.8%	stable
Success Rate: Online Classes	68.4%	67.8%	66.7%	-1.8%	stable
Success Rate: Hybrid Classes	68.4%	67.8%	66.7%	-1.8%	stable
Success Rate: Face-to-Face Classes	68.4%	67.8%	66.7%	-1.8%	stable
Degrees & Certificates	6	3	14	133.3%	increasing

Section B.2. Trend Data for Non-Instructional Programs

Section B.2 applies only to non-instructional programs and services.

Please provide the following information for the service functions within your area. Use the data to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Service/Function	Service Contacts	Other

Question B.1. Declining trends of at least 10% are flagged above. For each of the flagged trends, evaluate your program based on the data provided. Refer to Section E below to address problematic trends in your program plan.

Question B.1 applies to all programs and services.

The decline in full-time faculty percent is attributed to the loss of several full-time faculty (from retirement, death, and change of jobs) over the last several years, and also to the fact that in the last year and a half, we had several full-timers on sabbatical and maternity leaves. This has resulted in needing to hire 15 adjuncts over the last few semesters. While the English Division has been able to hire three full-time faculty in the last two years, this has not been enough to off-set the number of full-time faculty lost, and we are still not up to our normally functioning number of permanent full-time faculty.

The decline in English degrees/certificates relates to the fact that students rarely pursue degrees/certificates in English, so the addition or subtraction of one or two students in an apparently large shift in trends. Additionally, we are stymied in our efforts to assess the AA Degree in English because we are not currently notified of students who are planning to complete a degree and have met the requirements to do so, meaning that there may be more students obtaining such degrees than we know of.

Most courses in English serve primarily to address collegiate skills (developmental courses) and to serve transfer-student requirements.

C. Student Learning and Curriculum

Section C.1. Course Assessments for Programs with Courses

Section C.1 applies only to instructional programs.

The table below shows courses associated with this program that were offered in the past three years. If there are additional courses in your program such as Independent Study courses or new courses that have not yet been taught, contact Ed Karpp (ekarpp@glendale.edu).

For each course listed in the scrolling table, please enter assessment information, update the relationship of the course to GCC's ILOs, and review the course's prerequisites, corequisites, and advisories on recommended preparation (if any). [Note on printed/PDF version: The table below lists a maximum of 35 courses. For programs with more than 35 courses, see the online document.]

ENGL 101

Assessment of SLOs

Current SLOAC Status: | 5. Plans Based on Results   Last Assessed: | 6/15/2010

When will this course be assessed next? | Fall 2015☐☐

Describe the course's assessment cycle: | Three-year cycle.

When will the course undergo curriculum review next? | Spring 2019☐☐

Describe changes made due to assessments: | UPDATE AT THE END OF THIS BOX.   Implementation of new DLAs in the Learning Center on Selecting Evidence and on Thesis Statements;

Comments on assessment: | This course was last assessed Fall 2012, so the "Last Assessed" date included here is incorrect.

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

1. Communication — ○ None ○ Intro ◉ Dev ○ Mastery
2. Mathematical Competency/Quantitative Reasoning — ○ None ○ Intro ○ Dev ○ Mastery
3. Information Competency (literacy) — ○ None ○ Intro ◉ Dev ○ Mastery
4. Critical Thinking — ○ None ○ Intro ◉ Dev ○ Mastery
5. Global Awareness and Appreciation — ○ None ○ Intro ◉ Dev ○ Mastery
6. Personal Responsibility — ○ None ○ Intro ◉ Dev ○ Mastery

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s): | Result of Requisite Review:

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ENGL 120 or ESL 151 or equivalent.

TOP Code | 150100
SAM Code | E (Non-Occupational)

Is a change in TOP or SAM code necessary?
○ Yes ○ No

If a change is necessary, please describe it:

ENGL 102

Assessment of SLOs

Current SLOAC Status: | 5. Plans Based on Results   Last Assessed: | 6/15/2010

When will this course be assessed next? | Spring 2015

Describe the course's assessment cycle: | Three-year cycle

When will the course undergo curriculum review next? | Spring 2020

Describe changes made due to assessments: | UPDATE AT THE END OF THIS BOX. Implementation of new DLAs in the Learning Center on Selecting Evidence and on Thesis Statements;

Comments on assessment: | This course was last assessed in Spring 2012, so the "Last Assessed" date included here is incorrect UPDATE: THIS COURSE WAS

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	◉	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: ENGL 101.

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 103

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 3/4/2013

When will this course be assessed next?   Fall 2015
Describe the course's assessment cycle: Three-year cycle
When will the course undergo curriculum review next?   Spring 2019

Describe changes made due to assessments: No changes deemed necessary at this time.
Comments on assessment: This course was last assessed in Fall 2012 (not spring 2013, as it says above)

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	◉	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Eligibility for ENGL 101.

TOP Code   150700   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 104

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 6/15/2010

When will this course be assessed next?   Spring 2016

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next?   Spring 2019

Describe changes made due to assessments: UPDATE AT THE END OF THIS BOX. Best Practices on uniformity of MLA instruction: Change in Thesis categorywording from "literary issues"

Comments on assessment: This course was last assessed in Spring 2013, so the "Last Assessed" date above is incorrect

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	◉	○	○
3. Information Competency (literacy)	○	○	◉	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: ENGL 101.

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 105

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 4/7/2015

When will this course be assessed next? Spring 2015
Describe the course's assessment cycle: Three-year cycle
When will the course undergo curriculum review next? Spring 2019

Describe changes made due to assessments: Pending Division Approval: Raise pre-requisite to "successful completion of English 101" instead of "eligibility for English 101."
Comments on assessment:

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	◉	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Eligibility for ENGL 101.

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 106

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 8/25/2013

When will this course be assessed next? Spring 2016
Describe the course's assessment cycle: Three-year cycle
When will the course undergo curriculum review next? Spring 2019

Describe changes made due to assessments: Continued added emphasis on critical thinking and writing effectiveness (despite this being a literature course)
Comments on assessment:

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	◉	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Eligibility for ENGL 101.

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 109

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed:

When will this course be assessed next?   Fall 2015

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next?   Spring 2019

Describe changes made due to assessments: Planned changes: More work on thesis strategies; add more in-class strategies and assignments on cultural forces that cause literary shifts;

Comments on assessment: This course was due for assessment in Fall 2014; however, the course was not offered in that semester.

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	◉	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Eligibility for ENGL 101.

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 110

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 8/25/2013

When will this course be assessed next?   Spring 2016
Describe the course's assessment cycle: Three-year cycle
When will the course undergo curriculum review next?   Spring 2019

Describe changes made due to assessments: Continued support in formulating theses and writing argumentative essays (despite this being a literature course)
Comments on assessment:

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	◉	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Eligibility for ENGL 101.

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 111

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 1/9/2014

When will this course be assessed next?   Fall 2014

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next? Spring 2019

Describe changes made due to assessments: "Survey approach" to teaching literature abandoned in favor of disparate literary texts

Comments on assessment:

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	◉	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Recommended preparation: Eligibility for ENGL 101.

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 112

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 1/9/2014

When will this course be assessed next? Fall 2014

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next? Spring 2019

Describe changes made due to assessments: No changes deemed necessary based on assessment.

Comments on assessment: This course used to be evaluated in spring but has been switched to fall, as it is now offered only in fall

---

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○

	None	Intro	Dev	Mastery
3. Information Competency (literacy)	○	○	○	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):

Result of Requisite Review:

Prerequisite: Eligibility for ENGL 101.

TOP Code 150100
SAM Code E (Non-Occupational)

Is a change in TOP or SAM code necessary?
○ Yes ○ No

If a change is necessary, please describe it:

ENGL 116

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results

Last Assessed: 6/15/2011

When will this course be assessed next? Fall 2015

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next? Spring 2019

Describe changes made due to assessments: No changes deemed necessary based on assessment.

Comments on assessment: Course now only offered in fall, but was cancelled due to low enrollment fall 2014

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	◉	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):

Result of Requisite Review:

Prerequisite: Eligibility for ENGL 101.

TOP Code	150100	Is a change in TOP or SAM code necessary?

SAM Code E (Non-Occupational) ○ Yes ○ No

If a change is necessary, please describe it: [   ]

ENGL 117

Assessment of SLOs

Current SLOAC Status:	5. Plans Based on Results	Last Assessed:	6/15/2014

When will this course be assessed next? Spring 2017

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next? Spring 2019

Describe changes made due to assessments: Planned: Alter course texts so that the traditional textbook supplements more substantive texts, such as story- and novel-length adaptations of

Comments on assessment: This course was assessed spring 2014, so the last assessed date given above is incorrect.

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	◉	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Recommended preparation: Eligibility for ENGL 101.

TOP Code	150100	Is a change in TOP or SAM code necessary?

SAM Code E (Non-Occupational) ○ Yes ○ No

If a change is necessary, please describe it: [   ]

ENGL 120

Assessment of SLOs

Current SLOAC Status:	5. Plans Based on Results	Last Assessed:	9/15/2010

When will this course be assessed next? Spring 2016

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next? Spring 2019

Describe changes made due to assessments: UPDATE AT THE END OF THIS BOX. 2011: Best Practices on
Grammar and on Preparation for Timed Essay Exams; 2012: Best

Comments on assessment: This course was last assessed in Spring 2013. Even though it's on a
three-year cycle, the English 120 committee assesses each year

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○ None	○ Intro	◉ Dev	○ Mastery
2. Mathematical Competency/Quantitative Reasoning	○ None	○ Intro	○ Dev	○ Mastery
3. Information Competency (literacy)	○ None	◉ Intro	○ Dev	○ Mastery
4. Critical Thinking	○ None	○ Intro	◉ Dev	○ Mastery
5. Global Awareness and Appreciation	○ None	◉ Intro	○ Dev	○ Mastery
6. Personal Responsibility	○ None	◉ Intro	○ Dev	○ Mastery

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):

Result of Requisite Review:

Prerequisite: Placement based on a composite of test scores and academic background or ENGL 191. Recommended preparation: ENGL 192 (ENGL 192 may be taken concurrently.)

TOP Code   150100

SAM Code   E (Non-Occupational)

Is a change in TOP or SAM code necessary?
○ Yes ○ No

If a change is necessary, please describe it:

ENGL 122

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results

Last Assessed: 12/20/2014

When will this course be assessed next? Fall 2014

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next? Spring 2019

Describe changes made due to assessments: Addition of emphasis on major historical divisions in American lit and more quizzes/tests on those concepts; Addition of more examples of

Comments on assessment:

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○ None	○ Intro	◉ Dev	○ Mastery
2. Mathematical Competency/Quantitative Reasoning	○ None	○ Intro	○ Dev	○ Mastery
3. Information Competency (literacy)	○ None	○ Intro	◉ Dev	○ Mastery
4. Critical Thinking	○ None	○ Intro	◉ Dev	○ Mastery
	○ None	○ Intro	◉ Dev	○ Mastery

5. Global Awareness and Appreciation

6. Personal Responsibility   ○ None ○ Intro ⦿ Dev ○ Mastery

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Eligibility for ENGL 101.

TOP Code   150100   Is a change in TOP or SAM code necessary?

SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 123

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed:

When will this course be assessed next?   Spring 2016

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next?   Spring 2019

Describe changes made due to assessments: No changes noted based on assessments.

Comments on assessment: This course was last assessed Spring 2013.

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

1. Communication	○ None ○ Intro ⦿ Dev ○ Mastery
2. Mathematical Competency/Quantitative Reasoning	○ None ○ Intro ○ Dev ○ Mastery
3. Information Competency (literacy)	○ None ○ Intro ⦿ Dev ○ Mastery
4. Critical Thinking	○ None ○ Intro ⦿ Dev ○ Mastery
5. Global Awareness and Appreciation	○ None ○ Intro ⦿ Dev ○ Mastery
6. Personal Responsibility	○ None ○ Intro ⦿ Dev ○ Mastery

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Eligibility for ENGL 101.

TOP Code   150100   Is a change in TOP or SAM code necessary?

SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 125

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 3/25/2015

When will this course be assessed next?   Fall 2015

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next?   Spring 2019

Describe changes made due to assessments: Planned changes: Extended emphasis on structure and theme; addition of more prewriting activities prior to formal writing

Comments on assessment:

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	◉	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Recommended preparation: Eligibility for ENGL 101.

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 127

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed:

When will this course be assessed next?   Spring 2015

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next?   Spring 2019

Describe changes made due to assessments: Instructor has decided to use "whole texts" as opposed to short excerpts/theoretical explanations in anthologies: Redesign so that more

Comments on assessment: UPDATE: THIS COURSE WAS NOT ASSESSED SPRING 2015
BECAUSE IT WAS NOT OFFERED THAT SEMESTER; IT WILL BE

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○ None	○ Intro	◉ Dev	○ Mastery
2. Mathematical Competency/Quantitative Reasoning	○ None	○ Intro	○ Dev	○ Mastery
3. Information Competency (literacy)	○ None	○ Intro	◉ Dev	○ Mastery
4. Critical Thinking	○ None	○ Intro	◉ Dev	○ Mastery
5. Global Awareness and Appreciation	○ None	○ Intro	◉ Dev	○ Mastery
6. Personal Responsibility	○ None	○ Intro	◉ Dev	○ Mastery

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Eligibility for ENGL 101.

TOP Code   150100

SAM Code   E (Non-Occupational)

Is a change in TOP or SAM code necessary?
○ Yes ○ No

If a change is necessary, please describe it:

ENGL 128

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 2/7/2013

When will this course be assessed next?   Fall 2016

Describe the course's assessment cycle: Four-year cycle

When will the course undergo curriculum review next?   Fall 2015

Describe changes made due to assessments: Planned: Review curriculum and delivery methods to determine if adjustments should be made.

Comments on assessment: This course was last assessed in Fall 2014, not Spring 2013, so the data entered above is incorrect.   This course is now only offered even years in

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○ None	○ Intro	◉ Dev	○ Mastery
2. Mathematical Competency/Quantitative Reasoning	○ None	○ Intro	○ Dev	○ Mastery
3. Information Competency (literacy)	○ None	○ Intro	◉ Dev	○ Mastery
4. Critical Thinking	○ None	○ Intro	◉ Dev	○ Mastery
5. Global Awareness and Appreciation	○ None	○ Intro	◉ Dev	○ Mastery
6. Personal Responsibility	○ None	○ Intro	◉ Dev	○ Mastery

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Recommended preparation: Eligibility for ENGL 101.

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 182

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 6/1/2014

When will this course be assessed next?   Spring 2017

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next?   Spring 2019

Describe changes made due to assessments: Modified orientation session (for this online class) to stress posted deadlines; revised syllabus so deadlines are more prominent; sent email

Comments on assessment: This course was last assessed Spring 2014, so the "Last Assessed" date given above is incorrect

---

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	●	○	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	○	○
4. Critical Thinking	○	●	○	○
5. Global Awareness and Appreciation	○	○	○	○
6. Personal Responsibility	○	●	○	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 183

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 6/1/2014

When will this course be assessed next? Spring 2014

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next? Spring 2016

Describe changes made due to assessments: Modified orientation session (for this online class) to stress posted deadlines; revised syllabus so deadlines are more prominent; sent email

Comments on assessment: This course was last assessed Spring 2011, so the "Last Assessed" date given above is incorrect.

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	◉	○	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	○	○
4. Critical Thinking	○	◉	○	○
5. Global Awareness and Appreciation	○	○	○	○
6. Personal Responsibility	○	◉	○	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

TOP Code: 150100   Is a change in TOP or SAM code necessary?
SAM Code: E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 186

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 2/25/2013

When will this course be assessed next? Fall 2015

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next? Spring 2019

Describe changes made due to assessments:

Comments on assessment: This course was last assessed Fall 2012; perhaps the data that is listed in "Last Assessed" is the date when you received the report instead of the

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	⦿	○	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	○	○
4. Critical Thinking	○	⦿	○	○
5. Global Awareness and Appreciation	○	○	○	○
6. Personal Responsibility	○	⦿	○	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Placement is based on a composite of test scores and academic background.

TOP Code   493070   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes   ○ No

If a change is necessary, please describe it:

ENGL 187

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 2/25/2013

When will this course be assessed next?   Fall 2015
Describe the course's assessment cycle: Three-year cycle
When will the course undergo curriculum review next?   Spring 2016

Describe changes made due to assessments:

Comments on assessment: This course was last assessed Fall 2012, so the "Last Assessed" date given above is incorrect.

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	⦿	○	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	○	○
4. Critical Thinking	○	⦿	○	○
5. Global Awareness and Appreciation	○	⦿	○	○
6. Personal Responsibility	○	⦿	○	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):

Result of Requisite Review:

Prerequisite: Placement is based on a composite of test scores and academic background and completion of ENGL 186.

TOP Code 493021

Is a change in TOP or SAM code necessary?

SAM Code E (Non-Occupational)

○ Yes ○ No

If a change is necessary, please describe it:

ENGL 188

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results

Last Assessed: 9/15/2010

When will this course be assessed next? Spring 2015

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next? Spring 2016. UPDATE: THE READING COMMITTEE HAS REWRITTEN SLOS AND THE COURSE OUTLINE FOR

Describe changes made due to assessments: Reading Committee met to discuss possibility of requiring a graded book report and the designing of a rubric, as is required in higher-level reading

Comments on assessment: This course was last assessed Spring 2012, so the "Last Assessed" date given above is incorrect UPDATE: THIS COURSE WAS ASSESSED

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

1. Communication	○ None ● Intro ○ Dev ○ Mastery
2. Mathematical Competency/Quantitative Reasoning	○ None ○ Intro ○ Dev ○ Mastery
3. Information Competency (literacy)	○ None ○ Intro ○ Dev ○ Mastery
4. Critical Thinking	○ None ● Intro ○ Dev ○ Mastery
5. Global Awareness and Appreciation	○ None ● Intro ○ Dev ○ Mastery
6. Personal Responsibility	○ None ● Intro ○ Dev ○ Mastery

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):

Result of Requisite Review:

Prerequisite: Placement is based on a composite of test scores and academic background or ENGL 186 and 187.

TOP Code 493070

Is a change in TOP or SAM code necessary?

SAM Code E (Non-Occupational)

○ Yes ○ No

If a change is necessary, please describe it:

ENGL 189

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results

Last Assessed: 3/4/2013

When will this course be assessed next?	Fall 2015
Describe the course's assessment cycle:	Three-year cycle
When will the course undergo curriculum review next?	Fall 2015

Describe changes made due to assessments:	Implementation of an online system of sustained practice in verb usage; organized all on-line exercises/quizzes into levels--basic, intermediate
Comments on assessment:	

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	◉	○	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	○	○
4. Critical Thinking	○	◉	○	○
5. Global Awareness and Appreciation	○	◉	○	○
6. Personal Responsibility	○	◉	○	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Placement is based on a composite of test scores and academic background or ENGL 187. Concurrent enrollment in or satisfactory completion of ENGL 188 is required.

TOP Code	493021	Is a change in TOP or SAM code necessary?
SAM Code	E (Non-Occupational)	○ Yes ○ No

If a change is necessary, please describe it:

ENGL 190

Assessment of SLOs

Current SLOAC Status:	5. Plans Based on Results	Last Assessed:	2/25/2013

When will this course be assessed next?	Fall 2015
Describe the course's assessment cycle:	Three-year cycle
When will the course undergo curriculum review next?	Spring 2016; UPDATE: THE READING COMMITTEE HAS REWRITTEN SLOS AND THE COURSE OUTLINE FOR

Describe changes made due to assessments:	Implementation of additional vocabulary exercises. UPDATE: NEW OUTCOMES RUBRIC HAS BEEN DESIGNED FOR THIS COURSE
Comments on assessment:	This course was last assessed Fall 2012, so the "Last Assessed" date given above is incorrect. It may be that the date entered above is the

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	◉	○	○

	None	Intro	Dev	Mastery
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	○	○
4. Critical Thinking	○	◉	○	○
5. Global Awareness and Appreciation	○	◉	○	○
6. Personal Responsibility	○	◉	○	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Placement is based on a composite of test scores and academic background or ENGL188. ENGL 190 must be taken prior to or concurrently with ENGL 191

TOP Code   152000   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes   ○ No

If a change is necessary, please describe it:

ENGL 191

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 2/25/2013

When will this course be assessed next?   Fall 2015

Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next?   Spring 2016

Describe changes made due to assessments: Implementation of more intensive focus on textual analysis, argumentative writing, and basic citation practices. UPDATE: 191

Comments on assessment: This course last assessed Fall 2012; it may be that the date entered above is the date the report was submitted instead of the date the

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	◉	○	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Placement is based on a composite of test scores and academic background or ENGL 189. Concurrent enrollment in or completion of ENGL 190

is required

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it: [   ]

ENGL 192

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 9/15/2010

When will this course be assessed next?   Spring 2016
Describe the course's assessment cycle: Three-year cycle
When will the course undergo curriculum review next?   Spring 2019; UPDATE: THE READING COMMITTEE HAS REWRITTEN SLOS AND THE COURSE OUTLINE FOR

Describe changes made due to assessments: Implemented additional vocabulary, grammar, and mechanics exercises. UPDATE: NEW RUBRIC HAS BEEN DESIGNED FOR THIS COURSE
Comments on assessment: [   ]

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

1. Communication   ○ None ○ Intro ◉ Dev ○ Mastery
2. Mathematical Competency/Quantitative Reasoning ○ None ○ Intro ○ Dev ○ Mastery
3. Information Competency (literacy)   ○ None ○ Intro ◉ Dev ○ Mastery
4. Critical Thinking   ○ None ○ Intro ◉ Dev ○ Mastery
5. Global Awareness and Appreciation   ○ None ○ Intro ◉ Dev ○ Mastery
6. Personal Responsibility   ○ None ○ Intro ◉ Dev ○ Mastery

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ENGL 190. Recommended corequisite: Concurrent enrollment in ENGL 120.

TOP Code   152000   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it: [   ]

ENGL 193

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 3/17/2014

When will this course be assessed next?   Fall 2016☐
Describe the course's assessment cycle: Three-year cycle

When will the course undergo curriculum review next?	Spring 2016

Describe changes made due to assessments: Increased emphasis in lessons on personal responsibility; Additional
coordination with library instructor of Fast Track to ensure better

Comments on assessment: This course was assessed Fall 2013.

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○ None	○ Intro	◉ Dev	○ Mastery
2. Mathematical Competency/Quantitative Reasoning	○ None	○ Intro	○ Dev	○ Mastery
3. Information Competency (literacy)	○ None	○ Intro	◉ Dev	○ Mastery
4. Critical Thinking	○ None	○ Intro	◉ Dev	○ Mastery
5. Global Awareness and Appreciation	○ None	○ Intro	◉ Dev	○ Mastery
6. Personal Responsibility	○ None	○ Intro	◉ Dev	○ Mastery

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Placement is based on a composite of test scores and academic
background, or satisfactory completion of English 189 and concurrent
enrollment in English 190 and English 199 is required.

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 199

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed: 3/17/2014

When will this course be assessed next?	Fall 2016
Describe the course's assessment cycle:	Three-year cycle
When will the course undergo curriculum review next?	Spring 2016

Describe changes made due to assessments: Implementation of mandatory tutoring and SI sessions; More practice in
MLA style

Comments on assessment: This course was assessed Fall 2013

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○ None	○ Intro	◉ Dev	○ Mastery
2. Mathematical Competency/Quantitative Reasoning	○ None	○ Intro	○ Dev	○ Mastery
3. Information Competency (literacy)	○ None	○ Intro	◉ Dev	○ Mastery
	○ None	○ Intro	◉ Dev	○ Mastery

4. Critical Thinking

5. Global Awareness and Appreciation ○ None ○ Intro ◉ Dev ○ Mastery

6. Personal Responsibility ○ None ○ Intro ◉ Dev ○ Mastery

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: Placement is based on a composite of test scores and academic background, or satisfactory completion of English 189 and concurrent enrollment in English 190 and English 193 is required.

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

If a change is necessary, please describe it:

ENGL 212

Assessment of SLOs

Current SLOAC Status: 5. Plans Based on Results   Last Assessed:

When will this course be assessed next?   Fall 2015; UPDATE: FALL 2015 ASSESSMENTS COMPLETE
Describe the course's assessment cycle: Three-year cycle
When will the course undergo curriculum review next?   Spring 2016

Describe changes made due to assessments:

Comments on assessment: This course offered only in Fall, odd years only. UPDATE: ASSESSMENT COMPLETED SPRING 2015;

Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

1. Communication ○ None ○ Intro ◉ Dev ○ Mastery

2. Mathematical Competency/Quantitative Reasoning ○ None ○ Intro ○ Dev ○ Mastery

3. Information Competency (literacy) ○ None ○ Intro ○ Dev ○ Mastery

4. Critical Thinking ○ None ○ Intro ◉ Dev ○ Mastery

5. Global Awareness and Appreciation ○ None ○ Intro ◉ Dev ○ Mastery

6. Personal Responsibility ○ None ○ Intro ◉ Dev ○ Mastery

Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):   Result of Requisite Review:

Prerequisite: ENGL 112 or equivalent.

TOP Code   150100   Is a change in TOP or SAM code necessary?
SAM Code   E (Non-Occupational)   ○ Yes ○ No

Assessed Courses:	31	Total Courses:	49	Assessment Rate:	63.3%

C1. If there are any courses or programs for which your assessment cycle has not been followed, list them and describe how you plan to address the situation.
Please limit your response to 250 words.
Question C.1 applies only to instructional programs.

English 109, which was scheduled to be assessed Fall 2014 was not offered, so we have scheduled its assessment for Fall 2015

English 128 was originally due to be assessed Fall 2014; however, that class was cancelled due to low enrollment. We have adjusted this course on our timeline so that it will be assessed Spring Fall 2016, as it is only taught in fall, even years.

Aside from those two courses, the only others that have not followed assessment cycle are courses that have been inactive and courses that have been deleted from the catalog.

UPDATE: ACCORDING TO THE SLO DATABASE, ASSESSMENTS ARE UP TO DATE FOR ENGLISH DIVISION COURSES AND PROGRAMS.

Section C.2. Program/Service Assessments

Section C.2 applies to all programs and services.

[Note on printed/PDF version: The table below lists a maximum of 6 programs/PLOs. For programs with more than 6, see the online document.]

English AA Degree

Assessment of SLOs	Current SLOAC Status:	5. Plans Based on Results
	Last Assessed:	2/5/2013

When will this program be assessed next?	2/5/2016
Describe the program's assessment cycle:	The division has approved a portfolio assessment mechanism for students graduating with a degree in English. However,
When will the program undergo curriculum review next?	UPDATE: AA DEGREE WAS REVIEWED LAST YEAR (2014 -15); I AM UNAWARE OF HAVING CYCLES FOR
Describe changes made due to assessments:	Because the college does not yet have a way to inform divisions of students intending to complete a degree in a major in time for them to

Relation of Program to ILOs:

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

1. Communication	○ None	○ Intro	◉ Dev	○ Mastery
2. Mathematical Competency/Quantitative Reasoning	○ None	○ Intro	○ Dev	○ Mastery
3. Information Competency (literacy)	○ None	○ Intro	◉ Dev	○ Mastery
4. Critical Thinking	○ None	○ Intro	◉ Dev	○ Mastery
5. Global Awareness and Appreciation	○ None	○ Intro	◉ Dev	○ Mastery
6. Personal Responsibility	○ None	○ Intro	◉ Dev	○ Mastery

Institution-Set Standards (CTE Degree/Certificate Programs Only):

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum

standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:   2012-2013:   Employment Standard: [   ] %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program): [   ] %

English Developmental Program

Assessment of SLOs   Current SLOAC Status: 5. Plans Based on Results

Last Assessed: 1/22/2013

When will this program be assessed next?   Spring 2016

Describe the program's assessment cycle: The assessment of this program is completed by analysis of student work from English 120--the capstone course in the

When will the program undergo curriculum review next?   UPDATE: COURSES IN THE DEVELOPMENTAL PROGRAM FOLLOW OUR ESTABLISHED TIMELINE FOR

Describe changes made due to assessments: In addition to the changes described for English 120 (above) the English division has looked carefully at the content and logistics of the English

Relation of Program to ILOs:

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

1. Communication   ○ None ● Intro ○ Dev ○ Mastery
2. Mathematical Competency/Quantitative Reasoning   ○ None ○ Intro ○ Dev ○ Mastery
3. Information Competency (literacy)   ○ None ● Intro ○ Dev ○ Mastery
4. Critical Thinking   ○ None ● Intro ○ Dev ○ Mastery
5. Global Awareness and Appreciation   ○ None ● Intro ○ Dev ○ Mastery
6. Personal Responsibility   ○ None ● Intro ○ Dev ○ Mastery

Institution-Set Standards **(CTE Degree/Certificate Programs Only):**

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:   2012-2013:   Employment Standard: [   ] %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program): [   ] %

Transfer Level English Composition Program

Assessment of SLOs   Current SLOAC Status: 5. Plans Based on Results

Last Assessed: 1/22/2013

When will this program be assessed next?   Spring 2015

Describe the program's assessment cycle: The assessment of this program uses data from student work in English 102 and English 104--the capstone courses of the

When will the program undergo curriculum review next?   UPDATE: COURSES IN OUR TRANSFER-LEVEL ENGLISH COMP PROGRAM ARE REVIEWED FOLLOWING THE

Describe changes made due to assessments: This program is assessed by an analysis of the data from its capstone courses English 102 and English 104. Based on results, the division has

Relation of Program to ILOs:

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	◉	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Institution-Set Standards (CTE Degree/Certificate Programs Only):

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:   2012-2013:   Employment Standard: [   ] %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program): [   ] %

English AA-T

Assessment of SLOs   Current SLOAC Status: | 1. SLO's Written |

Last Assessed: | #N/A |

When will this program be assessed next? | UPDATE: THIS PROGRAM WAS ASSESSED SPRING 2013 AND HAS BEEN ADDED TO THE DATABASE. THE |

Describe the program's assessment cycle: | The division has approved a portfolio assessment mechanism for students graduating with a degree in English |

When will the program undergo curriculum review next? | UPDATE: THE DIVISION REVIEWED ITS AAT DEGREE LAST YEAR (2014-15), SO IT IS UP TO DATE. I AM NOT |

Describe changes made due to assessments: | NO CHANGES DEEMED NECESSARY AT THIS TIME. |

Relation of Program to ILOs:

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

	None	Intro	Dev	Mastery
1. Communication	○	○	◉	○
2. Mathematical Competency/Quantitative Reasoning	○	○	○	○
3. Information Competency (literacy)	○	○	◉	○
4. Critical Thinking	○	○	◉	○
5. Global Awareness and Appreciation	○	○	◉	○
6. Personal Responsibility	○	○	◉	○

Institution-Set Standards (CTE Degree/Certificate Programs Only):

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:   2012-2013:   Employment Standard: [   ] %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program): ☐ %

Assessed Programs: 3   Total Programs: 4   Assessment Rate: 75.0%

Question C.2. Is there demand for a new degree, certificate, program, or service that would meet the needs of students or the community? If so, please describe new programs or services you will propose adding. Also note that resource requests may be necessary to support new programs.
Please limit your response to 250 words.

n/a UPDATE: THE ENGLISH DIVISION IS EXPLORING THE IDEA OF CREATING FOCI OR AREAS OF INTEREST IN ENGLISH (IN SUCH FIELDS AS CREATIVE WRITING, PROFESSIONAL WRITING, SCREENWRITING, ETC.); AS CURRENTLY ENVISIONED, THIS WOULD ENTAIL BOTH THE CREATION OF NEW COURSES (SUCH AS A NEW VERSION OF ENGL 104 CURRENTLY BEING DEVELOPED FOR ENGINEERS) AND ALSO THE CREATION OF RELEVANT CERTIFICATES IN ENGLISH).

Section C.3. Summary of Assessment Cycle

Section C.3 applies to all programs and services.

Question C.3. Examine the last three years of SLO and PLO assessments for your program. Summarize the changes that have been implemented and the changes that need to be implemented for program improvement. Relate your assessments to the Institutional Learning Outcomes (ILOs).
Please limit your response to 250 words.

In the last three years, the English Division has reached 100% in terms of all of its courses having completed SLO cycles. The division has an effective timeline to facilitate continued regular assessment and is continuing its work on creating an effective and efficient means by which to track plans and actions taken as a result of student outcomes.

In general, changes that have been implemented as a result of SLOs have been course-specific, including changes in course texts, assignments, exercises, tests and quizzes, and decisions to emphasize or de-emphasize course content. A few changes (such as proposed changes in prerequisites, or the perceived need to teach composition skills in literature classes) will require additional division discussion. In relation to the composition skills/literature skills issue, the division is currently reviewing its exit/entrance standards in order to determine whether changes need to be made so as to better articulate between course levels. Special composition committee meetings are currently being held to this end.

For the last four years, the English Division has had in place methods for analyzing its three programs. While the assessment of the English Developmental Program and the Transfer Level English Composition Program occur via a discussion of course assessment, we are stymied in our efforts to assess our AA Degree in English because we are not currently notified of students who are planning to complete a degree and have met the requirements to do so. As such, conducting a capstone portfolio assessment has not been possible. This year, plans are being made to discuss assessment methods and, also, to discuss the program learning outcomes for the degree.

UPDATE: SLO/PLO ASSESSMENTS IN THE ENGLISH DIVISION RELATE TO THE FOLLOWING ILOS: COMMUNICATION (ALL SLOS IN ENGLISH INVOLVE WRITTEN COMPETENCY, AND SOME INVOLVE ORAL COMMUNICATION AS WELL); INFORMATION COMPETENCY (TRANSFER-LEVEL COMPOSITION COURSES HAVE SLOS RELATED TO RESEARCH AND DOCUMENTATION); CRITICAL THINKING (ALL COMPOSITION AND LITERATURE COURSES HAVE SLOS DIRECTLY RELATED TO CRITICAL THINKING).

D. Program Evaluation and Needs

Section D applies to all programs and services.

Distance Education

Question D.1. How have changes in service delivery, particularly distance education, required changes in the skills of staff? How are staff being trained, retrained, and developed? What staff development opportunities have been utilized in the past five years? When were faculty teaching courses through distance education trained last?

In terms of teaching, DE faculty report that the teaching basics have not changed but that changes in the technology and tools for delivery have required learning new skills--such as use of Skype and social media. Additionally, with the implementation of CoDE, DE courses will be more consistent in terms of learning management, Moodle, and methodologies used by GCC instructors. Therefore, each new and continuing DE instructor will need to be taught/reminded of best practices and mandated to implement some of these practices in their GCC courses.

Before the time of formal training (CoDE--in 2013), instructors were taught by other instructors or specialists in DE (often one instructor at a time). Often such "training" came from attending DE conferences. Specifically at GCC, proposed DE courses in English went to the TMI committee, and that committee offered advice and ideas for making the courses better; also, technology specialists were assigned to instructors to assist with questions, concerns, technical issues.

DE faculty in English have attended DE-related conferences, including ECCTYC, TYCA, NCTE, and YRC, and ACTLA; relevant presentations dedicated to DE have included those on online instruction, hybrid courses, distance education generally, and online tutoring. Since 2013, DE faculty have also attended workshops and seminars offered through CoDE here at GCC.

Technology

Question D.2. How has technology been integrated into the service and administrative functions of the unit? How successful have these efforts been? How has the unit developed hardware, software, and training support? How has the unit addressed security and obsolescence issues?

Over the last few years the following have been designed and implemented in order to facilitate routine processes in the division.

1. A system whereby all SLOs are collected via an online interface, so that no paperwork is involved; 2) An online application process for our Fast-Track students, so that staff does not need to process students manually; 3) A database wherein all personnel and scheduling data can be stored; this database has a built-in mechanism for tracking loads and absences, enabling us to more efficiently adhere state regulations. 4) An electronic archiving system for keeping important historical data in order to avoid keeping boxes of paper files; 5) A division website in which instructors can access important information such as course outlines, SLOs and historical SLO data, sample syllabi and syllabus requirements, course planning guides, sample student essays, division policies and regulations, and approved booklists for all courses.

Apart from the technology itself, the division has also implemented processes for collecting, analyzing, and distributing data related to the various areas above, enabling a more standardized and efficient carrying out of division-related business.

Currency

Question D.3. What activities have been conducted to assure and enhance the currency of the program, including any services, degrees, or certificates included in the program?

UPDATE: ENGLISH INSTRUCTORS REGULARLY ATTEND CONFERENCES IN DEVELOPMENTAL AND TRANSFER-LEVEL PEDAGOGICAL THEORY AND PRACTICE IN ENGLISH. ADDITIONALLY, THE DIVISION HOLDS REGULAR BEST PRACTICES WORKSHOPS AND DIVISION RETREATS (TWO RETREATS LAST YEAR AND TWO SO FOR DURING THIS CURRENT FALL 2015 SEMESTER) WHERE PROGRAMMATIC AND CURRICULAR PRACTICES, CHANGES, AND NEEDS CAN BE DISCUSSED AT LENGTH. DURING THIS CURRENT SEMESTER, ENGLISH DIVISION INSTRUCTORS WILL BEGIN ENGAGEMENT IN A DIVISION-WIDE READING GROUP THAT FOCUSES ON CURRENT RHETORIC/COMPOSITION THEORY AND PRACTICE. IN THIS WAY, EVEN INSTRUCTORS UNABLE TO ATTEND CONFERENCES CAN BE KEPT UP IN RELATION TO CURRENT TRENDS IN THE FIELD.

Staffing

Question D.4. Is staffing adequate for your program? Are any vacant positions unnecessary? Are the skills of your current staff members meeting the needs of your area? Is any additional training needed?

In relation to full-time faculty, our staffing, while improving in the last two years, remains inadequate. In the last two years, the division was fortunate to have been authorized to hire three new full-time instructors. While this has taken some of the onus of extra-curricular work off the general full-time pool, the division is still down three full-time instructors. UPDATE: THE DIVISION WAS ABLE TO HIRE AN ADDITIONAL FULL-TIME INSTRUCTOR IN SUMMER 2015. THIS HAS CONTRIBUTED SIGNIFICANTLY TO OUR FULL-TIME STAFF, THOUGH THE DIVISION STILL HAS NOT REPLACED FULL-TIME INSTRUCTORS LOST IN THE LAST SEVERAL YEARS.

In relation to part-time faculty, staffing is barely adequate; that is, we are able to staff classes, but when emergencies occur (the need for long-term subs, faculty dropping classes at the last minute, etc.), we find ourselves in a precarious position in terms of having enough instructors to staff classes. This is despite our having hired over the last two years more than twenty new adjuncts. Part of the problem is that we are, for the most part, no longer permitted to assign adjunct overload. And should the

Question D.5. Describe the number and assignments of hourly employees and student employees that your program requires? Is there a need for additional short-term employees or student employees, within college and state guidelines and restrictions?

n/a

Duplication of Services

Question D.6. Is there overlap or duplication of services with other units of the campus? How could this be reduced, if appropriate?

There is no overlap or duplication of services with other units of the campus.

E. Program Plan

Section E applies to all programs and services.

Based on assessments and needs, define your program's plan for the next three years here.

Program Plan Item	1
Program Goal:	Better serve students and division needs.
Action item:	Hire additional full-time faculty. THIS PLAN WAS COMPLETED SUMMER 2015, THOUGH WE WILL REQUEST ADDED FTF IN
Anticipated changes/improvements:	Enhanced service to students and improved functioning of division processes.
How will improvements be measured?	Innovative and effective implementation of course pedagogies and practices are documented in division and relevant campus-wide
Timeline for completion:	Hire Summer 2015
Link to Mission Statement:	and basic skills instruction.
Link to Vision Statement:	...through outstanding instructional and student services,...
Link to GCC Comprehensive Plan:	Goal: The college will continue to support a professional, outstanding faculty
Link to Annual Goals:	Operating Principle 3. Faculty will continue to have a leading role in the exploration, evaluation, and implementation of delivery modes
Link to Institutional Learning Outcomes:	

If this program plan item was included in a previous year's program review, describe current progress on the item:

UPDATE: THE ENGLISH DIVISION IS GRATEFUL TO HAVE BEEN ABLE TO HIRE A FULL-TIME FACULTY IN SUMMER 2015 AND TWO FULL-TIME FACULTY MEMBERS IN THE YEAR BEFORE THAT. THIS HAS CONTRIBUTED SIGNIFICANTLY TO OUR GOAL OF REPLACING THE SEVERAL FULL-TIME FACULTY LOST IN

Program Plan Item	2
Program Goal:	Bring Scholars Program into compliance with TAP (UCLA Transfer Alliance Program) and promote smoother efficiency of Scholars
Action item:	Procure two spaces for Scholars Program and purchase color printer/fax/scanner. UPDATE: PLAN NOT COMPELTED, AS
Anticipated changes/improvements:	Heightened efficiency of Scholars Program business and enhancement of the Scholars Program student experience. Also,
How will improvements be measured?	Survey of Scholars Program students and staff; objectively documenting GCC Scholars Program's compliance with TAP.
Timeline for completion:	Fall 2015
Link to Mission Statement:	We are committed to student learning and success...
Link to Vision Statement:	...where all students achieve their informed educational goals...

Link to GCC Comprehensive Plan:	Goal 3: Support Instructional and Student Services Programs
Link to Annual Goals:	Annual Goal 3. The college will strengthen its use of marketing and communication, including social media, to provide information to
Link to Institutional Learning Outcomes:	

If this program plan item was included in a previous year's program review, describe current progress on the item:

PROGRESS HAS NOT BEEN MADE ON THIS PLAN , AS RELATED RESOURCE REQUESTS WERE NOT GRANTED. ALSO, DROP-DOWN MENUS DO NOT WORK IN THE ABOVE BOXES. FOR MISSION STATEMENT, VISION STATEMENT, GCC PLAN, AND ANNUAL GOALS, I AM ONLY ABLE TO INCLUDE ONE PHRASE FROM

Program Plan Item 3

Program Goal:	Streamline the "Closing the Loop" Portion of the SLO/PLO Process
Action item:	Develop Efficient Mechanism for Tracking Actions Taken as a Result of SLO/PL0 Assessments. UPDATE: COMPLETION OF
Anticipated changes/improvements:	Reliable and efficient way of housing and accessing SLO/PLO action items.
How will improvements be measured?	Improvements can be measured in terms of a reduction in the amount of time reuired to obtain and later access these materials
Timeline for completion:	Spring 2016
Link to Mission Statement:	We are committed to student learning and success...
Link to Vision Statement:	...through outstanding instructional and student services,...
Link to GCC Comprehensive Plan:	Discuss and act on the assessment of student learning outcomes within divisions and across divisions (emp 230)
Link to Annual Goals:	Annual Goal 5. Increase levels of assessment of student learning outcomes at the course, program, and institutional levels; formalize
Link to Institutional Learning Outcomes:	

If this program plan item was included in a previous year's program review, describe current progress on the item:

UPDATE: PROGRESS HAS BEEN MADE ON THIS GOAL, AS MENTIONED ABOVE; ONE OF OUR NEW HIRES IS NOW ACTING AS THE DIVISION'S SLO/PLO COORDINATOR AND IS FINE-TUNING THE TRACKING MECHANISM MENTIONED ABOVE. ALSO, DROP-DOWN ARROWS ARE PROBLEMATIC, FOR THE REASONS MENTIONED

Program Plan Item 4

Program Goal:	Align Division Administrative Assistant compensation with duties performed.
Action item:	Upgrade the English Division Administrative Assistant position to reflect current duties.
Anticipated changes/improvements:	Ability to attract and keep quality staff to perform the necessary tasks of the Division.
How will improvements be measured?	Heightened efficiency of productivity.
Timeline for completion:	Immediate
Link to Mission Statement:	...by providing the opportunities and support to achieve their educational and career goals
Link to Vision Statement:	...through outstanding instructional and student services,...
Link to GCC Comprehensive Plan:	Goal 3: Support Instructional and Student Services Programs
Link to Annual Goals:	Annual Goal 2. Increase levels of assessment of student learning outcomes at the course, program, and institutional levels to 100%
Link to Institutional Learning Outcomes:	

If this program plan item was included in a previous year's program review, describe current progress on the item:

UPDATE: THIS GOAL IS NO LONGER A PRIORITY, AS VARIOUS CONSTITUENCIES ARE NOT IN AGREEMENT

ABOUT HOW TO PURSUE IT. THE DIVISION WILL TABLE THE GOAL FOR THE TIME BEING.

Program Plan Item	5

Program Goal:	UPDATES REGARDING THIS PLAN. : LARGE-SCALE REVIEW OF COMPOSITION COURSES MOST CENTRAL TO THE
Action item:	UPDATE AT END OF THIS BOX. Reevaluate (and modify where needed) the interfaces between English 120, English 101, and
Anticipated changes/improvements:	UPDATE ADDED TO END OF THIS BOX. Students more accurately placed in and/or matriculated to higher level of
How will improvements be measured?	UPDATE ADDED TO END OF THIS BOX. SLOs and improved tracking of how students who have not performed well became
Timeline for completion:	UPDATE ADDED TO END OF THIS BOX. Fall 2016. GRADUAL RESEARCH AND IMPLEMENTATION OF PARTS OF THE PLAN
Link to Mission Statement:	...by providing the opportunities and support to achieve their educational and career goals.
Link to Vision Statement:	...where all students achieve their informed educational goals...
Link to GCC Comprehensive Plan:	Goal 1: Improve Access, Persistence, and Success
Link to Annual Goals:	Annual Goal 5. Increase levels of assessment of student learning outcomes at the course, program, and institutional levels; formalize
Link to Institutional Learning Outcomes:	

If this program plan item was included in a previous year's program review, describe current progress on the item:

UPDATE: TWO DIVISION RETREATS RELATED TO THIS PLAN HELD SO FAR THIS CURRENT (FALL 2015) SEMESTER, ALONG WITH TWO BEST PRACTICES ON THE TOPIC; ENGLISH 101 DIAGNOSTIC MENTIONED ABOVE IMPLEMENTED SPRING 2015 AND CURRENTLY UNDER ANALYSIS; FACULTY READING GROUP AND

F. Report on 2014-2015 Funded Resource Requests

Section F applies to all programs and services.

Please list all resource requests (including personnel requests) funded by the Budget Committee or any other funding sources in Academic Year 2014-2015. For each request which was funded and received, please describe the impact of its receipt (how the item specifically impacted your division/department). How will you continue to measure the impact of this item?

Resource request funded in 2014-2015:	Two Full-Time English Instructors. UPDATE: ONE FULL-TIME ENGLISH INSTRUCTOR HIRED SUMMER 2015
Impact of item on program:	Increased developmental and transfer-level classes staffed by full-time faculty; more even distribution of full-
How will the impact continue to be measured?	The impact of new full-time hires will continue to be measured through the tenure process itself, as instructors

Resource request funded in 2014-2015:	Two document cameras
Impact of item on program:	There has been no impact yet because although this is the only non-personnel resource request was funded last
How will the impact continue to be measured?	n/a UPDATE: IMPACT WILL CONTINUE TO BE MEASURED BY FREQUENCY OF USE; ACTUALLY

Resource request funded in 2014-2015:	UPDATE: TASK CHAIRS FOR CONFERENCE TABLE IN LB 214
Impact of item on program:	DIVISION IS ABLE TO CARRY OUT ITS BUSINESS, SUCH AS INTERVIEWS FOR HIRING, GRADING FOR
How will the impact continue to be measured?	THE IMPACT OF THIS FULFILLED REQUEST WILL BE MEASURED ON THE BASIS OF FACULTY/STAFF USE

G. Program Resource Requests (All Programs)

Section G applies to all programs and services.

RR	UPDATE: REPEAT REQUEST FOR WHITEBOARDS FOR CLASSROOMS	Note: Carried over from 2014-2015.

	STILL NEEDED	
RR	UPDATE: THIS ITEM HAS BEEN FUNDED. Task Chairs for Conference Table in LB214	Note: Carried over from 2014-2015.
RR	UPDATE: RENEWED REQUEST FOR THIS ITEM.Funding for the English High School Collaborative	Note: Carried over from 2014-2015.
RR	UPDATE: REPEAT REQUEST FOR THIS ITEM. Funding for English Common Final	Note: Carried over from 2014-2015.
RR	UPDATE: REPEAT REQUEST FOR THIS ITEM. Space for English Lab Classroom (currently housed in AD238)	Note: Carried over from 2014-2015.
RR	UPDATE: REPEAT REQUEST FOR THIS ITEM. Color Printer with Scanner and FAX Capabilities (for Scholars Program)	Note: Carried over from 2014-2015.
RR	UPDATE: REPEAT REQUEST FOR THIS ITEM. Funding for L.A. Writers Reading Series	Note: Carried over from 2014-2015.
Reorg	UPDATE: THIS ITEM IS BEING UNREQUESTED UNTIL FURTHER NOTICE. Revision of Division Administrative Assistant Position	Note: Carried over from 2014-2015.
RR	UPDATE: REPEAT REQUEST FOR THIS ITEM. Two Spaces for Scholars Program	Note: Carried over from 2014-2015.
RR	Replace Blinds in AD217	Note: Carried over from 2014-2015.
RR	UPDATE: THIS REQUEST HAS BEEN TEMPORARILY RESOLVED (THOUGH NOT FUNDED.) High Chair (for Instructors) for SG139	Note: Carried over from 2014-2015.
RR	UPDATE: NEW REQUEST: CLASSROOM INSTRUCTIONAL EQUIPMENT REPLACEMENT	
RR	UPDATE: NEW REQUEST. THE DIVISION REQUESTS 10 CHAIR/DESK UNITS FOR STUDENT USE IN AD242 AND AD243	
RR	UPDATE: NEW REQUEST FOR MAINTENANCE OF CLASSROOMS	
IHAC	UPDATE: NEW REQUEST FOR FULL-TIME FACULTY MEMBER, ENGLISH	
IHAC	2016-17 Request for Two Tenure Track English Instructors	

Program Review - Summary Narrative

If your program review was a full review this year, please briefly describe the major changes you made. If your program review was a review/update this year, please briefly describe the review process and whether any significant changes were made.

N/A, AS THIS IS AN UPDATE ONLY REVIEW.